

PHEASEY PARK FARM PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2020/21

1. Summary information					
School	PHEASEY PARK FARM PRIMARY SCHOOL				
Academic Year	2020/21	Total PP budget 2018/19-£160,867 2019/20-£154,440 2020/21-£157,365-projected	Date of most recent External PP Review		July 2017
Total number of pupils	640	Number of pupils eligible for PP	131 (21%)	Date for next internal review of this strategy	June 2021

2. Current attainment * based on revised data for 2018/19							
	School 2019				National 2019		
	Total Cohort	PP Cohort	Pupils eligible for PP	Other	All pupils	Pupils eligible for PP (like for like)	Other (DiE comparator)
% achieving expected (high) standards in R, W and M combined at KS2	86	31	63 (9)	79 (9)	65 (11)	51 (5)	71 (13)
% achieving expected (high) standards in reading at KS2	86	31	66 (25)	86 (20)	73 (27)	62 (17)	78 (31)
Reading progress from KS1 - KS2	86	31	-0.64	-2.18	+0.03	-0.62	+0.32
% achieving expected (GD) standards in writing at KS2	86	31	75 (25)	91 (32)	78 (20)	68 (11)	83 (24)
Writing progress from KS1 - KS2	86	31	+0.13	+1.12	+0.03	-0.54	+0.25
% achieving expected (high) standards in maths at KS2	86	31	75 (25)	91 (27)	79 (27)	67 (16)	84 (32)
Maths progress from KS1 - KS2	86	31	-1.32	+0.07	+0.03	-0.71	+0.37
% achieving expected standards in reading (GD in reading) at KS1	89	22	82 (32)	88 (30)	75 (25)	-	78 (28)
% achieving expected standards in writing (GD in writing) at KS1	89	22	73 (18)	87 (13)	69 (15)	-	73 (17)
% achieving expected standards in maths (GD in maths) at KS1	89	22	86 (18)	87 (19)	76 (22)	-	79 (24)
% achieving Pass in Phonics Screening in Y1	83	15	80	93	82	-	84
% achieving GLD in EYFS	77	13	54	83	-	-	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years
B.	Limited experiences outside school of visiting places of interest to stimulate discussions and imagination
C.	Some of the PP pupils are also SEND
D.	Lacking development of independent skills in learning/resilience and belief in themselves
E.	Expectations not high enough from parents -aspirations low
External barriers	
F.	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence
G.	Children's starting points are lower in more recent years and there are increasing numbers of pupils with Speech and Language and Behaviour Needs upon entry.
H.	Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures

4. Desired Outcomes and Planned Expenditure								
Targets	Actions	Reasons for Approach	Staff Monitoring	Start Date	Complete Date	Resources Costs inc CPD	Success Criteria	Evaluation/Review 2019-20
To improve attendance for Disadvantaged Pupils	Monitor the attendance of Pupil Premium Pupils as a separate group Liaise with EWO Appoint a dedicated EWO for the School Target same day calls Develop reward systems Review authorising absence procedures Maintain contact with families Introduce home visits Offer Parents Meetings Consider Device Loan Scheme for Remote Learning	We have identified that our pupil premium pupils are less likely to attend school and motivation is a factor Following Covid-19 closures pupil premium pupils are even more disadvantaged	Mrs S Arnold Mrs T Ward Mrs S Mallon	Sept 2020	Dec 2020 Half termly monitoring	PP Funding £157,365 in total CPD £1,000	Pupil premium attendance matches or exceeds other pupils in Dec 2020	Attendance Overall attendance was improving across the school. Gap between disadvantaged and non disadvantaged was closing.

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To improve the % of pupils achieving a GLD	Provide training for identified staff Monitor lessons and feedback Track Pupils progress in Reading Identify PP pupils falling behind from tracking data Include identified pupils on the PP intervention grid Analyse and review at least half termly SMT monitor specific interventions and meet specific needs of individuals	We have identified target groups for PP pupils who are performing well below	Mrs Arnold Miss Matthew Mrs Willis	Sept 2020	June 2021 Half termly monitoring	EY PP Funding	PP pupils perform at least as well as non PP in June 2021	GLD In 2019 54% of PP pupils achieved a GLD which was 10% improvement on the previous year. 83% of other pupils achieved GLD. This is a focus particularly in light of the Covid-19 closure Y1 Phonics In 2019, 88% of pupil premium pupils passed the Phonics Screening Check compared to 89% of other pupils. This has dipped although will remain above national. This is a key area following the Covid-19 closure
To increase the % of disadvantaged pupils achieving Above ARE in Writing	Provide training for identified staff Monitor lessons and feedback Track Pupils progress in Reading Identify PP pupils falling behind from tracking data Include identified pupils on the PP intervention grid Analyse and review at least half termly SMT monitor specific interventions and meet specific needs of individuals Cross Curricular Writing Sessions	We have identified that our pupil premium pupils performed not as well as other pupils in the 2018 tests	Mrs S Arnold Mrs Mayou Year Group Staff	Sept 2020	May 2021 Half termly monitoring	PP Funding £157,365 in total CPD £1,000	The in school gap between PP and other pupils in Above ARE Writing by at least 10% at end of KS2	KS1 Between 2013 and 2019 we are closing the gap between our disadvantaged pupils and other pupils nationally in Reading, Writing and Maths - with reading and maths our disadvantaged pupils are above 'other' pupils nationally. Higher attainers is a focus. Due to Covid-19 closure, year 2 pupil will be screened in phonics in Autumn 2. Pupil premium pupils is a focus for Y2 phonics
To increase the % of disadvantaged pupils achieving Above ARE in Reading	Provide training for identified staff Monitor lessons and feedback Track Pupils progress in Reading Identify PP pupils falling behind from tracking data Include identified pupils on the PP intervention grid Analyse and review at least half termly SMT monitor specific interventions and meet specific needs of individuals Additional Reading Sessions	We have identified that our pupil premium pupils performed not as well as other pupils in the 2018 tests	Mrs S Arnold Mrs Mayou Year Group Staff	Sept 2020	May 2021 Half termly monitoring	PP Funding £157,365 in total CPD £1,000	The in school gap between PP and other pupils in Above ARE Reading by at least 10% at end of KS2	KS1 Between 2013 and 2019 we are closing the gap between our disadvantaged pupils and other pupils nationally in Reading, Writing and Maths - with reading and maths our disadvantaged pupils are above 'other' pupils nationally. Higher attainers is a focus. Due to Covid-19 closure, year 2 pupil will be screened in phonics in Autumn 2. Pupil premium pupils is a focus for Y2 phonics

Targets	Actions	Reasons for Approach	Staff Monitoring	Start Date	Complete Date	Resources Costs inc CPD	Success Criteria	Evaluation/Review 2019-20
To increase the % of disadvantaged pupils achieving ARE in Maths and making expected progress in Mathematics	Up level expectations for PP pupils Track Pupils progress in Maths Identify PP pupils falling behind from tracking data Include identified pupils on the PP intervention grid Audit ability groups for PP pupils to raise expectations Analyse and review half termly	We have identified that our pupil premium pupils gap is closing but PP still below	Mrs S Arnold Mrs Mayou Year Group Staff	Sept 2020	May 2021 Half termly monitoring	PP Funding £157,365 in in total CPD-£1500	The in school gap between PP and other pupils in ARE Maths closes by at least 8% at end of KS2	KS2 In Reading 2019 65% of our disadvantaged pupils achieved ARE in Reading which was below other pupils nationally. In 2018 our priority was more able readers and in this area school disadvantaged pupils achieved better than school non disadvantaged. In Writing 2019 at ARE there is a gap between our disadvantaged pupils and other pupils. This remains a focus With more able writers the gap is closing In Maths there have been some fluctuations over the past 3 years. In 2018 the gap had closed, however in 2019 there was a gap between disadvantaged and non disadvantaged at ARE. This is a focus. At the higher standard, the gap had closed with 26% of pupils achieving this for both disadvantaged and non disadvantaged. Gaps in learning in all areas will be a key focus for pupil premium children following
To increase the % of disadvantaged pupils achieving above ARE in GAPS	Provide training for identified staff Monitor lessons and feedback Track Pupils progress in GAPS Identify PP pupils in higher ability groups for English and any who can be moved up from tracking data Include identified pupils on the AMA intervention grid Analyse and review half termly	We have identified that our pupil premium pupils performed not as well as other pupils in the 2018 tests	Mrs S Arnold Mrs Mayou Year Group Staff	Sept 2020	May 2021 Half termly monitoring	PP Funding £157,365 in in total CPD-£1,000	The in school gap between PP and other pupils in above ARE GAPS closes by at least 15% at end of KS2 The No of PP pupils in AA groups increases	
To increase the % of disadvantaged pupils achieving above ARE in Writing.	Track pupils progress in Writing across school Identify PP pupils in higher ability groups for English and any who can be moved up from tracking data Include identified pupils on the AMA intervention grid Analyse and review half termly	More able writers is a school focus	Mrs S Arnold Mrs Mayou Year Group Staff	Sept 2020	May 2021 Half termly monitoring	PP Funding £157,365 in in total	The in school gap between PP and other pupils in above ARE Writing closes by at least 10% at end of KS2 The No of PP pupils in AA groups increases	

Targets	Actions	Reasons for Approach	Staff Monitoring	Start Date	Complete Date	Resources Costs inc CPD	Success Criteria	Evaluation/Review 2019-20
To further improve Phonics results for disadvantaged pupils.	Continue with current Phonics Scheme Maintain at least 5 groups in Y1 for Phonics Identify PP pupils in higher ability groups for Phonics and any who can be moved up from tracking data Include identified pupils on the AMA intervention grid Analyse and review half termly	We have identified that our pupil premium pupils performed below in line with other pupils in the 2018 Phonics screening checks	Mrs S Arnold Mrs N Willis Year Group Staff	Sept 2020	May 2021 Half termly monitoring	PP Funding £157,365 in total	The in school gap between PP and other pupils in Phonics closes by at least 10% at end of Y1 The No of PP pupils in AA groups for Phonics increases	the Covid-19 closure

PLANNED EXPENDITURE 2020/21

Learning and Teaching Support and Tailored Resources

- Additional adult support-Mathematics-one to one and small group
- Additional adult support-English/Phonics-one to one and small group
- CPD for Teachers and TAs to raise standards in teaching and learning and deliver quality interventions to close gaps
- Speech and Language/Pragmatics Groups for target pupils to improve reading
- Mathematics-Every Child Counts Intervention-1stClass@Number 1 and 2-delivery of sessions and training-initial 5 staff
- Mathematics Every Child Counts Intervention-Success@Arithmetic Calculation-delivery of sessions and training-initial 3 Staff
- Middle Leaders have driven up standards for disadvantaged pupils through Phase PP Action Plans.
- Homework Club
- Guided Reading Support-one member of staff appointed for targeted Guided Reading across school for disadvantaged pupils
- Additional Booster-one to one and small groups
- Extra Curricular Provision
- Wordshark / Numbershark
- Tricky Words

Additional Resources Purchased to support Disadvantaged Pupils include:

Maths Toolkits for range of Interventions listed

Sensory, Timer and Counting Resources

Phonics Books

Lotto

Pencil Grips/Huggers

Flash Cards

Y6 Revision Guides provided for PP Pupils

Pastoral Support

- Learning Mentor Intervention Groups and Hedgehogs/Behaviour Support
- Friends of Life Project
- Uniform support for all disadvantaged pupils and Full uniform for CLA
- Music Tuition support for disadvantaged pupils-25%
- Cool kids programme for targeted pupils
- Makaton
- Instrumental Tuition
- Financial Support for some Disadvantaged pupils' Visits

Coaching/Tuition/Additional Booster

- Lunchtime Booster Sessions
- Extra Curricular Clubs
- Communication and Self Esteem Group

Review of Expenditure 2019/20 (impacted by Covid-19)

EXPENDITURE 2019/20

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- Middle Leaders have driven up standards for disadvantaged pupils through Phase PP Action Plans.
- Homework Club
- Guided Reading Support-one member of staff appointed for targeted Guided Reading across school for disadvantaged pupils
- Additional Booster-one to one and small groups
- Extra Curricular Provision
- Wordshark / Numbershark
- Tricky Words
- Additional PE Slot-Y5 PP pupils

Additional Resources Purchased to support Disadvantaged Pupils include:

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- Music Tuition support for disadvantaged pupils-25%
- Cool kids programme for targeted pupils
- Makaton
- Instrumental Tuition

- Free places at Judo and Ballet Clubs
- Financial Support for some Disadvantaged pupils' Visits

Coaching/Tuition/Additional Booster

- Lunchtime Booster Sessions
- Extra Curricular Clubs
- Communication and Self Esteem Group
- Additional Multi Skills sessions for KS2 PP Pupils through Sports Plus

IMPACT

The use of funding has benefitted Pupil Premium Pupils by:

- Raising self esteem
- Allowing children to attend trips/residentials/Judo where they otherwise may have not
- Allowing children to access Music lessons
- Allowing forces children to contact parents and share achievements
- Narrowing the gap-Y1 Phonics
- Narrowing the gap-Y2 Reading-At/Above
- Narrowing the gap-KS1 Writing-improved by 23%
- Narrowing the gap-KS1 Maths-improved by 15%
- 100% Phonics Pass in Y2
- Narrowing the gap-KS2 Reading-improved by 26%
- Narrowing the gap-KS2 GAPS At-improved by 29% and gap narrowed by 30%
- Narrowing the gap-KS2 GAPS Ab--improved by 22%
- Narrowing the gap-KS2 Writing-Gap eradicated
- Narrowing the gap-KS2 Maths-improved by 30%
- Narrowing the gap-KS2 R/W/M-improved by 34%
- Significantly improved progress scores in Reading and Maths