



PARK HOUSE PRIMARY SCHOOL

Pupil Premium 3 Year
Strategy Report
2020-2023

3-year long-term Pupil Premium Strategy

What is Pupil Premium?

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

Our philosophy

We believe in providing our pupils with the best possible opportunities, this includes maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

Ensuring quality first teaching and support is in every class

Closing the attainment gap between disadvantaged pupils and their peers

Providing targeted academic support for pupils who are not making the expected progress

Addressing non-academic barriers to attainment such as emotional wellbeing, attendance and behaviour

Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
There are an increasing number of PP pupils with a diagnosed and an undiagnosed special need that is impacting upon learning such as ADHD, ASD, attachment etc.	Poor attendance for some pupils. Covid-19 lock downs.
Poor vocabulary and communication skills	Increasing number of pupils who are post adoption, some that have experienced trauma.

Lack of targeted support and staff to deliver this as additional teaching support not present in every classroom	Lack of parental engagement or support at home academically
With small numbers of pupils eligible for PPG, the needs of PP pupils are increasingly specific and require personalised 1:1 provision rather than small group support. This has an impact on capacity to deliver the provision.	Lack of focus and confidence due to poor mental health and wellbeing

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process
- Our tiered approach
- To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises

three categories:

- Teaching
- Targeted academic support
- Wider strategies

Within each category, we have chosen two interventions. This focused approach ensures the best chance of success for each intervention. This will be in addition to existing good practice, the role of the our learning mentor, pastoral officer from P4YP and the financial support provided to parents of pupils eligible for PPG. Costings for these areas can be found further on in this document.

Quality of teaching

- Whole staff training in whole class guided reading, mastery maths and phonics.
- Professional development: Individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.
- Professional Development for staff by attending targeted training courses and INSET.

Targeted academic support

- Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
- Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations

Wider strategies

- Readiness to learn: Continued use of Park House breakfast club to provide pupils with a nutritious breakfast and provide social experiences before school.
- Attendance: Use of learning mentor and pastoral officer weekly to improve attendance and foster links with parents.
- Providing a wide variety of hands on, enrichment experiences for all pupils.
- Mental health and wellbeing: provide nurture style interventions and strategies to improve mental health and wellbeing such as 'Positive Play'.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is evaluated termly by class teachers and Headteacher.

September 2020 SK

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

Venn Diagrams and iTrack will be used by class teachers to measure attainment and progress at termly intervals through the year. These Venn Diagrams form part of the pupil progress meeting discussions.

All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SLT.

Pupil Progress meetings are held every term between class teachers and SLT to monitor impact and identify any concerns to be addressed. Attendance data is collected and monitored by the learning mentor and SLT.

When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and whom we believe will benefit from the support / intervention.

- Pupil Premium funding and its impact is a regular agenda item for SLT.
- Designated staff member in charge: (Headteacher)
- Monitoring, assessment and tracking: (Headteacher)
- SENCO
- Learning Mentor
- Pupil Premium Responsible Governor

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

	Funding estimate: Year 1 - 20/21	Actual
Estimated pupil numbers	214	214
Estimated number of pupils eligible for PPG	15 (7%) (does not include Rec cohort 2020)	15 (7%)
Estimated funding	£20,175 + £14,070 pp+ = £34,245	£34,245
	Funding estimate: Year 2 - 21/22	Actual
Estimated pupil numbers	214	
Estimated number of pupils eligible for PPG	17 (7.9%) (does not include Rec cohort 2021)	
Estimated funding	£22,865 + £11,725 pp+ = £34,590	
	Funding estimate: Year 3 - 22/23	Actual
Estimated pupil numbers	214	
Estimated number of pupils eligible for PPG	13 (6.1%) (does not include Rec cohort 2021)	
Estimated funding	£17,485 + £9,380 pp+ = £26,865	

Park House Primary School Pupil premium strategy statement 2020-21

1. Summary information					
School	Park House Primary School				
Academic Year	2020-21	Total PP budget	£34,245	Date of most recent PP Review	July 2020 (internal)
Total number of pupils	214	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2021

2. Current attainment 2019/20		
	<i>Pupils eligible for PP (Y6 = 3 PP, 1 PP+)</i>	<i>Pupils not eligible for PP (national average)</i>
% year 6 pupils (July 2019) achieving expected standard in reading, writing and maths combined	N/A due to Covid 19	N/A due to Covid 19
% on track for end of Key Stage expectations in reading	N/A due to Covid 19	N/A due to Covid 19
% on track for end of Key Stage expectations in writing	N/A due to Covid 19	N/A due to Covid 19

September 2020 SK

% on track for end of Key Stage expectations in maths	N/A due to Covid 19	N/A due to Covid 19
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A	SEND - There are an increasing number of PP pupils with a diagnosed and an undiagnosed special need that is impacting upon learning such as Speech and language, ADHD, ASD, attachment etc.
B	With small numbers of pupils eligible for PPG, the needs of PP pupils are increasingly specific and require personalised 1:1 provision rather than small group support. This has an impact on capacity to deliver the provision.

External barriers

C	Increasing number of pupils who are post adoption, some that have experienced trauma or have SEND. Lack of focus and confidence due to poor mental health and wellbeing post Covid-19.
D	Low vocabulary skills including linking vocabulary to meaning, Speech and Language difficulties and Social communication difficulties

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	PP children achieve in line with national average, where possible above national average, in reading, writing and maths combined.	<ul style="list-style-type: none"> • Early identification and focus on the weaker curriculum area for individual children (reading, writing or maths) with focused intervention for each PP pupil identified and accelerated progress made to close the gap. • Identify, track and target children with potential for achievement at Greater Depth. • Use Headstart Maths/SPAG/reading (PiRA) and spelling assessments to ensure small steps of progress through standardised scores and attainment ages. • Additional support in class to help access learning.
B	PP children to make expected or above progress in all areas in order to attain Expected Standard or Greater Depth.	<ul style="list-style-type: none"> • Pupil progress meetings, monitoring of attainment and progress of PP children, pupil discussions and observations, PP reports and intervention impact. • Embedding of detailed monitoring sheet for each pupil to monitor effectiveness of an intervention and specific outcomes

		<p>for the child.</p> <ul style="list-style-type: none"> • Use of whole school tracker to track children. • Use current progress data to identify and track children each term. • Allocated TA time to ensure all PP children have additional intervention time each week 1: 1 or in small groups. • Additional support in class to help access learning.
C	Children experiencing difficulties in their emotional well-being are supported through positive play.	<ul style="list-style-type: none"> • Children feel supported through difficult times and are able to focus on their learning. (Boxall profile data and termly reports by Positive Play Leader) • Timetable established to ensure support provided. • Additional support in class to help access learning.
D	Children experiencing difficulties with speech and language are supported to improve their vocabulary and application of language.	<ul style="list-style-type: none"> • Use of speech and language activities and assessment to provide individualised support. • Timetable to provide support/intervention. • Additional support in class to help access learning.

5. Planned expenditure

Academic year 2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve progress and attainment for all high attaining PP pupils in Maths and English.	Targeted support within lessons. Small group interventions with specified TA.	Children provided with extra support to ensure high attainment and progress. Small group support with highly qualified staff have been shown to be effective. Teachers to select specific area to be targeted to increase combined attainment across all areas.	Support is evident on weekly planning for PP children. Intervention records by Class teachers PP review sheets are monitored each term. PP progress grids from iTrack. Use of Doodle maths	All Teachers /DHT	Termly
To improve outcomes for PP children to ensure they are at least on track in Reading across all year groups	Targeted teaching used to deepen learning of all children in Reading. Using reading assessment and bands to ensure children are reading challenging books appropriate to their age.	Small group / guided reading sessions with T/ TA. Children provided with extra support to ensure high attainment and progress. Children are reading books with 90% known words and 10% unknown words. Provision of more books to ensure each band offers range and challenge.	Monitoring through lesson observation, children's books, listening to children read. Teacher's assessment data. PiRA. PP review sheets are monitored each term. PP progress grids from iTrack	All Teachers/ Subject Leaders for English	Termly

To improve outcomes for PP children to ensure they are at least on track in Spelling/Phonics across all year groups	Quality first teaching in phonics. Promoted use of Spelling Shed throughout Key Stage 2.	Daily teaching of phonics in KS1 and spelling in KS2. Children provided with extra support to ensure high attainment and progress. Use of Spelling Shed app at home to reinforce learning and engage parents.	Staff training in Phonics and use of Nessy. Teacher's assessment data for phonics and spelling ages. PP review sheets are monitored each term. PP progress grids from iTrack.	All Teachers/ Subject Leaders for English	Termly
Total budgeted cost					TA hours <u>£10,769.85</u>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP children have access to participate in extra-curricular activities	To make funding contributions to PP children.	This enables PP children to take part in activities which will broaden their knowledge, skills and understanding. This will include music opportunities, residential and other trips, including visitors to school, across all year groups.	Communicate with PP parents via Parent mail to offer contributions. Be proactive in offering this to all parents as trip/visitor/music as they become available.	HT/DHT/ Admin	July 2021
Nurture/support to be provided to all PP children who are identified with a social/emotional need	Positive Play	Positive feedback from pupils and parents previously receiving intervention. To improve PP children's self – confidence and self-esteem in order to access successful learning and good emotional well-being.	Teachers will identify PP children to Positive Play Leader. Boxall profile used to assess child's emotional well-being. Discussions with Positive Play Leader and termly reports by Positive Play Leader on Progress. Structured timetable to ensure children are allocated a regular time. Discussions with parents.	CE/HT/DHT	Termly / July 2021
To improve outcomes for PP children to ensure they are at least on track in Reading, Writing and Maths across all year groups by providing additional	Small group interventions with specified TA in addition to Maths and English lessons.	PP children to be given allocated time once a week with specified TA to target the area for development for the PP child. This could be in 1:1 situations or in small groups in addition to Maths and English lessons Small group support with highly	Timetabled sessions for PP children as directed by PP Leader. Intervention records by specified TA and the children's work. Discussions between specified TA and DHT.	Specified TA and DHT	Termly

interventions.		qualified staff have been shown to be effective.	PP review sheets are monitored each term. PP progress grids from iTrack.		
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Total budgeted cost				Subsidised trips/Breakfast club £4,000 Subsidised clubs £1,305.30 Lexia £3,000 Positive play £900 P4YP £3,500 TA hours £10,769.85 £23,475.15
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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional targeted teaching input for Reading/Grammar.	Y6 boosters/small group work for reading/grammar.	Previous approach successful in light of new curriculum and SATs	Continue approach	All Teachers/ Subject Leaders for English	July 2021
Additional targeted teaching input Maths.	Y6 boosters/small group work for Maths.	Previous approach successful in light of new curriculum and SATs	Continue approach	All Teachers/ Subject Leaders for Maths	July 2021

Total budgeted cost	Within the TA costs as noted above.
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6. Review of expenditure

Previous Academic Year		2019-20	£29,980	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Continue to improve progress and attainment for almost all high attaining PP pupils in Maths and English.	Targeted support within lessons. Small group interventions with specified TA.	At the end of KS2 100% of the Pupil Premium children remain as Low Achievers. Out of those children 50% achieved EXS in Maths and in Writing, although internal tracking showed all made very good progress from their starting points. At the end of KS1 100% of the Pupil Premium children remain as Low Achievers. Internal tracking showed that 100% made very good progress in Reading, Writing and Maths from their starting point. Across other year groups progress has been at least expected or good for most pupils. This has been difficult to measure due to COVID. All children will be assessed during September 20 and targets made from those assessments.	Support is evident on weekly planning for PP children. The planning format has been used to account for PP children. PP review sheets are monitored each term. Effective approach. SLT have monitored progress of these children.	HT/SLT monitoring
Continue to improve outcomes for PP children to ensure they are in line in Maths across all year groups	Mastery teaching used to deepen learning of all children in Maths. Small group interventions with specified TA.	At the end of KS2 100% of the Pupil Premium children remain as Low Achievers. Out of those children 50% achieved EXS in Maths and in Writing, although internal tracking showed all made very good progress from their starting points. At the end of KS1 100% of the Pupil Premium children remain as Low Achievers. Internal tracking showed that 100% made very good progress in Maths from their starting point. Across other year groups progress has been at least expected or good for most pupils. This has been difficult to measure due to COVID. All children will be assessed during September 20 and targets	Monitoring through lesson observation, children's work and their feedback and data have shown a high level of success in this area.	Staffing Costs for additional interventions with a TA equal to 1 day a week. £10,000

		made from those assessments.		
Continue to improve outcomes for PP children to ensure they are at least in line in Reading across all year groups	Targeted teaching used to deepen learning of all children in Reading. Small group interventions with specified TA.	Children provided with extra support to improve attainment and progress. Small group support with highly qualified staff have been effective in making progress from their starting point. 100% of KS1 children have made expected progress or better in reading. 67% of KS1 children have made more than expected progress in reading. By the end of Key Stage 2 - 100% of PP children achieved below the Expected Standard in reading. 100% of PP children have made very good progress in reading from their starting point.	Monitoring through lesson observation, children's work and their feedback and data have shown a high level of success in this area.	Staffing Costs for additional interventions with a TA equal to 1 day a week. £10,000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP children have access to participate in extra-curricular activities	To make funding contributions to PP children.	PP children have increased confidence through attendance on trips, Music Partnership and sporting activities. PP children to be offered subsidized breakfast club provision. Residential funding was not needed for Y5 & Y6 due to COVID 19. Summer 2021 we are looking at running 1 day trip for each year group instead of residential trips.	Consultations with PP parents to discuss if contributions would be a support and be proactive in offering this to all parents. This was well received and effective in engaging parents. Continue next year. Impact on those PP attending breakfast club was evident in their speech and language development.	£4,000
Nurture/support to be provided to all PP children who are identified with a social/emotional need	Positive Play	Positive feedback from pupils and parents previously receiving intervention. To improve PP children's self – confidence and self-esteem in order to access successful learning and good emotional well-being. Children able to access their learning and make appropriate progress. Year 6 data shows 100% of PP children receiving Positive Play made expected or more progress and 66% of those children receiving Positive Play made Standard or above at KS2.	Boxall profile used to assess child's emotional well-being, discussions with Positive Play Leader and termly reports by Positive Play Leader on Progress. Structured timetable to ensure children are allocated a regular time. Discussions & consent sought with parents. Continue next 3 years.	£3,000
To embed communications with parents of PP children, ensuring parents are clear about provision and interventions for	PP meetings with parents to keep them updated/informed	PP meetings with parents to keep them updated and informed about their child's provision and progress were well received and very useful. Parents felt involved in their child's learning. This has improved communication between home and	Records from parent meeting and evaluations of effectiveness.	Planned Meetings with HT

their child.		school.		
Total budgeted cost				£7,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Additional targeted teaching input for Reading.	Y6 booster classes for Reading after lunch/school once a week.	By the end of Key Stage 2 - 100% of PP children achieved below the Expected Standard in reading. 100% of PP children have made very good progress in reading from their starting point.	Continue approach	£500
	Purchase of Lexia	Pupils are making good progress when using Lexia and the impact has been an average of 2 stage progress for pupils.	Continue approach	£3000
Additional targeted teaching input Maths	Y6 booster classes for Maths before school 1 x a week.	At the end of KS2 100% of the Pupil Premium children remain as Low Achievers. Out of those children 50% achieved EXS in Maths and in Writing, although internal tracking showed all made very good progress from their starting points.	Continue approach	£500
Total budgeted cost				£4,000

7. Additional detail

COVID 19 has made it difficult to measure the internal data for attainment and progress this year and we have used internal assessments up to the 20th of March 2020. Some boosters and interventions were unable to run remotely, additional support via apps depended upon parents support pupils with their remote learning.

2020/21 – We have internal assessment data for the Autumn Term, post lockdown 3 (January 2021) we will assess when school opens wider to all pupils back onsite.

Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1.]	Annual review notes: [Use this space to review the success of your intervention in year 2.]	Final review notes: [Use this space to review the overall success of your intervention.]
Light-touch review overall assessment	The intervention is performing: Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/>	The intervention is performing: Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/>	The intervention is performing: Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/>