

Park Street Church of England School Pupil Premium Strategy October 2021 (draft)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Park Street Church of England Primary School	
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	28 pupils (20.4%) (Current FSM 22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	October 2021
Date on which it will be reviewed	March 22
Statement authorised by	Monique Gregory
Pupil premium lead	Judith Lovelock
Governor / Trustee lead	Peter Buckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33932 (allocation)
Recovery premium funding allocation this academic year	£3335 (23 x £145) c/f £700 tutoring
Pupil premium funding carried forward from previous years	£2600

Part A: Pupil premium strategy plan

Statement of intent

All schools receive additional Government funding for children who currently receive free school meals or have been in receipt of free school meals in the last 6 years. Evidence shows that this group of pupils generally face extra challenges to reach their potential and often do not perform as well as children who do not fall within this group.

*At Park Street Church of England School it is our **'Intent'** that our pupil premium group of pupils will:*

Receive first quality teaching as all children in our school.

Be known to the staff so the provision of additional funding to support learning, meet pastoral needs and personal development is appropriately targeted.

Have an appointed member of the leadership team and governor to champion provision for pupil premium pupils and monitor the impact of the provision.

Have access to wider learning opportunities and extra- curricular opportunities.

Make progress in line with their starting point and attain the expected level of skills and knowledge for their year group.

Current work to achieve our *Intent* is seen in through:

A continuing programme of CPD for staff to maintain first quality teaching.

Targeted provision to support closing of gaps in learning.

The school's Christian ethos and values that underpins our inclusive approach.

Our focus on growth mindset – you may not be able to do something 'yet', but with practise and support you will be able to.

High level of support for pastoral and behavioural needs.

An appointed member of the leadership team and governor to champion provision for disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some poor language/ communication skills – (English at early stage).
2.	Limited reading and knowledge of phonics.
2	Some lack of cultural capital; financial constraints.
3	Some external agency involvement – complex social needs.
4	Some lack of confidence/self- esteem and resilience to overcome barriers – some passive learners.
5	Some attendance and punctuality issues; routine and structures to support preparation for school/organisational skills.
6	Home learning support- understanding and knowledge of methods used at school/time to support
7	Some lack of parental engagement with school and external agencies.
8	Some lack of participation in wider school opportunities.
9	Impact of Covid on parental/family well- being – mental health, continuing impact of financial issues/housing.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All pupil premium pupils have attendance at least in line with NA /in line with main cohort.	<p>The gap between the main cohort and disadvantaged pupils continues to narrow over time and is maintained. 2020 (93.2%/95.6% - gap -2.4)</p> <p>Attendance is in line with non- disadvantaged pupils nationally</p> <p>Attendance is 96%+</p> <p>Monthly review of attendance and punctuality meetings (RAP) identify issues and have prompt response.</p>
All pupil premium pupils receive first quality teaching.	INSET and staff training is precisely matched to school improvement priorities and individual

	<p>needs. The impact of training is monitored and evaluated for impact.</p> <p>Achievement for all pupils remains above national average.</p> <p>The school 'gap' continues to close (between pupil premium pupils and non- disadvantaged nationally) and the closure is maintained.</p>
<p>All pupil premium pupils secure communication and language skills in EYFS.</p>	<p>Frequent high quality verbal interactions and conversations with adults</p> <p>EYFS language-rich curriculum provides opportunities to use and embed new words in a range of contexts, High focus on developing vocabulary.</p> <p>Use of <i>Bell Foundation</i> assessment tool to support planning for children at early stages.</p> <p>Termly pupil premium pupil progress meetings provide soft data that supports strong verbal engagement.</p> <p>The % of children meeting expected level of development is in line with non- disadvantaged pupils.</p>
<p>All pupil premium pupils secure progression in phonics in line with school programme expectation.</p> <p>The programme we use to help enable our school to have a clear and effective approach to the teaching of phonics is: Bug Club Phonics (a DfE validated programme)</p>	<p>Agreed, approved phonics programme in place. Progressive spelling scheme in place to follow. (Hfl Essential Spelling)</p> <p>Staff trained in school phonics scheme with high quality daily phonics teaching in place. Language of phonics embedded across the school.</p> <p>Early identification of children falling behind – half termly review.</p> <p>Additional support programmes in place and delivered by trained staff that are evaluated for impact – Provision maps show pupils moving through scheme as expected.</p> <p>Successful phonics screening test in line with or above national average (2019 national 71%/School 80%).</p> <p>KS2 provision for specific pupils to catch up.</p> <p>Termly pupil premium pupil progress meetings to review progress.</p>
<p>All children will learn to read regardless of any barrier.</p> <p>All pupil premium pupils become fluent, engaged readers.</p> <p>VIPERS (vocabulary; infer; Predict; Explain: Retrieve and Summarise)</p> <p>Day 1 – exploration of text</p> <p>Day 2- vocabulary (can continue use of tiers)</p> <p>Day 3 – reading and summarising (can continue echo/whisper reading)</p>	<p>All staff are determined that all children will learn to read and develop enjoyment of reading.</p> <p>High focus on reading skills; 5 x weekly reading lessons following VIPERS approach, promotion of fluency through adult modelling, story time.</p> <p>Focus on provision of early reading (EYFS) reading to children throughout the day from range of high-quality texts with independent access to a broad range of books at all times.</p> <p>EYFS reading INSET</p>

<p>Day 4 Reading skills linked to VIPERS</p> <p>Day 5 VIPERS questions</p>	<p>Daily reading for targeted pupils delivered by trained support staff; those falling behind, pupils with EAL; investigation into reason for barrier- KS1: revision, practising, blending linked to phonics stage KS2 decoding/comprehension needs.</p> <p>Matching reading scheme books precisely to phonics stage- pupil reading books matched to phonics stage</p> <p>Access to books corners in classrooms that display and promote books across interests; well chosen books, books read in class.</p> <p>CPD and accurately assess progress in reading.</p> <p>Disadvantaged pupils achieve in line with non-disadvantaged pupils nationally at end of KS1/2.</p> <p>Termly pupil premium pupil progress meetings Issues identified in reading <i>Deep Dive</i> (September 21 are addressed). Data (4 pupils (2019 progress cohort 2.67/PP 4.07 Attainment cohort 85%/75% Expected Higher 54%/75%</p>
<p>All pupil premium pupils will be supported to access and experience wider learning opportunities that expand their knowledge and broaden their experiences. As for all children; <i>'making learning fun'</i></p>	<p>Whole school revision of long- term plan topics – launch 'WOW' days – (consideration to support PP pupil participation). Consideration of funding/partial funding for visits/trips/ Allocated budget. Signposting to extra- curricular opportunities and organisational support to access these. INSET to support access of learning through classroom provision/differentiation.</p> <p>Whole school review of assessment policy – INSET for formative assessment.</p> <p>100% pupil premium pupils access a school club. Targeted <i>booster/catch up</i> provision. Pupil view indicates positive impact of wider provision. The gap between children achieving expected level of achievement at end of KS1/2 continues to narrow. Pupil Premium pupils to achieve in line with non-</p>

	disadvantaged pupils nationally.
<p>All pupils know that they can achieve anything they put their mind to it; the sky is the limit, but to achieve their aspiration hard work is also essential.</p> <p>Pupil premium pupils demonstrate learning behaviours that support their participation in learning and have strategies to help them be independent, resilient and bounce back when they experience barriers.</p>	<p>Whole school promotion and understanding of growth mindset/active engagement in learning</p> <p>Pastoral programmes to explore learning behaviours/resilience and how these support learning.</p> <p>Whole school STEPs training. STEPs resources – e.g. anxiety mapping. Roots and Fruits to identify barriers.</p> <p>Review of Positive Behaviour Policy</p> <p>RHE curriculum to focus on behaviours e.g. assertiveness</p> <p>MSA handbook – positive lunchtimes</p> <p>Pupil premium pupils are reflected in specific roles within school e.g. ambassador roles/School Council, Sports Leaders etc.</p>
<p>All pupils know how to assess risk and keep themselves safe.</p>	<p>RHE curriculum – staff trained in use of SCARF resources.</p> <p>Computing curriculum – Pupil view/ CPOMs reports.</p> <p>Staff safeguarding training</p> <p>Protective Behaviours Programme</p> <p>Partnership working between school and wider agencies – TAF/CIN/CP</p> <p>Visitors to school e.g. NSPCC</p> <p>Pupil Parliament</p>
<p>All pupils at Park Street <i>'FLOURISH'</i>.</p>	<p>Pupil view indicates that all pupil premium pupils enjoy learning and can articulate their achievements.</p> <p>Annual reports</p> <p>Termly pupil progress meetings</p>
<p>There is a strong partnership between school and parents/carers</p>	<p>Parents/carers of Pupil Premium children have dedicated member of SLT they can liaise with beyond class teacher. This supports engagement with school. Parent/carer view reflects indicates good communication with school.</p> <p>All PP parents/carers attend PTIs.</p> <p>All PP parents/ careers attend structured conversations.</p> <p>Parent participation in school event/meetings increases – almost all attend face to face and where this is not achievable followed up with TEAMS meeting/phone call.</p> <p>100% of PP parents/carers access Class Dojo and indicate this is useful.</p> <p>Parents say they value Home Learning provision and this support pupil's learning.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33567 (Dedicated SLT PP lead, Hfl training package, Bug Club, Bug phonics, TT rock stars, subsidised trips/visits, curriculum visits

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated senior leader working with teacher and support staff to identify barriers to learning in school – organise provision map and individual plans</i>		
<i>Provide dedicated Pupil Premium teacher time for conferencing formative assessment, pre teaching directly linked to individual needs. Teacher to explore pupil perception of barriers to learning PP lead facilitates release.</i>	Teacher feedback to improve pupil learning. EEF feedback report 2018	All
<i>Termly Pupil Premium pupil progress meetings to review impact of individual provision plans and plan next steps</i>	EEF feedback 2018	All
<i>Investigate and purchase Phonics scheme. Provide phonics training. Align reading scheme books to phonics scheme. Monitor phonics teaching.</i>	Improving Literacy in KS1 Guidance Report. 2020 Education Endowment Foundation The Reading framework Teaching the Foundations of Literacy July 2021	All
<i>CPD for teachers to plan reading lessons. Implement 5 x weekly reading lessons, class storybook. Review assessment of reading to accurately identify next steps. Monitor teaching of</i>	The Reading Framework Teaching the Foundations of Literacy July 2021	All

<p><i>reading.(English TLA/HIP)</i> <i>Provide INSET for support staff to deliver high quality catch up reading programme.</i> <i>Provide daily reading provision for targeted pupils</i> <i>Align reading scheme books to phonics scheme.</i> <i>Provide access to Bug Club – class teacher direct and monitor reading – provide information for parent/carer</i> <i>Authorfy pupil premium reading club.</i></p>		<p>22 pupils</p> <p>Year 5/6</p>
<p><i>Specific INSET to support planning for SEND needs: e.g. SALT team, STEPs supervision, Spld outreach, pastoral programmes PB, Lego club etc</i></p>		8 pupils
<p><i>Develop high quality feedback; CPD for formative assessment, Assessment lead CPD INSET, review of assessment policy.</i> <i>Termly pupil premium progress meetings.</i></p>	EEF Teacher Feedback to Improve Pupil Learning	All
<p><i>Embed maths fluency lessons.(Hfl TLA support)</i> <i>Introduce TT Rock Stars to raise profile of times tables- 8 IPADS for pupil premium pupils for targeted provision.</i> <i>Focus on problem solving targeted booster for KS2</i></p>	EEF Improving Maths in KS2/3 EEF Improving maths in Early years and KS1	All Key Stage 2 – (year 4 focus)
<p><i>Take One Book promotion - writing focus</i> <i>Whole staff CPD for writing</i> <i>Consider Writing School (half- term/Easter) workshop for Pupil Premium Pupils</i></p>	EEF Improving literacy KS1 and 2	All pupils KS2 pupils
<p><i>Structured conversation to</i></p>	EEF working with parents to support pupil's	All pupils

<i>learn more about barriers to learning</i> <i>Reading workshop</i> <i>Pupil Premium Parent Teacher Interviews with Pupil Premium Lead teacher.</i>	learning.	
<i>Review Equality Policy</i>		All pupils and school community

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4500 (catch up, b/f £700 tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS2 Tuition</i>	EEF One to One Tuition	10 pupils
<i>Review Home Learning Policy</i> <i>Provide CPG study books.</i>		All pupils
<i>Identified daily reading, benchmarking EYFS/year 1</i>	The Reading Framework Teaching the Foundations of Literacy July 2021	8 pupils
<i>Provide additional phonics intervention EYFS/Year 1</i>	The Reading Framework Teaching the Foundations of Literacy July 2021	8 pupils
<i>Learning behaviour/resilience workshop</i> <i>Growth mindset/Zones of Regulation.</i> <i>Embedding RHE policy</i>	Improving Behaviour In Schools	All

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2500 (c/f £800 well being safe space, PB training, N/C mental health lead training and support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>STEPs training</i> Review of Behaviour Policy Individual STEP's provision e.g. Anxiety mapping/ Risk reduction Plan, Roots and Shoots	Improving Social and Emotional Learning in Primary School Metacognition and Self- Regulation Improving Behaviour in Schools Birth to 5 Matters	All
<i>Monthly Review of Attendance and punctuality meetings (RAP)</i>	DfE Improving School Attendance -support for schools	All
<i>Class Dojo</i>	EEF working with parents to support pupil's learning.	All
<i>Protective Behaviours</i> <i>Mental Health Lead Training</i>	Improving Social and Emotional Learning in Primary School	6 pupils All

Total budgeted cost: £ 40,567

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Additional teacher in Year 6 ,3 days weekly autumn term for English and Maths supported pupils to 'reactivate' prior learning on return to school in September 2020.

- Through a focus on pupil well-being, nurture activities e.g. well-being wood provision, resulted in a wider awareness of growth mindset and the benefits of working as a team. This work also supported some development of negotiating skills and resolving conflicts.
- The introduction of *Zones of Regulation* across the school provided children with a greater awareness of their emotions and supported their emotional literacy to express how they were feeling.
- Targeted support for some families through VISTA. This signposted access to parenting courses and provided a second advice service.
- The school invested in time to select appropriate resources to support the introduction of the Relationships and Health Policy with some staff training to support teaching early units.
- The provision of Bug Club ensured all children had access to reading books during shutdown when school books could not be sent home.
- During shut down, 50% of PP attended school. During this time almost all children made accelerated progress with some aspects of the learning, particularly reading.
- During the period of closure, the pupil premium lead and SENCO made additional regular phone call home in addition to the weekly teacher phone calls; this contact helped to provide early indicators where additional support may be needed.
- On return to school March 21, teachers were allocated conferencing time to speak to children about their well-being and attitude to learning/ work at home. This supported initial assessment of gaps in learning.
- Whole school writing topic on return to school March 21 supported accurate teacher assessment of writing to identify 'gaps'.
- Pupil Premium pupil progress discussions in May 21, further sharpened teacher assessment to identify where specific needs were emerging in terms of catch up.
- A review of the school feedback policy supported formative assessment.
- Whole school teacher INSET linked to catch up programmes e.g. Hfl Back on Track materials supported teachers to plan maths and English lessons that could be specifically differentiated to meet pupil needs. Alongside this training, a Hfl maths fluency programme was introduced (a 3x weekly additional maths lessons with focus on embedding prior learning).
- SENCO training as mental health lead for the school raised awareness to resources and focus activities in school.
- SENCO training as STEPs tutor supported specific intervention for behaviour support and raised staff awareness through school based INSET to a range of behaviour strategies.

The overall PP plan was interrupted by school closure. Whilst some aspects of planned work was achieved these were partial. During shutdown, well-being and safeguarding remained a high focus for this group of pupils. On re-opening there was a raised profile on provision for closing the gap with focus on staff training to provide first quality teaching.

A range of CPD for English and Maths assisted teachers to identify gaps in learning and adapt planning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Forest School Activities	Twigs
Family Worker	VISTA

Service pupil premium funding (optional)

None

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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