

## Park Street C of C Primary School and Nursery

### Pupil Premium Statement 2019-20

Pupil Premium funding is used to address inequalities between disadvantaged children and their peers. This funding is a sum of money allocated to every school based upon the numbers of pupils in the school that are:

1= Looked after children and post looked after children.

2= Armed forces children

3= Eligible for free school meals at any point in the last six years (not including Universal Infant Free School meals introduced in 2014)

This money is allocated to initiatives to ensure children reach their full potential both academically and socially.

*‘The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers..’=DfE website*

Park Street will receive **£34, 244** this current financial year.

When deciding how to spend the PPG it is important to consider the potential barriers to learning faced by disadvantaged pupils in the context of Park Street school. The reasons for underachievement are many and varied and could include:

#### In school barriers

- Insecure concept of number and place value
- Need for concrete manipulatives and ICT to support visual and kinaesthetic learning.
- Lack of awareness for social boundaries and limited social skills
- Limited reading and knowledge of phonics.
- Difficulties in concentrating for extended periods of time.
- Need of classroom support appropriate to the learners’ needs.
- Reduced ability in gross and fine motor skills
- Low self-belief, esteem and confidence

#### External barriers

- Low or declining attendance- leading to gaps in learning due to frequent time off school.
- Home-learning support- knowledge of the methods used at school to support children learning at home.
- Financial limitations- access to books, computers, extra-curricular activities and educational visits.
- Adequate nourishment- a healthy breakfast, every day, before school.
- Parenting – providing positive routines and structures that promote effective attitudes towards learning and behaviour.
- Engagement- working with the school and other external agencies
- Access to life experiences- to broaden their lives and enrich their experiences.

### Main barriers identified for action in 2019 - 2020

1. Pupils may have social and emotional issues that affect their mind-set, wellness and attitude to learning. They may have low self-esteem and confidence which affects how they approach and persevere in tasks. This can affect their resilience which in turn can affect how they reflect upon and attempt future tasks.
2. Financial issues which may affect important social interactions and well-being of children if extra-curricular activities, school trips, music lessons and residential visits cannot be afforded.
3. Difficulties in sustaining a level of focus and attention to concentrate for extended periods resulting in children not reaching their true learning potential.
4. Insecure concept of number and calculation alongside difficulties in interpreting and solving word problems which has resulted in lower attainment and reduced progress in maths.

Barrier	Action	Expected outcome	Cost
<b>1</b>	Provide a nurture group for those who will benefit from this intervention.	Identified children will receive additional small group support to address their emotional health and well-being. This will provide them with strategies to help them deal with their specific needs.	<b>£1536</b>
	Provide a social skills group.	Children in need of understanding and coping with social interactions and friendship issues will be given strategies which will benefit them in the playground and when working in pair and group situations.	<b>£1536</b>
	Adopt a whole school approach to growth mindset that is embedded within the culture of the school.	Children change their way of their thinking, feeling empowered by situations that are difficult or challenging and viewing them as opportunities to practise and improve. This change of mindset will create motivated and resilient learners that aren't afraid to move out of their comfort zones.	<b>CPD-training budget</b>
	Provide well-being woods sessions – Y1-Y6	Talking and team-work will help children to understand some of the complex needs of their peers while sharing thoughts and feelings. Children gain a better understanding of how to tolerate and deal with friendship and social issues which will help them in group-work situations and on the playground, enabling them to be ready-to-learn when they come back in to class after any issues that may have arisen.	<b>£1520</b>
	Provide additional lunchtime well-being woods session targeting those children with specific need for emotional stability and nurture.	A small and focused group session that brings promotes well-being, resulting in happier children with a greater sense of security.	<b>£450</b>

<p>Refer to the zones of regulation both in class and outside</p> <p>Ensure time is allocated for response, reflect and restore sessions so children can work through emotional and behaviour difficulties.</p> <p>Access to St Albans West Partnership; a service that provides family support and includes a behaviour support worker. It offers parenting support &amp; courses, family first assessment and a second advice service.</p> <p>Close liaison with the school nurse allowing access to programs, strategies and support that help to deal with anxiety and anger, as well as offering counselling. Information can be made available to parents who are struggling with managing the needs of their child(ren) and would like support in the home.</p> <p>Whole-school approach to the strategies learnt from the Pivotal behaviour INSET training.</p> <p>Access to sing-up with a song-bank to compliment all year groups' topics and other areas of learning.</p> <p>Using a Prayer and worry box in each class so children have time at any point throughout the day to comment on concerns, worries or</p>	<p>Children will become more in tune with their emotional feelings and be able to reflect on what's contributed to them feeling as they do. By recognising how they feel and why, they can implement strategies to help them recover quicker and be ready to learn, thus increasing their learning potential which will help to narrow the gaps.</p> <p>Children will gain confidence and support from talking to teaching staff and their peers, benefitting from time dedicated to discussing and understanding emotional issues so they can move on and get back to a balanced mental and emotional state where they are ready to learn. This will enable them to achieve their learning potential and help to narrow the gaps.</p> <p>Support for families that are in need of this support.</p> <p>Children will benefit from what this service offers should they have been signposted to it through triangulated discussion with parent, teacher and SENCO.</p> <p>Consistent acknowledgement of positive behaviour to reinforce appropriate behaviours for learning, enabling children to make increased progress.</p> <p>Use singing to promote well-being and mental alertness, concentration and memory.</p> <p>Sharing, discussing, listening and responding helps children to feel valued and appreciated. It can restore concerns they may have and alleviate anxiety in a confidential yet inclusive way.</p>	<p><b>CPD &amp; monitoring time.</b></p> <p><b>Staff time</b></p> <p><b>£1236</b></p> <p><b>£1200</b></p> <p><b>£500</b></p> <p><b>£236.52</b></p> <p><b>Staff time &amp; funding from Diocese</b></p>
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	<p>thoughts they may have as well as reflecting or praying. These are then gathered weekly and shared in class in an open forum.</p> <p>Purchase of a new RSE scheme</p> <p>Purchase and upkeep of 3 chickens.</p> <p>Whole staff training day on mindfulness so teachers can pass on skills, strategies, techniques and exercises to aid children's well-being.</p> <p>Whole staff training day on resilience in order to promote and develop resilience in children.</p>	<p>Helping to promote social and emotional understanding across a range of current and topical themes.</p> <p>Embracing important life lessons of responsibility, nurture, trust and empathy</p> <p>Mindfulness builds resilience by providing children skills to help them cope better with difficult situations, as well as engage more fully with themselves and the world.</p> <p>Instilling resilience helps children to solve problems independently and reach for their long-term goals. Developing self-regulation skills enables children to direct their attention, manage their emotions and control their behaviour in adaptive ways.</p>	<p><b>£3000</b></p> <p><b>£100</b></p> <p><b>£500</b></p> <p><b>£600</b></p>
<p><b>2</b></p>	<p>Provide financial support; either directly from school funds, match funding or finding external funders to provide extra-curricular experiences for pupils that would otherwise go without.</p> <p>Provide financial support towards peripatetic music lessons for pupils that may not be able to choose to partake in this opportunity.</p>	<p>Participating in extra-curricular activities allow children to make a contribution to their school and community which is important for preparing them for life outside of academics. Studies show a correlation between improved attainment, behaviour and work habits as a result in pupils' involvement in after-school activities.</p> <p>School trips provide a great opportunity for pupils to gain experience of the wider world and face a range of challenges that can contribute significantly to their personal development. Schools trips also make a major contribution to the acquisition of knowledge and development of skills.</p> <p>The benefits of attending a residential trip are huge and have wide reaching impacts on the pupils that attend them; from making new friendships, to gaining self-esteem and self-confidence to becoming independent by carrying out tasks for oneself etc.</p> <p>Research shows that learning to play a music instrument stimulates the brain, improving memory and abstract reasoning. It helps to instil calm and gives a sense of pride and achievement. Learning to play an instrument improves patience, builds confidence, increases discipline and time-management. These are life-long attributes that will contribute to a self-rounded individual.</p>	<p><b>£5580</b></p> <p><b>£189</b></p>

3	<p>Participate in take-ten, wake and shake and supermover activities- physical brain-breaks to energise and stimulate children.</p> <p>Run a daily mile.</p> <p>Provide a twice-weekly homework club.</p> <p>1:1 and small group intervention dedicated to the individual needs of each learner.</p>	<p>This 'brainergiser' helps children to refocus, settle and concentrate. This increased attentiveness promotes a readiness to learn which in turn increases the quantity and quality of work productivity.</p> <p>Allocating time out of class to run a daily mile helps to improve physical, social, emotional and mental health and well-being.</p> <p>With pre-learning, children will feel prepared and up-skilled so they can approach new concepts with greater confidence. Through consolidation, led in a stimulating environment with access to all resources in small teaching groups, children can revisit areas of difficulty and complete homework to a high quality. This will increase confidence and self-esteem, help with organisation, time-management, focus and concentration.</p> <p>Children will make accelerated progress benefitting from a tailored program to suit each learners needs to help consolidate areas of difficulty and misconception.</p>	<p><b>Staff time &amp; PPA time</b></p> <p><b>Staff time</b></p> <p><b>£922</b></p> <p><b>£4405</b></p>
4	<p>Small group maths interventions to provide pre-learning opportunities as well as consolidating areas of misconception whilst providing emotional scaffolding towards perseverance and resilience.</p>	<p>This will help to close the gap between pupil premium children and their peers supporting those children identified as needing to be monitored so accelerated progress can be made</p>	<p><b>£6,500</b></p>
<b>Additional expenditure</b>		Subscription to Adoption UK	<b>£225</b>
		Closing the gap pilot	<b>£4150</b>
<b>TOTAL</b>			<b>£34,385.52</b>

This strategy is monitored regularly by the PPG co-ordinator and reviewed termly along with the Head and Governor.

### PLAC Pupil Premium expenditure

(based on January census figures funded currently: 1 PLAC at £2300 and 1 EY Premium at £302)

In addition to the whole school pupil premium statement- this statement shows the strategies, initiatives and support that have been allocated to the PLAC Pupil Premium.

Adoption UK Subscription	£225
Confidence Building Groups	£1000
Sports and extra-curricular clubs (projected figure)	£475
Training including Resilience Training	£902

### How the school will measure the impact

<b>Action 1</b>	<i>Soft data such a pupil voice, parent comments and comments made at the Strengths and Weaknesses meeting, Ofsted Parent view, staff commentaries and reflective discussions with PPG co-ordinator, at staff meetings, twilights or INSET days, lesson observations showing greater pupils engagement through hands up, discussions, more confidence to give answers in lessons in front of peers.</i>
<b>Action 2</b>	<i>More PPG pupils take up and attend additional and extra-curricular activities.</i>
<b>Action 3</b>	<i>In house data (SIMS, AM7 and FFT) showing improved progress and gaps being narrowed as well as teachers and pupils acknowledging improved concentration levels resulting in increased work productivity and accelerated progress.</i>
<b>Action 4</b>	<i>Over time and after intervention, termly data tracked on Sims will show that gaps are narrowing between these pupils and their peers. Notes from pupil progress meetings, small focus intervention groups and homework club will show how the continued use of support is helping children make progress in this area.</i>

## Actual Impact of 2018-2019 Pupil Premium Grant

### Key Stage 1

<i>No. in cohort</i>	27	<i>All Y2 pupils at Expected standard +</i>	<i>Pupil premium Y2 pupils at Expected standard +</i>	<i>Gap between Y2 cohort and Y2 PPG pupils</i>	<i>National working at Expected standard +</i>	<i>Gap between National and Y2 Pupil premium pupils</i>
<i>No. of pupil premium</i>	4					
<i>Reading</i>		85%	75%	-10%	75%	0%
<i>Writing</i>		78%	50%	-28%	69%	-19%
<i>Maths</i>		74%	50%	-24%	76%	-26%

### Key Stage 2

<i>No. in cohort</i>	26	<i>All Y6 pupils at Expected standard +</i>	<i>Pupil premium Y6 pupils at Expected standard +</i>	<i>Gap between Y6 cohort and Y6 PPG pupils</i>	<i>National working at Expected standard +</i>	<i>Gap between National and Y6 Pupil premium pupils</i>
<i>No. of pupil premium</i>	4					
<i>Reading</i>		85%	75%	-10%	73%	0%
<i>Writing</i>		92%	100%	0%	78%	0%
<i>Maths</i>		92%	75%	-17%	79%	-4%

### Attendance

	2017-2018		2018-2019	
	Whole School 209 total	PPG children 25 total	Whole School 194 total	PPG children 27 total
Attendance %	95.2%	92.3%	95.3%	93.4%
Gap between the attendance of the Whole School & the Pupil Premium children.	-2.9%		-1.9%	