

# Pupil premium strategy statement – Palmers Cross

## School overview

Metric	Data
School name	Palmers Cross Primary School
Pupils in school	238
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£121,050
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mrs R Wood
Pupil premium lead	Mrs R Wood
Governor lead	Mr Brown (Chair of Governors) Mrs S Harper (PP Lead)

## Disadvantaged pupil progress scores for last academic year

Measure	School Score
Reading	2.23 <i>*(2019 figure as no evidence due to Covid-19 for 2020)</i>
Writing	2.18 <i>*(2019 figure as no evidence due to Covid-19 for 2020)</i>
Maths	1.87 <i>*(2019 figure as no evidence due to Covid-19 for 2020)</i>

## Strategy aims for disadvantaged pupils

Measure	Activity
<b>Priority 1 -</b> Continue to improve language skills across EYFS and key Stage 1 for PP <i>(based on previous Spring data pre-Covid)</i>	<p>CPD for staff on phonic delivery from Nursery to Year 2</p> <p>Registered member of staff for Nuffield Early Language Intervention (NELI) &amp; Speech and Language interventions delivered throughout the week</p> <p>Focus on creating a language rich environment</p> <p>Early identification of reluctant communicators</p>

	Curriculum focus on early language skills
<b>Priority 2 –</b> Higher rates of progress in writing across KS2 for higher attaining PP pupils <i>(based on previous Spring data pre-Covid)</i>	In school moderators to support planning of effective lessons  CPD delivered to all staff on recognising GDS writing  CPD provided on planning a unit building on skills progressively and identifying greater depth skills.
<b>Priority 3 -</b> Increased rates of progress for PP children whose attainment is below that of their peers nationally  <i>(based on previous data pre-Covid)</i>	Early identification of pupils not working at the expected level through data analysis  Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress  Gaps in learning identified and misconceptions re-taught
<b><u>Barriers to learning these priorities address:</u></b>  Increased attendance rates for pupils eligible for PP	<ol style="list-style-type: none"> <li>1. Oral and language skills in Nursery/Reception and Key stage 1, which impacts on reading progress in subsequent years</li> <li>2. High ability pupils who are eligible for PP are making less progress than other high ability pupils in all areas of the curriculum</li> <li>3. PP across the school have lower attainment than that of their peers and they need intervention to make rapid and sustained rates of progress</li> </ol>
Projected spending	£29,000

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Begins Sept 2020; Aim to be achieved by July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Begins Sept 2020; Aim to be achieved by July 2021
Progress in Mathematics	Achieve national average of PP in KS2 Mathematics	Begins Sept 2020; Aim to be achieved by July 2021
Phonics	Achieve national average expected standard in Phonics testing	Begins Sept 2020; Aim to be achieved by July 2021
Attendance	Improve attendance of disadvantaged pupils to LA average	Begins Sept 2020; Aim to be achieved by July 2021

## Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
<p><b>Priority 1 –</b> Continue to improve language skills across EYFS and key Stage 1 for PP</p>	<p>CPD will be delivered to all EYFS and KS1 staff, ensuring the delivery of Phonics is of a high standard</p> <p>Speech and Language specialist within school timetabled to work with identified pupils, focussing on the Phonics programme and sounds from within the pupil's environment</p> <p>Lack of early language skills to be addressed through the curriculum and environment provided within classrooms/intervention rooms</p> <p>Purchase of online Oxford Reading Buddy programme to support children's reading, whilst encouraging remote learning</p>
<p><b>Priority 2 -</b> Higher rates of progress in writing across KS2 for higher attaining PP pupils</p>	<p>Pupils to be identified for additional intervention delivered by teachers and HLTAs to bridge 'gaps' in learning</p> <p>Further opportunities for experiential writing will be implemented into teaching.</p> <p>Engaging texts and wider experiences will entice pupils into applying their skills and complex vocabulary into their writing</p>
<p><b>Priority 3 -</b> Increased rates of progress for PP children whose attainment is below that of their peers nationally</p>	<p>Termly assessment identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact</p> <p>Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning.</p> <p>Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new learning.</p>
<p><b>Barriers to learning these priorities address:</b> Increased attendance rates for pupils eligible for PP</p>	<p>HOS to monitor attendance alongside EWO weekly</p> <p>Attendance figures analysed weekly (&amp; daily for targeted families)</p> <p>Progress and attainment of pupils with low attendance analysed termly</p>
<p>Projected spending</p>	<p>£92,050</p>

## Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
<p><b>Priority 1 –</b> Continue improve language skills across EYFS and key Stage 1 for PP</p>	<p>Purchase of new reading books, targeted at EYFS and KS1 pupils</p> <p>Purchase of resources to grow the language rich learning environment in school and the outdoor environment</p> <p>Purchase of Oxford Reading Buddies online programme to support reading, supporting pupil's remote learning</p>

	Provide experiential learning opportunities for pupils, encouraging pupils to use language skills more confidently and fluently
<b>Priority 2</b> - Higher rates of progress across KS2 for higher attaining PP pupils	Using the expertise of in-school/Trust moderators to support CPD and planning ensuring key skills are taught across school building on HA pupils ability to achieve GDS  Moderation activities to be carried out termly across the Trust and half termly within year groups
<b>Priority 3</b> - Increased rates of progress for PP children whose attainment is below that of their peers nationally	Subsidise PP off site visits for PP pupils, to ensure pupils experience a range of opportunities which they may not outside of the school day  Offer PP pupils opportunities for morning and after school clubs, enabling them to access wider experiences and further learning with peers  Blending learning using ICT to support home learning  Ensure all disadvantaged pupils have a nutritional breakfast (toast) to start their day at school, enabling them to be ready for learning
<b>Barriers to learning these priorities address:</b> Increased attendance rates for pupils eligible for PP	Office staff to track PP daily and carryout first day response  Additional EWO time to track PP pupils weekly, offering rapid intervention, if required

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	New staff within school means individuals have varying knowledge on key areas being targeted.	CPD delivered to all teaching staff within school  SLT to carryout observations to ensure effective delivery of phonic & English sessions  Termly progress meetings will provide analysis of the progress the children are making in the key areas (Phonics & Writing)  Trust moderation, will ensure accurate and standardised levelling  Monitoring of planning/books to ensure skills are being taught and built upon progressively.  Termly progress meetings will allow leaders to challenge progress and identify key individuals  All disadvantaged children will have a nutritional breakfast to ensure they are ready for learning, through the purchase of whole school daily toast (from Sept 2020)
Targeted support	Staff shortages due to Covid-19, meaning timetabled meetings, CPD or interventions may be delayed or cancelled.	Termly progress meetings will challenge teachers and leaders on the effectiveness of targeted support given to pupils

		Weekly PPA sessions will take place for staff to review and discuss the progress of pupils in groups
Wider strategies	Covid-19 restrictions could mean that pupils will be limited or restricted to attend off-site educational visits.	SLT will closely monitor daily changes of Covid-19 restrictions and guidance from the Government.  Vigorous risk assessments will be carried out for any off-site visit in plenty of time, ensuring pupil's and staff safety.

## Review: last year's aims and outcomes

<p><b>Review: last year's aims and outcomes</b></p> <p>Data analysis below is from the end of Spring term 2020, showing the need for school to continue focusing on the main priorities, as stated in previous year.</p> <ul style="list-style-type: none"> <li>• Y3 EXS level - non PP attained higher and made more progress than PP. At the above expected level, non PP attained higher, yet PP made more progress than non PP (16% of cohort multi-barriers with 80% being boys, and 10% were more able PP with 67% being boys)</li> <li>• Y4 EXS level - non PP attained higher and made more progress than PP. At the above expected level PP attained higher than non PP and also PP made more progress than non PP (14% of cohort multi-barriers with 80% being boys, and 9% were more able PP with 100% being girls)</li> <li>• Y5 EXS level - non PP attained higher and made more progress than PP. At the above expected level PP attained higher than non PP and also PP made more progress than non PP (10% of cohort multi-barriers with 67% being boys, and 13% were more able PP with 75% being girls)</li> <li>• Y6 EXS level - PP attained higher and made the same progress as non PP. At the above expected level non PP attained higher and made more progress than PP (16% of cohort multi-barriers with 60% being boys, and 12% were more able PP with 75% being girls)</li> </ul>
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## Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
Improved language skills across EYFS and key Stage 1 for PP	2020 Summer Year 1 Phonics screening check was not completed due to Covid-19. Therefore, no data to present for this.
Higher rates of progress across KS2 for higher attaining PP pupils	Data analysis submitted at the end of spring term 2020 in some year groups (Y3, 4 & 5) indicated that PP children had made more progress than non-PP children. However, as this was not in all year groups and formally analysed at the end of Summer term 2020, it would be beneficial to continue to focus on this priority in 2020-21.  Moderation across the Trust ensured accurate teacher assessments at the end of autumn and spring terms.

Increased rates of progress for PP KS2 children whose attainment is below that of their peers nationally	<p>Successes shown in two year groups, where PP pupils showed increased rates of progress where attainment is below National peers.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Proportions of PP KS2 Year 5 pupils who achieved age related expectations at the end of spring term increased to 54% from 50% at the end of autumn term.</li> <li>• Proportions of PP KS2 Year 6 pupils who achieved age related expectations at the end of spring term increased to 71% from 25% at the end of autumn term.</li> </ul>
Increased attendance rates for pupils eligible for PP	<p>Overall PP attendance improved from 94.29% to 96% from autumn term to spring term, so in line with all pupils nationally.</p> <p>No attendance data formally reported for PP for end of summer term 2020, due to Covid-19.</p>
Targets set	Spring 2020 data has been used to review impact. Covid-19 meant that no summer data was input.

**\*PP additional support offered during lockdown March 2020:**

- Lunches & food parcels delivered
- Laptops provided for PP children to use at home
- Weekly phone calls to families to check pupils welfare
- Home learning packs were sent to families who had no access to online learning
- Food vouchers
- Childcare provision for most vulnerable pupils