

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Park Grove Primary Academy
Pupils in school	275
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£68,640.00
Academic year or years covered by statement	2019 - 2020
Publish date	November 2019
Review date	July 2020
Statement authorised by	Jo Sawyer
Pupil premium lead	Vicky Hearson/Liz Martindale
Governor lead	Paul Feldman

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.54 (To be updated due to a successful appeal)
Writing	0.45
Maths	-4.62

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	17%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	<p>Regular analysis of assessment data for PP children compared to their peers which is then used to inform intervention planning.</p> <p>Pupil progress meetings involving class teachers, SENDCo and SLT will highlight new concerns and flag up where gaps are not narrowing.</p> <p>Training for staff on whole class inclusive practice.</p>
Self-esteem and resilience will increase. Children will be engaged and motivated in their learning.	<p>ELSA support will be provided where needed.</p> <p>To use some assembly time to stimulate children's interest in education and possible future careers.</p>

	SLT and PST to 'mentor' individual children.
Attendance for PP children will improve.	Support will be offered by the pupil support team to families where attendance is an issue.
Children will be able to experience trips, clubs and school activities without any financial barriers to participation.	<p>To fund all school trips for children in receipt of free school meals.</p> <p>To fund clubs/school activities, where requested.</p> <p>To provide PE kit, swimming kit or other school equipment, where requested.</p> <p>Introduction of Times table club and homework club.</p>
Families with difficulties will be supported and engagement with school will increase.	The PST will work with families who need support, sign-posting to other agencies if necessary.
Barriers to learning these priorities address	<p>The existing gap in progress and attainment between some PP children and their non-PP peers.</p> <p>Low self-esteem, resilience and aspirations for some PP children.</p> <p>Missed learning opportunities through low attendance for some PP children.</p> <p>Lack of life experiences to support general learning and development.</p> <p>Parental circumstances and level of engagement with school.</p>
Projected spending	£68,640.00

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020
Progress in Writing	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020
Progress in Mathematics	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020
Phonics	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020

### Targeted academic support for current academic year

Measure	Activity
To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	<p>In line with the SDP, to continue to develop the secure implementation of basic English and maths skills to underpin learning in <b>all subjects</b> through:</p> <p>A regularly evaluated intervention programme.</p> <p>Use of the 'gap' book.</p> <p>Booster/revision sessions for years 2 and 6 in maths and English.</p> <p>Reciprocal reading.</p> <p>1:1 reading and small reading groups Basic skills maths group.</p> <p>Use of Clicker and Nessy software.</p> <p><b>Phonics Year 1:</b> Children in year 1 will be assessed to identify any issues and provided with extra support early or taught using alternative strategies.</p> <p><b>Phonics year 2:</b> Children who did not meet the standard in year 1 will be supported through small intervention groups to try to meet the standard in year 2.</p>
Self-esteem and resilience will increase. Children will be engaged and motivated in their learning.	<p>ELSA support will be provided where needed.</p> <p>To use some assembly time to stimulate children's interest in education and possible future careers.</p> <p>SLT and PST to 'mentor' individual children.</p>
Barriers to learning these priorities address.	<p>The existing gap in progress and attainment between some PP children and their non-PP peers.</p> <p>Low self-esteem, resilience and aspirations for some PP children.</p>
Projected spending	£56,640.00

### Wider strategies for current academic year

Measure	Activity
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Attendance for PP children will improve	Support will be offered by the pupil support team to families where attendance is an issue.
Children will be able to experience trips, clubs and school activities without any financial barriers to participation.	<p>To fund all school trips for children in receipt of free school meals.</p> <p>To fund clubs/school activities, where requested.</p> <p>To provide PE kit, swimming kit or other school equipment, where requested.</p> <p>Introduction of Times table club and homework club.</p>
Families with difficulties will be supported and engagement with school will increase	The PST will work with families who need support, sign-posting to other agencies if necessary.
Barriers to learning these priorities address	<p>Missed learning opportunities through low attendance for some PP children.</p> <p>Lack of life experiences to support general learning and development.</p> <p>Parental circumstances and level of engagement with school.</p>
Projected spending	£12,000.00

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Reducing existing gaps with non-disadvantaged peers especially if children have co-existing difficulties.	Training for staff on whole class inclusive practice.
Targeted support	Monitoring the intervention system to ensure maximum benefit.	Dedicated SENDCo and assessment lead time for monitoring interventions.
Wider strategies	Engaging and maintaining the engagement of families with challenging circumstances.	Close, supportive relationships with the PST and outside agencies will be fostered.