

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Park Grove Primary Academy
Pupils in school	267
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£80,975
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Jo Sawyer
Pupil premium lead	Vicky Hearson
Governor lead	Paul Feldman

## Evaluation of provision for disadvantaged pupils for last academic year

### Pupil support team carried out the following:

- ELSA support for children which improved self esteem and engagement. This is evidenced through pupil voice records and feedback from teachers and parents.
- Worked with families attending multi agency meetings, providing emotional support and applying for free school meals.
- Close monitoring attendance of persistent absentees and analysing reasons, specifically for the disadvantaged children's group, and then following up and supporting families to improve attendance. This led to improved relationships with families and a small reduction in persistent absentees (23 children in autumn 2019 to 22 in Spring 2020).
- During partial school closure weekly welfare calls were made, food hampers delivered and additional support provided to families in need. These included doorstep visits to check welfare, where the children and families were offered additional support.
- Interventions to improve basic skills in reading, writing and maths led to improved outcomes.
- Selected vulnerable disadvantaged children had individual 'mentors', which were school staff, giving them a person in school with whom they developed a relationship with and were able to go to whenever needed.

In addition, all disadvantaged Year 6 children had the opportunity to attend the school residential and school trips and events were funded for all disadvantaged children, ensuring they experienced a wider curriculum.

All children were provided with a chromebook in KS2 during partial school closure. Many disadvantaged children were given additional support through having these delivered and individuals were given phone calls to support set up.

Where children were not able to access online learning individual, bespoke packs were delivered weekly to their homes, enabling learning to continue.

During lockdown specific families were given places in school where the children were vulnerable, to ensure additional family support was given.

## Strategy aims for disadvantaged pupils

<b>Measure</b>	<b>Activity</b>
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>A comprehensive catch up programme identifies gaps in learning due to time off school, and provides intensive tuition in small groups or individually.</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>SLT and PST to 'mentor' individual children.</p>
Attendance for PP children will improve.	Attendance officer monitors attendance closely and offers incentives for good attendance, sends reminder letters and supports families where there are issues.
Children will be able to experience trips, clubs and school activities without any financial barriers to participation, when the current situation allows these to resume.	<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>
Families with difficulties will be supported and engagement with school will increase.	<p>The PST will work with families who need support, sign-posting to other agencies if necessary. Members of the pupil support team are allocated particular families to work with to build up relationships.</p> <p>Work with new reception children who need additional support starting school, especially with COVID rules.</p> <p>PST increase forms of contact to include online and more regular phone calls where face to face meetings are not possible.</p> <p>If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning. This can be done through delivering chromebooks, persal phone calls and emails to access the platforms and monitoring engagement.</p> <p>Where it is not possible for children to access online learning, or there is no engagement, then alternative methods will be put into place to progress learning e.g. home learning packs.</p>
Barriers to learning these priorities address	<p>Low self-esteem, resilience and aspirations for some PP children.</p> <p>Missed learning opportunities through low attendance, low engagement in home learning for some PP children.</p>

	Parental circumstances and level of engagement with school.
Projected spending	£80,975

### 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>Increased TA provision in class to include time for intervention and catch up work.</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</p> <p>Use of Clicker and Nessy software.</p> <p><b>Phonics Year 1:</b> Children in Year 1 will be assessed regularly using past screens to identify any gaps and be provided with extra support early through intervention work, or taught using alternative strategies using TA support in class.</p> <p><b>Phonics Year 2:</b> Children assessed at the beginning of Y2 to assess a baseline as no screen took place in June. Small intervention groups will focus on filling gaps and will continue until all children have met the standard.</p>
Self-esteem and resilience will increase. Children will be	ELSA support will be provided where needed. This is expected to have increased during school closure so

engaged and motivated in their learning.	additional resources have been allocated to children's wellbeing and individual support.  SLT and PST to 'mentor' individual children.
Barriers to learning these priorities address.	The existing gap in progress and attainment between some PP children and their non-PP peers. Low self-esteem, resilience and aspirations for some PP children.
Projected spending	£69,490

### Wider strategies for current academic year

Measure	Activity
Attendance for PP children will improve	Families where attendance is an issue will have targeted support to improve engagement with school and increase attendance.
Children will be able to experience trips, clubs and school activities without any financial barriers to participation, when this is possible due to the current situation with COVID	To fund all school trips for children in receipt of free school meals.  To fund clubs/school activities, where requested.  To provide PE kit, swimming kit or other school equipment, where requested.
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.  School will attend meetings and provide input and support for families where there is other agency involvement. PST leads on Level 2 (and some Level 3 if necessary) Family Early Help Assessments to support families with emerging needs as a prevention to further escalation to social care involvement.
Barriers to learning these priorities address	Missed learning opportunities through low attendance for some PP children. Lack of life experiences to support general learning and development. Parental circumstances and level of engagement with school.
Projected spending	£11,485

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Reducing existing gaps with non-disadvantaged peers especially if children have co-existing difficulties.	Targeted interventions using additional TA support and pupil support team.  If remote learning is put into place due to COVID, additional support will be provided to enable access to

		technology and setting up home learning.
Targeted support	Monitoring the intervention system to ensure maximum benefit.	Dedicated SENCo 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 continue to be fostered.