

Pupil Premium Strategy Statement - Primary Academic Year 2020/2021

School Overview

School Name:	Palace Fields Primary School	Number of Pupils:	171 (excluding nursery)
Proportion of disadvantaged:	43%	Pupil premium allocation for the year (including additional catch-up):	Pupil Premium – £98,175 Catch up Funding – £13,680
Academic year(s):	Nursery – Year 6	Pupil premium lead:	Genna Hitchin
Governor lead:	Jane Ainsworth	Headteacher authorisation:	Paul Holloway
Publish date:	October 2020	Review date:	July 2021

Key performance measures

Performance Measure	2020 (FFT) <i>NB: School closure may have impacted this dataset</i>		2019 (ASP)		2018 (FFT)	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Progress score: Reading	0.3	-3.0	-0.79	-1.68	-1.5	0.9
Progress score: Writing	-0.3	-2.6	2.36	0.94	0.3	0
Progress score: Maths	-1.5	-4.0	-0.54	-1.37	0.1	0
% Achieving expected standard (KS2)	63%	33%	41%	29%	60%	40%
% Achieving higher standard (KS2)	13%	0	0	13%	0	0
KS1	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
% Achieving expected standard	39%	38%	50%	72%	40%	86%

% Achieving higher standard	6%	0	0	6%	7%	14%
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Disadvantaged performance measure aims 2021 – 15 children

	FFT:	School target <i>Figure/narrative</i>	Brief Evidence/Justification:
% Achieving expected standard (KS2)	57% (FFT20)	53% - two children included in data are within our resource base.	Baseline assessments show some already achieving the expected standard in some areas (reading 4/15, Maths 1/15 and SPaG 4/15) and potential to move in to the GD band. Fresh Start, Maths Catch-up/Pre Teach and writing workshop alongside Core Power Teaching used to excel progress.
% Achieving higher standard (KS2)	13% (FFT 20)	13% - two children included in data are within our resource base.	

Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Phonic and language skills in Reception/KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B	Majority of school who are eligible for PP are below the expected standards in Reading.
C	Majority of school who are eligible for PP are below the expected standards in Writing.
D	Majority of school who are eligible for PP are below the expected standards in Maths.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance rates for pupils eligible for PP are lower than non PP students. This reduces their school hours and causes them to fall behind on average.
F	A group of pupils eligible for PP display having difficulties in Social and Emotional aspects of their learning including low confidence, low self esteem and anxiety. This leads to this group of pupils underachieving.

Teaching and Learning Priorities

(This could address specific issues raised through quality assurance which may be a barrier to learning that disproportionately affects disadvantaged students. Alternatively, it may be a strategic development based on impact evidence from the EEF)

Priorities <i>Identify 2 or 3 priorities</i>	Implementation <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation</i>	Projected Impact <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	Projected Cost	Monitoring
Improve attainment in Reading, Writing and Maths across both Key Stages	<ul style="list-style-type: none"> • Continue to implement McKie Mastery as a whole school approach in Core and Foundation subjects • All staff to be trained in McKie Mastery and receive support from SLT to monitor planning, implementation and assessment • SLT to attend remote training and one full day in Leeds during October 2020 • Groups allocated based on assessment returning post lockdown. Short Power cycle to fill gaps and then re assess groupings • Assistant Principal/SENDCo hired to enable another power group to take place for Maths and Literacy • Catch up interventions whole class within the afternoon • Further intervention to be delivered by Teaching Assistants and timetabled by Vice Principal and SENDCo (see COVID catch up plan) 	<ul style="list-style-type: none"> • McKie Mastery has had a strong impact on attainment as well as behaviour in school. It removes the need at times for further afternoon intervention and supports children to fill gaps at the level they are working at. • Close the gap between PP and NPP children 	Core Power – £8000 Supply Costs for 10 Training Days - £1500 Cover Teacher Salary for CPD opportunities - £8500	Termly progress monitoring and groups will then be altered from this to support 'catch up' plans.

Improved metacognition	<ul style="list-style-type: none"> • Implementation of McCkie Mastery which supports children seeing their learning journey and helps them reflect on their own progress and identify next steps. • Staff all lead a subject and take ownership of this • Continued CPD for staff within their subject • MAT curriculum implemented • MAT subject and year group team meetings • Introduce knowledge organisers within subjects which children will take through each year 	<ul style="list-style-type: none"> • Close the gap between PP and NPP children • Improve the metacognition of our pupils so they fully understand how they learn best as individuals and what their next steps are in their learning 	CPD Cover through TA wage - £10000	Ongoing assessment and pupil voice termly

Targeted Academic Support

(This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding, though a separate plan will exist to monitor the allocation and impact of that spending)

Priorities <i>Identify 2 or 3 priorities, clearly linked to raising academic standards.</i>	Implementation <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation.</i>	Projected Impact <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	Projected Cost	Monitoring
Improve the Mental Health and Wellbeing of our pupils following returning to school post lockdown.	<ul style="list-style-type: none"> • Thrive practitioner identified in school as Victoria McCaffrey who will train new staff on the Thrive Approach • Victoria McCaffrey to lead whole staff training on whole class Thrive approaches • Middays to be trained on the approach 	<ul style="list-style-type: none"> • Children's mental health will improve and they will be able to access learning and also rebuild relationships with peers and staff 	Family Support Worker wage – £10000	Termly Thrive Assessments from staff monitored by VM Ongoing assessment from teachers to highlight any pupils they feel

	<ul style="list-style-type: none"> • Thrive Room to have the necessary equipment to support children • Staff to complete Thrive Assessments termly • FSW to have a set timetable ensuring each child identified has the necessary time to work with her • JIGSAW implemented for PSHE and PSHE lead identified as Kerry Edwards 			<p>need further support</p> <p>Termly monitoring of Jigsaw</p>
Improve reading fluency and comprehension across Key Stage One and Two	<ul style="list-style-type: none"> • Continue to hire Midday readers to listen daily to children working towards the expected standard. These children have been identified through assessment results and discussions with class teachers. • Continue use of Power Literacy and Power Steps where children read daily. • Further interventions to be timetabled by SENDCo 	<ul style="list-style-type: none"> • Close the gap in Reading ability between PP and NPP children • Improve language and vocabulary which will then support writing 	Midday Reading Assistants Costs – £15000	<p>Termly progress monitoring and groups will then be altered from this to support 'catch up' plans.</p> <p>Interventions tracked on costed provision map by SENDCo</p>
Improved phonic and language skills	<ul style="list-style-type: none"> • WELLCOMM screening tool to be used • Staff to attend training on Nuffield programme through the MAT. • Staff to attend ELKLAN training • Core Power Steps to be used in EYFS and KS1 • Planning to fill identified gaps post COVID from assessment • Assistant Principal to complete articulation screeners for EYFS to 	<ul style="list-style-type: none"> • Children are entering school with lower language skills and this is in particular due to COVID-19. We aim to identify any speech and/or language need as early as possible to then intervene. • We aim to close the phonics gaps when entering KS1 and 	Training is free for Nuffield however cover will be required in EYFS Time cost for Assistant Principal	<p>Half termly progress monitoring and groups will then be altered from this to support 'catch up' plans.</p> <p>Interventions tracked on</p>

	<p>highlight any need to input for speech sounds</p> <ul style="list-style-type: none"> • Continue to increase vocabulary through the use of Wow Words in all subjects • All staff to encourage children to answer and speak in full sentences • Further interventions to be timetabled by SENDCo 	<p>therefore achieve government standard on the phonics screening check.</p>	<p>to complete screener.</p> <p>TA Wage – £20000 x 2 = £40000</p>	<p>costed provision map by SENDCo</p>
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Additional Strategies

(This will include additional pastoral support and wider school strategies to remove barriers to learning and improve accessibility to school. This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding)

Priorities <i>Identify 2 or 3 priorities, clearly linked to raising academic standards.</i>	Implementation <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation</i>	Projected Impact <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	Projected Cost	Monitoring
Increased attendance rates including punctuality.	<ul style="list-style-type: none"> • Employment of EWO – 2.5hrs per week • Employment of Family Support Worker to support families getting their children to school. • Parent meetings • Breakfast club daily including Magic Breakfast from 8:15 	<p>Children's academic achievements will increase as well as their Thrive assessment scores.</p> <p>All children will receive breakfast</p>	<p>EWO cost – £3000</p> <p>Magic Breakfast - £3000</p>	<p>Termly comparison with previous years as well as group comparisons with national</p>
Improved parental engagement	<ul style="list-style-type: none"> • Assistant Principal/SENDCo hired • Assistant Principal/SENDCo to be present at all parent meetings and also for parents to meet with during the school year about any concerns • Hold parent sessions with guest speakers from within the Local Authority to speak to parents 	<ul style="list-style-type: none"> • Parents will attend support plan meetings and reviews • Parents will have a clear understanding of the local offer and also the graduated approach • Parents will understand what support they can access 	-	<p>AP/SENDCo to monitor attendance at support plan meetings, parent meetings and coffee mornings</p>

	about various educational issues around SEND (post COVID restrictions)			

NB: This does not need to take account of every additional intervention/spend, but should address a particular issue that has been identified as a barrier to learning across the disadvantaged cohort

Review: Evaluation of last academic year

Aim <i>See pre-defined aims for 2019/20 (page 1)</i>	Outcome: <i>Met/Not Met? Specific figures useful to illustrate.</i>	Narrative: <i>Mitigating factors, specific successes with impact etc.</i>
Improve phonic and language skills across EYFS and KS1 for pupils eligible for PP.	WELLCOMM Data Phase outcomes for reception	Lockdown has impacted data gathering
Higher levels of attainment for those pupils who are eligible for PP in Reading across the school.	Met Year 6 Data 2019 – PP: 69% Non – PP: 33%	Taken from teacher assessment due to SATs cancelled and lockdown.
Higher levels of attainment for those pupils who are eligible for PP in Writing across the school.	Met Year 6 Data 2019 – PP: 69% Non – PP: 33%	Taken from teacher assessment due to SATs cancelled and lockdown.
Raise Standards in Maths for those pupils who are eligible for PP across school.	Met Year 6 Data 2019 – PP: 69% Non – PP: 33%	Taken from teacher assessment due to SATs cancelled and lockdown.
Increased attendance rates of PP pupils	Partially Met PP – 94.1% Non-PP – 96.2% National – 94.5%	Attendance data until Lockdown in March 1 st September – 13 th March 2020. COVID-19 impacted this as some parents chose to keep children off due to the uncertainty of the virus.
Develop Pupils' social and emotional well-being across the school, using Thrive online	Partially Met	Thrive assessments completed and work began however lockdown occurred. FSW kept contact with children during

assessment tool to identify key individual gaps and whole class gaps.		lockdown and had a number of vulnerable children in school. Staff have completed assessments following lockdown.
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