

Pupil premium strategy statement

School overview

Metric	Data
School name	Parkland Primary School
Pupils in school	570
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£194,040
Academic year or years covered by statement	2019-2021
Publish date	July 2020
Review date	July 2021
Statement authorised by	Jo Andrews
Pupil premium lead	Andrew Hayes
Governor lead	Celia Varley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A due to COVID
Writing	N/A due to COVID
Maths	N/A due to COVID

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A due to COVID
Achieving high standard at KS2	Click or tap here to enter text.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure staff receive effective training and resources to develop reading fluency skills and a love for reading
Priority 2	Engage in research and high quality CPD that focuses on developing retrieval practice that supports retention of skills and knowledge

Priority 3	Support the wellbeing of our PP pupils following the closing of schools & the impact of the COVID pandemic. This will ensure that our pupils are then ready to learn.
Barriers to learning these priorities address	The impact lost learning as a result of COVID-19. The impact of the emotional and academical gap that has widened as a result of school closure and COVID 19
Projected spending	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve positive progress scores for all pupils.	July 2021
Progress in Writing	Achieve positive progress scores for all pupils.	July 2021
Progress in Mathematics	Achieve positive progress scores for all pupils.	July 2021
Phonics	At least 85% of all Year 1 and Year 2 pupils pass the phonics screening test. PP children to be in line with non-disadvantaged pupils.	July 2021
Other	Reduce persistent absence in PP children. PP children attendance gap against Non-PP is reduced	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 - Ensure staff receive effective training and resources to develop reading fluency skills and a love for reading	Implementation of whole school reading policy which focuses on of effective research led principles of reading Effective phonics CPD ensures that there is a consistent approach to phonics across KS1 and use of Fresh start phonics intervention in upper KS2 CPD on reading fluency and comprehension skills Support from Reading lead professional on development of reading fluency and effective teaching of comprehension in all year groups Promotion of a love for reading
Priority 2 - Engage in research and high quality CPD that focuses on developing retrieval	Effective CPD on retrieval practice based on Rosenshine's principles of instruction

practice that supports retention of skills and knowledge	<p>Embedded retrieval practice as part of Quality first teaching that supports long term retention of skills and knowledge</p> <p>Development of reading and maths fluency</p> <p>Effective use of blended learning opportunities that supports retrieval practice (Numbots, TTRockstars, Century AI)</p> <p>Retrieval practice embedded as part of home/remote learning offer</p>
Priority 3 - Support the wellbeing of our PP pupils following the closing of schools & the impact of the COVID pandemic. This will ensure that our pupils are then ready to learn.	<p>Effective use of pastoral team to support the well-being needs of pupils</p> <p>Healthy mind programme as a whole school approach</p> <p>Use of a school counsellor to work with identified pupils weekly</p> <p>Breakfast provided for identified pupils and families</p> <p>ELSA interventions in place for identified pupils</p>
Barriers to learning these priorities address	<p>Pupils missed weeks of learning in school because of school closure due to COVID-19. Many children eligible for pupil premium therefore did not receive the targeted support they required to meet the standard for the previous academic year.</p>
Projected spending	£91,193

Wider strategies for current academic year

Measure	Activity
Priority 1 - Wellbeing and mental health support for children eligible for pupil premium.	<p>Pastoral team to work with identified PP children to support through interventions including work with families.</p> <p>ELSA interventions in place for identified pupils.</p> <p>School counsellor to work with identified pupils weekly.</p> <p>Breakfast provided to identified pupils.</p>
Priority 2 - Increased attendance so that all pupils, including PP, achieve at least 96% attendance	<p>Attendance officer to work with Pupil Premium lead (DH) to ensure systems are in place to monitor attendance data weekly. Work with EWO.</p> <p>Structures are in place to communicate with parents of identified pupils and improve attendance. Structured conversations to be had with all parents of identified pupils.</p>
Priority 3 - Increase opportunities to develop cultural capital	<p>Rich learning opportunities built into lessons. High expectations for all to ensure pupils have high aspirations. Knowledge led curriculum providing the essential knowledge, skills and cultural capital they need to succeed in future learning and life.</p> <p>Support for pupils to attend trips.</p> <p>Financial support for uniform.</p>

Barriers to learning these priorities address	Impact of school closure due to COVID-19 will need to be monitored. Support for families including financial, food bank, housing and mental health needed.
Projected spending	£102,847

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Support needed for RQT and NQT teachers.	Progression maps in place to support planning. Use of Walk-thru resources to support teachers new to their career. Coaching in place for support and mentoring. Support from SLEs and Lead Professionals.
Targeted support	Catch up needed post COVID-19 school closure.	Clear assessment schedule in place. Use of evidence-based interventions (EEF). Clear M & E schedule in place with a focus on disadvantaged groups.
Wider strategies	Support for families needed post COVID-19 school closure. Behaviour concerns following long school closure (COVID-19) for high need pupils.	Pastoral team in place with links to outside agencies. Behaviour plans in place for identified pupils. Support from Lead Professional.