

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Pensby Primary School
Pupils in school	Sept 2021 no on roll 216
Proportion of disadvantaged pupils	2019 – 13.8% 2021 – 13%
Pupil premium allocation this academic year	£45,905
Academic year or years covered by statement	2021- 2023
Publish date	September 2021
Review date	September 2022
Statement authorised by	D Spencer
Pupil premium lead	Kate Brown
Governor lead	Sue Evans

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	0.96
Writing	0.95
Maths	-1.55

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Premium Provision and Interventions

All our pupils have different needs, strengths and skills and this is reflected in the scope of method we deploy our Pupil Premium funding. Our provision encompasses both direct approaches to 'narrowing gaps' in learning and mental health needs as well as more creative interventions. All our approaches have a direct affect on academic achievement and enhance pupils' social and emotional well-being. We use our Pupil Premium funding to support individual pupils but this also impacts on the wider school wherever possible, as all pupils can then benefit from whole school initiatives that improve learning and opportunities for all.

Specific interventions are planned on an individual, needs-led basis so some pupils could have multiple intervention support if this is what they need.

Funding for the benefit of every child

The ethos of Pensby Primary has always been inclusion for our pupils. Pupil Premium funding should, quite rightly be targeted at eligible pupils. We do this but knowing our children and their needs we choose to deploy our resources (no matter how much they are constrained) to provide the best opportunities for all Pupil Premium and non-Pupil Premium children in all aspects of their school experience. Doing this ensures the children have a well-rounded, full and comprehensive school experience with success at many levels – academic, social, collaborative etc.

Our ethos for reducing Educational Disadvantage

Our school ethos is one of attainment for all. Our school encourages every child to “Reach for the Stars – Be amazing”.

- There is a culture of high expectations for all pupils.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Leaders, teachers and support staff understand their role within the school’s pupil premium strategy.

Addressing behaviour and attendance

- Developing positive learning behaviours is an integral part of our curriculum and ethos. We are proud of the model all adults give to pupils in this respect.
- The school ensures effective behaviour management strategies are in place and adapted for pupils who need additional support. We are known for our skills in supporting pupils with complex needs including behaviour needs.
- Attendance is monitored weekly. We have utilised highly effective strategies to ensure that absence and lateness are minimised and acted upon. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.
- Our Mental Health lead has ensured that all staff have the necessary training to recognise when a child and/or their family requires support. The Mental Health lead has secured specialist support for the school in 2021/22.

High quality teaching for all

- The school is committed to providing high quality inclusive teaching for all – we expect all pupils to have equal teacher time.
- Timely and on-going assessment and feedback is used to maximise pupil progress.
- Teacher and support staff CPD is focused on securing strong subject and pedagogical knowledge, assessment and feedback. We base our plans and strategies on research models using the EEF as our main professional guidance alongside other research data. Highly trained leaders (NPQEL, NPQSL etc) are part of our school improvement team.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Provision maps identify individual pupils' needs and the interventions they access to address barriers to learning. Our Graduated Response records tracks all pupils school experiences and their personal requirements.
- Individual support is provided to ensure pupils can benefit from enrichment opportunities, well-being support, and academic interventions to support improved progress and attainment.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented. Additional support is provided where required.

Data-driven

- Teachers regularly track the progress of all pupils against individual objectives and assessment statements and use this information to adapt planning and plan intervention.
- The progress and attainment of disadvantaged pupils is discussed at all pupil progress meetings (half termly) and at data drops. Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

- Leaders across the school set high aspirations and lead by example. They identify quickly any pupil who is at risk of falling behind and take swift action to address this.
- Senior leaders meet to review the effectiveness of strategies at the end of each assessment phase. Half termly communication with Governors on progress given and includes the effectiveness of the strategy.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Strategy aims for Disadvantaged Children

Measures	Activity
Priority 1	Improved attainment in reading, writing and mathematics (particularly maths) through enhanced quality first teaching and the purchase of new scheme and resources alongside training
Priority 2	Improve language skills with the delivery of language based programmes/schemes as lead by English/maths team
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor language and communication skills. • Limited opportunities

	• Poverty and limited financial resources
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£4000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0.0+)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0.0+)	Sept 22
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0.0+)	Sept 22
Phonics	Achieve above national average expected standard in PSC – 90%+	Sept 22
Other	That in KS2, disadvantaged pupils will attain GD	Sept 22

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics and reading schemes, new maths schemes and can effectively use all assessment systems in the school
Priority 2	Work with other partnership schools (Soft Federation etc) to sharpen knowledge and understanding of moderation practices.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£2,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 - £4000	Ensure all relevant staff (including new staff) have received quality and consistent training to deliver the phonics curriculum (RWI) throughout EYFS, KS1 and KS2 (those pupils who require it). To continue to develop the atrium class reading areas to extend and inspire the children to read for pleasure and take lesson/mental health breaks. Release time for English lead.
Priority 2 - £4000	Work with the maths hub and embed the new Power Maths scheme to ensure consistent and effective teaching and learning of maths across all year groups for all children results in all pupils making good progress
Priority 3 - £9000 (Pre teach)	High quality teaching for ALL pupils – flexible grouping and pre teaching to ensure all pupils have best opportunity to access learning and progress
Priority 4 - £4100 (TA MH lead) (plus MH lead £1000)	Supporting pupils with mental health needs to ensure they are supported able to access learning
Priority 5 £4000	To use Pensby staff to cover for acceptable short term teacher absence to ensure consistency of approach for pupils and support their well-being needs
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£25,100

Wider strategies for current academic year

Measure	Activity
Priority 1 £2000	Ensure all disadvantaged pupils have the opportunity to represent the school in events – sport, performance etc
Priority 2 £4500	Ensure all disadvantaged pupils have the opportunity to attend trips, visits, residentials, additional swimming to NC requirements etc
Priority 3 £8000	Ensure that all disadvantaged pupils can access breakfast, afterschool, homework and holiday clubs
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

Projected spending	£14,500
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.