

Pupil premium strategy statement 2020 to 2021

School overview

Metric	Data
School name	Pensby Primary School
Pupils in school	212
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£49,645
Academic year or years covered by statement	2020-21
Publish date	21.9.20
Review date	September 2021
Statement authorised by	Mr D Spencer
Pupil premium lead	Mrs K Brown
Governor lead	Mrs S Evans

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	TBC but in line Wirral and National counterparts
Achieving high standard at KS2	TBC but in line Wirral and National counterparts
Measure	Activity
Priority 1	Provide a recovery curriculum and individual support to promote positive mental health following school lockdown. Support those pupils who are vulnerable.
Priority 2	Establish baseline and gaps in for reading, writing, maths, phonics and EGPS and plan and deliver a catch up programme of interventions and support. Deliver this with additional TAs who are appropriately trained.
Barriers to learning these priorities address	Range of experiences children faced during lockdown
Projected spending	£18,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress KS2	Achieve in line Wirral & national average progress scores in KS2 Reading, Writing and Maths	Sept 21
Attainment KS2	Achieve in line Wirral & National in RWM in KS2	Sept 21
Attainment KS1	Achieve in line Wirral & National in RWM in KS1	Sept 21
Phonics	Achieve in line Wirral & National in phonics at KS1	Sept 21
EYFS	Achieve in line Wirral & National GLD	Sept 21
Other	Attendance of disadvantaged pupils is above Wirral & National average	Sept 21

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	<p>Positive mental health & wellbeing following lockdown</p> <p>All staff to complete mental health training</p> <p>All staff to deliver additional PHSE (Recovery Curriculum) for individuals and groups</p>
Priority 2	<p>Catch up and accelerate learning following lockdown</p> <p>TA support across all classes for booster groups and interventions (at least one hour per day)</p> <p>Additional TA support for Y5 and EYFS (reduce class size)</p> <p>Additional TA in KS1 for phonics, English and maths support</p> <p>Additional TA for children with complex needs</p>
Barriers to learning these priorities address	<p>Positive mental health and attitude to learning</p> <p>Accelerate learning, attainment and progress.</p> <p>Reduce adult:child ratio.</p> <p>Support children with Special Educational Needs</p>
Projected spending	£28,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Support for children and families</p> <p>Uniform financial support (new FSM)</p> <p>Support for Y6 and Y4 residentials (FSM) Support for school clubs</p> <p>Admin to monitor attendance and support parents' access</p> <p>Local Charity funding to be used to support most disadvantaged families (St Michaels Church)</p> <p>Monitoring safeguarding, behaviour and attendance safely – staff training and appoint member of Admin team to this.</p>
Priority 2	<p>Support for SEND</p> <p>TA hours to deliver Socially Speaking, Time to Talk and Speech and Language programmes alongside schools</p> <p>Speech Therapist</p> <p>SENAAT</p> <p>Monitoring SEND</p> <p>Pre dyslexia screening programme</p> <p>Enhancing the curriculum</p> <p>Forest Schools and outdoor activities to be increased</p> <p>Invest in quality resources for all – sketchbooks etc</p> <p>Learning by Questions (iPad lease)</p>
Barriers to learning these priorities address	<p>Financial support for children and families.</p> <p>Very low speech and language skills on entry - support for children with Speech and Language difficulties</p> <p>Improve attendance, support parents and therefore outcomes for children.</p> <p>Accelerate learning, attainment and progress. Support children with Special Needs.</p> <p>Access to IT equipment</p>
Projected spending	£8,600

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Identify individuals who will benefit for catch up support following lockdown and key aspects of the curriculum.	<p>Establish a baseline by the end of September.</p> <p>Complete gap analysis to prioritise areas of the curriculum and individuals for focus.</p>

Targeted support	Utilization of TAs to ensure individuals receive required support	Staffing structure to e reviewed, expertise in delivery of interventions with training to be a priority.
Wider strategies	Ensuring attendance and engagement.	Ht and admin to work with teaching staff and LA attendance officer to track attendance and provide timely support to ensure children are attending school. Focus on those families who are reluctant to send children to school.

Review: last year's aims and outcomes

Y6, Y1 phonics, Y2 and data based on expected outcomes due to Covid-19

Aim	Outcome
Y6 Reading Writing Maths	Class of 28 pupils largely on track to slightly exceed national overall. 4 pupils eligible for PP. Predicted outcomes would have been 75% achieving expected standard in R, W and M and 25% Exceeding national
Y2 Reading Writing Maths	Class of 30 pupils largely on track to slightly exceed national overall. 3 pupils eligible for PP. Predicted outcomes would have been 66% achieving expected standard in R, W and M and 33% Exceeding national
Quality teaching for all	
RADY project ensuring equal expectations for all pupils - Raise expectations throughout the whole school	Attempted to continue with the project but COVID made this challenging. Hope to continue next year.
Continue to improve SEND skills and mental health skills. All staff In-depth staff CPD for specific areas of SEND mental health	COVID presented a great opportunity for staff to have time to focus on mental health training. The mental health lead led this and all classroom based staff completed that was asked of them.
Continue to improve progress for low attaining pupils and pupils - specialist TAs to deliver in maths and Literacy interventions.	The lockdown situation made this difficult to assess the impact. Targeting the most vulnerable and low attainers to attend in partial opening was largely successful, but the delivery of the curriculum was not implemented as it could have been due to following covid guidelines.
Reduce class size additional staffing; Continue to improve attainment in Nursery and Reception	Although the exit data for EYFS pupils was low compared to previous years, the additional staffing meant that pupil attendance in F2 was high in partial opening (65%). However, the curriculum could not be implemented as it could have been due to following covid guidelines
Appropriate support for complex and vulnerable pupils	The impact of all pupils from some complex pupils was significant and needed to be managed with higher than anticipated staff numbers due to covid restrictions. This did mitigate the impact on the other pupils.
Intervention for boys maths. Targeted phonics interventions in and KS1	As above – this was actioned whenever possible but covid restrictions meant it was not as effective as hoped.

Other approaches	
Uniform and equipment to ensure equality of access for all pupils	The effects of COVID resulted in many families tipping in and out of the PP category so the supply of equipment in particular was essential and support with food/meals was in high demand.
Ensure all pp pupils have access to extra-curricular activities and experiences	Extra-curricular activities were halted during lockdown/partial opening.