

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Pensby Primary School
Pupils in school	Sept 2022 no on roll 214 (+19 in F1)
Proportion of disadvantaged pupils	2019 – 13.8% 2021 – 13%
Pupil premium allocation this academic year	£45,905
Academic year or years covered by statement	2022- 2025
Publish date	September 2022
Review date	September 2023
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 (2022)

Measure	Score
Meeting expected standard at KS2 Reading	72% (TA)
Meeting expected standard at KS2 Writing	75% (TA)
Meeting expected standard at KS2 Maths	72% (TA)

Disadvantaged pupil performance overview for last academic year end of KS2

Measure	Score
Meeting expected standard at KS2	25%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measures	Activity
Priority 1	Improved attainment in reading, writing and mathematics (particularly maths) through enhanced quality first teaching and the continued training of all staff to deliver schemes and programmes associated with each subject e.g RWI phonics, Power Maths etc
Priority 2	Further improve language skills with the delivery of language based programmes/schemes as lead by English/maths team including support through interventions from outside agencies.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Effective monitoring systems must be established to track progress and delivery of curriculum and interventions
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£4000 RWI, £1000 monitoring, £4000 Power Maths training Total £9000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0.0+)	July 23
Progress in Writing	Achieve national average progress scores in KS2 Writing (0.0+)	July 23
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0.0+)	July 23
Phonics	Achieve above national average expected standard in PSC – 90%+	July 23
Other	Improve attendance of target group of pupils	Termly

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics and reading schemes, maths schemes and can effectively use all new assessment systems in the school
Priority 2	Work with other collaboration schools to sharpen knowledge and understanding of moderation practices.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions – pre teach etc
Projected spending	£22,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 - £5000	Ensure all relevant staff (including new staff) have received quality and consistent training to deliver the phonics curriculum (RWI/Fresh Start) throughout EYFS, KS1 and KS2 (those pupils who require it).
Priority 2 - £5000	Continue to work with the maths hub and develop whole school Power Maths coaching/observations to ensure consistent and effective teaching and learning of maths across all year groups for all children results .
Priority 3 - £10,000 (Pre teach)	In maths, maintain and develop 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 £5000	Employ additional staff to support those pupils who are reluctant to access learning/ support at lunchtime – so that pupils are mentally ready and able to access learning in their lessons and interventions.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£29,100

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, residential, 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

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	Number of pupils requiring this support across the school	Additional staffing where possible – accelerate applications of EHCPs
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on outreach programmes of support

Review: outcomes (2021 to 2022)

Aim	Outcome
Progress in Reading and Writing	EYFS – disadvantaged pupils attained in line with national. KS1 – disadvantaged pupils and FSM6 outperformed non disadvantaged pupils in all subjects. KS2 - –cohort discussed with LA and OFSTED by LA in Dec 2021. 39 pupils, 50% SEND including 4 school refusers. Attained well below national in reading, in line with national in writing but were 'ready' for transition to KS3.
Progress in Mathematics	As above for EYFS and KS1. In KS2 disadvantaged pupils were well below.
Phonics	In 2022, disadvantaged pupils in year 2 achieved well above the national. In year 1 they achieved well below national.
Other	OFSTED inspected the school on July 13 th and 14 th 2022. School judged to remain a a good school. Inspector analysed Disadvantaged pupils progress and attainment.

	<p>Prior to COVID the data trend for disadvantaged pupils in the school was good with no significant concerns.</p> <p>It should also be noted that the school had identified many other pupils as being 'disadvantaged' due to their circumstances. These pupils are not included in national or LA comparative data as they do not 'meet' that criteria. However, their need/s are of significance.</p>
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