

# Pupil premium strategy statement



## School overview

Metric	Data
School name	Park Gate Primary School
Pupils in school	408
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£72 722
Academic year or years covered by statement	September 2020 to July 2021
Re-Publish date	April 2021
Review date	October 2021
Statement authorised by	Lindsay McCarthy
Pupil premium lead	Sheena Briscoe
Governor lead	Val Morgan

## Disadvantaged pupil progress scores for last academic year

Measure (Data from 18/19)	Score
Reading	-1.98
Writing	-1.02
Maths	-2.04

## Strategy aims for disadvantaged pupils

Measure (Data from 18/19)	Score
Meeting expected standard at KS2	44% (9 pupils)
Achieving high standard at KS2	11%
Measure	Activity
Priority 1	To provide training and resources to enable all staff to support disadvantaged children to access blended learning tailored to their needs, ensuring the gap between disadvantaged and non-disadvantaged continues to close in light of current Covid-19.
Priority 2	To provide ongoing training for staff (including new staff) to plan and deliver a deep, meaningful curriculum which is accessible to all and enables accelerated progress for disadvantaged pupils.

Barriers to learning these priorities address	Ensuring that COVID-19 does not adversely affect, academically and emotionally, disadvantaged children to a great extent than non-disadvantaged pupils.
Projected spending	£5484

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 21
Phonics	Achieve national average expected standard in phonics check (currently 67% disadvantaged achieved this)	July 21
Other	Improve attendance of disadvantaged pupils from 18/19 6.4%	July 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	Buy and embed the use of phonics readers across Early Years and Key Stage 1 to support catch up interventions and reading at home, enabling disadvantaged pupils to reach the expected standard in the phonics check at the end of year 1.
Priority 2	Work with the maths hub to embed Teaching for Mastery across all year groups and enabling disadvantaged pupils falling behind age-related expectations to catch up.
Priority 3	Provide targeted academic support, in the classroom, through remote learning and in school intervention to enable disadvantaged pupils to catch up.
Barriers to learning these priorities address	Increasing access to reading books which can be read independently and access to the highest quality teaching of mathematics. Ensuring staff use evidence-based whole-class teaching interventions.

Projected spending	£6119
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### Wider strategies for current academic year

Measure	Activity
Priority 1	Support families with attendance and/or engagement in remote learning through the employment of a Home School Link Worker and providing financial support to ensure equality of opportunity.
Priority 2	Support pupils with readiness to learn through the employment of an Inclusion Manager and ELSA with expertise in improving mental health and well-being and providing training and resources for staff both remotely and/or in school.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils, including ensuring access to the full curriculum offer whether remotely or at school.(music lessons, clubs, residential visits, off-site sports festivals/comptetitions, access to technology).
Projected spending	£61169

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing access to quality training and resources in the current COVID-19 circumstances.	Use of Microsoft Teams and signing up to support from a DfE Teams Training School. Purchasing of online learning platforms which can be flexibly used at home or school.
Targeted support	Ensuring pupils accessing one to one and small group tutoring are not disadvantaged by missing the Year Group taught curriculum.	Small group and one to one tutoring carefully timetabled and include before and after school. Additional teachers are assigned to support specifically in class.
Wider strategies	Engaging the families whose children are most vulnerable through poor attendance/engagement in remote provision.	Working closely with the Local Authority and agencies. Proactively keeping in contact with the families and pursuing solutions/support including access to technology.

## Review: last year's aims and outcomes

Aim	Outcome
<b>Due to Covid-19 no data is available for 19/20.</b>	
Improve progress scores, closing the gap to national average progress scores in KS2 Reading from -1.98 to 0.	The school began the process of buying new reading books directly linked to the teaching of phonics with an initial focus on Early Years. When the school was required to close due to Covid-19 the introduction of Bug Club enabled all pupils to have access to appropriate reading at home or school and the impact was that children continued to read and this could be tracked through comprehension tasks. Reading Stars continued to be awarded by parents informing the school of reads. This ensured the motivation to read continued. Task design in KS1 included phonics and reading comprehension both when all pupils were attending school and throughout Summer lockdown. When pupils in Year R and 1 returned part time in the summer there was a focus on phonics and reading in school.
Improve progress scores, closing the gap to national average progress scores in KS2 Writing from -1.02 to 0.	A focus on handwriting, including small group intervention was in place to secure accurate pencil grip, enabling pupils to write at length. Whole school staff training ensured consistency of approach and set expectations. Pupils writing demonstrated improvement in letter formation. Whole school training for introducing joining was put on hold due to Covid-19. A focus on vocabulary and training for subject planning within an integrated curriculum gave children the knowledge necessary to produce informed writing.
Close the progress gap between disadvantaged and other children in maths. (Disadvantaged -2.04 Other 0.57)	The use of Times Table Rock Stars both in school and at home has motivated pupils to challenge themselves and challenge other children. Alongside the computer-based programme, a focus in class on applying number skills linked to learning tables was introduced eg; finding inverse, application to larger and smaller numbers, reasoning tasks.
To achieve in line with national average standard in phonics check.	Phonics intervention was successfully closing the gap for disadvantaged pupils and the introduction of Phonics Tracker ensured pupil progress could be carefully tracked. However, with the school closure, closely targeted intervention in the Autumn Term 20 and new phonics reading books is required to ensure lost learning is recovered.

<p>Improve attendance of disadvantaged pupils so that attendance is in line with other children.</p>	<p>Attendance of disadvantaged children (FSM6) for 18/19 was 6.4% compared to 2.9% for non-disadvantaged. The national figure was 5.6%.</p>
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