

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Parish CE Primary School
Pupils in school	611
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£112192.50
Academic year or years covered by statement	2020-2023
Publish date	November 2020
Review date	October 2021
Statement authorised by	Mrs R Coleman
Pupil premium lead	Mrs C Sykes

### Disadvantaged pupil progress scores for last academic year

Measure	Score	2019 data
Reading	No 2020 data	2.1
Writing	No 2020 data	2.2
Maths	No 2020 data	0.4

### Disadvantaged pupil performance overview for last academic year

Measure	Score	2019 data
Meeting expected standard at KS2	No 2020 data	69%
Achieving high standard at KS2	No 2020 data	15%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores for KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores for KS Writing (0)	July 21
Progress in Mathematics	Achieve national average progress scores for KS2 Mathematics	July 21

Phonics	Achieve 85% in phonics screening check	July 21
Other	Improve vocabulary and self-regulation of disadvantaged pupils to meet school target of	July 21

*Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1*

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Bespoke CPD linked to SIP, and appraisal to develop and embed pedagogy and high-quality teaching.
Priority 2	A particular focus on explicit vocabulary teaching and metacognition/self-regulation skills
Barriers to learning these priorities address	Some pupils are working below age related expectations due to conceptual gaps and misconceptions in their learning. Some pupils have limited speech and language skills, which impacts on their vocabulary.
Projected spending	£65,000 + 10,000 remaining spend from last year not used due to lockdown = £75,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Year group support provided by class teacher or specialist TA and Speech and Language support;
Priority 2	Emotional and mental health support to enable them to focus on learning and progress counselling support; Family Worker and Trailblazers.
Barriers to learning these priorities address	Emotional and mental wellbeing needs prevent some pupils being able to access learning. Lack of access to resources and life experiences result in lack of cultural experiences.
Projected spending	£48,000 + £7396 remaining spend from last year not used due to lockdown = £55,396

## Wider strategies for current academic year

Measure	Activity
Priority 1	Add cultural capital experiences.
Priority 2	Provide additional financial support for essential uniform clothing or food.
Barriers to learning these priorities address	Improving attendance, self-esteem and readiness to learn.
Projected spending	£10,000 + £1731.60 remaining spend not used from last year due to lockdown = £11,731.60

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to developing staff.	Use INSET days, Staff Meetings, and promote research based projects
Targeted support	Ensure that targeted support is reviewed regularly and adjusted according to level of need and progress	Review interventions on a regular basis with collaboration between dedicated member of specialist staff, TAs and Teachers.
Wider strategies	Engage and support families facing the greatest needs	Work closely with Family Worker, local outreach groups and provide uniform or food from School foodbank

**Mid-year review**  
**Teaching priorities**

Measure	Review
<ul style="list-style-type: none"> <li>- CPD and appraisal linked to SIP</li> </ul>	<ul style="list-style-type: none"> <li>- CPD linked to SIP priorities along with NPQ projects and action research projects with focus on vocabulary and metacognition.</li> </ul>
<ul style="list-style-type: none"> <li>- Vocabulary is explicitly taught and is visible in the learning environment to improve knowledge and understanding.</li> </ul>	<p>Classroom teaching and online remote learning has helped pupils continue their learning over the lockdown period. Interventions set up remotely too.</p> <ul style="list-style-type: none"> <li>-Carefully selected remote learning content to support explicit teaching of vocabulary</li> <li>- Interventions continued remotely during lockdown</li> <li>- Word Aware strategies used in classrooms to support disadvantaged pupils and in interventions</li> <li>- Curriculum development to support teaching of explicit vocabulary teaching</li> </ul>

**Targeted academic support**

Activity	Review
<p>Tailor Speech and Language support across all year groups.</p> <ul style="list-style-type: none"> <li>-support for teachers in embedding good practice in classrooms</li> <li>-targeted intervention (individual and group) for disadvantaged pupils</li> </ul>	<p>Speech and language support is being offered to consistently with Word Awareness embedded.</p> <p>Teachers have had regular guidance and advice from speech and language therapist and this is ongoing.</p> <p>Whole school strategies to support explicit vocabulary acquisition are being implemented</p>
<ul style="list-style-type: none"> <li>-Increase access to counselling a nurture/emotional support</li> <li>-interventions for nurture and emotional support established for those children particularly affected by lockdown experiences</li> </ul>	<p>A greater number of children are receiving emotional support.</p> <p>Narrative therapy and nurture interventions are supporting children and supporting their access to learning.</p> <p>Behaviour management strategies and mentoring implemented to support emotionally vulnerable pupils</p>

## Wider strategies

Activity	Review
Working with Breaking Club to provide breakfast to pupils	Breakfast is provided to children. This is helping to improve attendance and concentration in lessons
Community Hub to work with parents to establish Foodbank	Food is provided to the most in need on regular basis.
Family Liaison working with families to support parents in need	Regular meetings to provide support, guidance and advice to parents

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	
Progress in Mathematics	
Phonics	
Other	