



Park View Primary School

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Park View Primary				
Academic Year	2020-21	Total PP budget	£135 080	Date of most recent PP Review	N/A
Total number of pupils	450	Number of pupils eligible for PP	91	Date for next internal review of this strategy	September 2021

2. Current attainment		
In 2020 there were 20 pupils in Y6 eligible for pupil premium. Four pupils were SEN, three pupils had English as an additional language. Three children were known to Social Care Teams and one child was LAC during Y6. 1 child=5%.	<i>KS2 Pupils eligible for PP (school)</i>	<i>KS2 Pupils not eligible for PP (national average other) 2019 outcomes used for comparison</i>
% achieving age-related expectation (ARE) or above in reading	85%	75%
% achieving age-related expectation (ARE) or above in writing	85%	78%
% achieving age-related expectation (ARE) or above in maths	75%	76%
These KS2 outcomes evidence that school has continued to close the gap between children in receipt of pupil premium and the nation average (Not pupil premium) In the Y1 Phonic Screening Test 84% of children eligible for PPG passed which is an improvement on the previous year of 6% and brings us above the nation average (other) 2019, which was 83%. The focus for improvement in 2020- 21 is to increase the % of children achieving greater depth in writing and maths in KS2		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The complex needs of those children in receipt of Pupil Premium who have SEND
B.	The difficulties encountered by children in receipt of Pupil Premium who are also EAL.
C.	To ensure that expectations for children in receipt of pupil premium are high especially for more able children.
D.	To understand the impact of SEMH on all children particularly those eligible for pupil premium.

[Type here]

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	A number of children eligible for pupil premium are impacted by family issues requiring support from Social Care Teams.
F.	A lack of aspiration from parents and carers impacts a number of children eligible for pupil premium.
G.	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional cost attached.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All children eligible for pupil premium with SEN/D will make expected progress in reading, writing and maths.	Quality first teaching and an inclusive approach will reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO, There will also be a focus on the Early Identification of children with SEN and early help will be provided through the use of high quality targeted interventions.
B.	All children eligible for pupil premium with EAL will make expected progress in reading writing and maths.	Supporting children with EAL will be a focus of training from CLAS this year. Children with ESOL will access specialist teaching and learning support from CLAS wherever possible in order to remove barriers to learning. The progress of these children will be monitored at pupil progress meetings.
C.	All children eligible for pupil premium will attain expected levels in the Y1 phonic screening.	Early intervention strategies and parental engagement using the early literacy course will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and Y1 will support all children particularly those who are at risk of falling behind.
D.	All children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour logs.)	A whole school approach based on the principles of trauma informed practice will be embedded and used alongside a range of whole school approaches including Mental Health First Aid outdoor experiential learning opportunities, the teaching of relaxation techniques, mindfulness, and meditative strategies. For some children targeted therapeutic approaches including art therapy, Lego therapy and outdoor therapeutic interventions alongside access to a sensory room will be used to protect and improve the wellbeing and engagement of all children thus enhancing a purposeful learning environment.
E.	The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.	More families are engaged with school at an early intervention in order to improve parenting capacity through 1:1 work with the learning mentor and by engaging in the positive parenting course and the parent support group. Through effective and efficient partnership with parents and other agencies families will be supported at TAF reducing the need for engagement with safeguarding and CP teams. The school will have a named social worker as part of the TAS approach

[Type here]

F.	Parents and children who are eligible for pupil premium will be supported to enhance aspirations. Measured through parent questionnaires, pupil voice questionnaires and SDQ's.	There will be an increase in the number of parents accessing training or work placements and volunteering opportunities through the work of the learning mentor and by collaborating with local providers. Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations through the Aspiration week and using structured conversations with children and their families. This will result in enhanced outcomes for children. (As far as we are able to given Government Guidance.
G.	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will experience educational visits. There will be a focus on enhancing cultural capital by working with theatre groups and the Halle Orchestra. Children will learn an instrument in Y4 and there will be opportunities for children to access music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extracurricular activities and funding will be provided. (The residential visit for November 2020 has been cancelled in line with Government guidance.)
H.	More able children in receipt of pupil premium will make better than expected progress and increase attainment to better than expected levels.	Staff training will focus on using a range of strategies to improve outcomes for more-able children through quality first teaching. This will be used alongside targeted interventions. A range of planned opportunities to enhance expectations and aspirations for more able children in receipt of pupil premium will be recorded on individual action plans. Staff have accessed training on growth Mind-set and a challenge curriculum is in place.

5. Planned expenditure

Academic year	2020-2021
----------------------	------------------

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further enhance staff understanding of trauma informed practice to support children's mental health and emotional wellbeing. Embed the use of a recovery curriculum to support children with increased anxiety following the school closure	Programme of CPD for all staff. Training for Inclusion Manager and Learning Mentor.	Trauma Informed Practice is a widely researched strategy. Whole school CPD ensures consistency of approach. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups. The Recovery Curriculum has been devised based on a "Think Piece" written by Barry Carpenter and endorsed by the DFE.	Staff will complete a Skills and Attitudes Analysis pre and post training to measure impact. The effectiveness of the whole school approach will be monitored in lesson observations and professional discussions. Data on CPOMS will be analysed. The impact on groups and individuals will be evidenced in LSP and PSP.	Rachel McClean Patricia Gawthrope	Surveys conducted Oct 2020 and July 2021. Impact will be reported in Summer term 2021.

[Type here]

Improve staff understanding of provision for more able pupils.	Programme of CPD for all staff on using independent learning strategies, based on Growth Mind-set, open questioning and developing higher order thinking skills to enhance quality first teaching. The school will enhance links with Parrenthorn High School and the Heys School to provide enrichment and engagement opportunities. with a focus on those who are eligible for pupil premium. Individual action plans for more able children will be	National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches, as a result attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Y6 in reading, writing and maths.	The impact of training on classroom practice will be monitored through book scrutiny and lesson observations and professional conversations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in writing and maths at the end of KS 2.	Rachel McClean	Case studies and Action Plans for identified groups of children will be and monitored across the year. This group will continue to be a focus for consideration at pupil progress meetings.
Close the attainment gap between children eligible for pupil premium and other pupils in KS1 writing and maths.	Additional small group work provided by a TA; one to one and small group precision teaching.	Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.	There will be assessment before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme.	Rachel McClean Joanne Smith	Following each 10 week intervention and after the outcome of the KS1 SAT's
Total budgeted cost					£15, 000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

[Type here]

Ensure pupils with SEN/D meet expected progress targets in reading, writing and maths. Ensure pupils with additional needs meet targets in learning plans.	Provide additional teaching provision for children with SEN. Additional TA interventions and one to one support in reading writing and maths.	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. There will be assessment before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	Rachel McClean	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Learning plans reviewed each term. Pupil progress meetings held each term with the DHT and SENCO/Inclusion manager and class teachers.
Ensure pupils with EAL make expected progress in reading, writing and maths.	Provide additional teaching from a Specialist teacher and TA's for children with ESOL and all international new arrivals to enable pre learning and overlearning opportunities.	Additional teaching and learning opportunities from specialist teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Assessment will be undertaken using the NASSEA EAL assessment framework before and after each intervention. Pupil attainment and progress will be monitored termly at pupil progress meetings.	Rachel McClean	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Learning plans reviewed each term. Pupil progress meetings held each term with the DHT and SENCO/Inclusion manager and class teachers.
Ensure targeted pupils achieve age expectation in reading, writing and maths. Ensure targeted pupils achieve greater depth in writing and maths.	Additional teaching and learning opportunities including HLTA and TA support for Y6 to enable one to one and small group tuition including additional teaching and learning opportunities for more able pupils.	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable more able pupils to achieve 'greater depth'	There will be assessment before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings. Teachers will conduct a case study of the effectiveness of provision for a more able child.	Emma Udall Jessica Buckley Chris Nutter Lindsey Appleton	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil progress meetings held each term with the DHT Inclusion manager and class teachers. Case studies presented at in-service training day.
Total budgeted cost					£65, 000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

[Type here]

<p>All children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour. logs.</p>	<p>Children to have access to a range of targeted therapeutic interventions including mental health first aid, art therapy, a sensory room and outdoor therapeutic interventions for children in EYFS and KS2 running alongside a whole school approach to Emotion Coaching.</p>	<p>Previous experience within school show that the use of research based therapeutic interventions support the social emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room caused by anxiety and toxic stress have been significantly reduced promoting a calm and meaningful environment for all children.</p>	<p>Monitoring will consist of the evaluation of parent and child voice questionnaires. SDQ's will be used before and after all interventions and behaviour logs will be monitored to ensure that positive behaviour is enhanced across school.</p>	<p>Rachel McClean Patricia Gawthrope</p>	<p>Review SDQ's and parent and child voice questionnaires after each 10 week intervention. Termly monitoring of behaviour logs and learning walks shared with SLT on a termly basis.</p>
<p>Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.</p>	<p>Use the learning mentor in an outreach role in order to support families in an early intervention by providing 1:1 and small group parenting advice (including the Positive Parenting Course.) Inclusion manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.</p>	<p>Research has shown that children progress well in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research has shown that positive home school partnerships enhance the quality of learning for all children. To be launched as Government Guidance Allows</p>	<p>Monitoring will consist of the evaluation of parent and child voice questionnaires. The outcome of outreach work will be evaluated by the learning mentor and the Inclusion manager will monitor and evaluate the outcome of TAF plans and other interventions.</p>	<p>Rachel McClean Patricia Gawthrope</p>	<p>This strategy will be reviewed by the SLT on a termly basis and the outcomes will be reported to the Governing body on a termly basis.</p>

[Type here]

<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>Through the school work on Parents as Partners outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness project and the family literacy course. To be launched as soon as government guidance allows.</p>	<p>Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents.</p> <p>Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours.</p> <p>Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in term enhancing progress and attainment.</p>	<p>Monitoring will consist of the evaluation of parent and child voice questionnaires following the School Readiness Project, the Family literacy course and the Positive Parenting Course.</p> <p>The outcome of outreach work will be evaluated by the learning mentor and the Inclusion manager.</p> <p>The progress and attainment of all children eligible for pupil premium will be enhanced.</p>	<p>Rachel McClean Patricia Gawthrope</p>	<p>This strategy will be reviewed by the SLT on a termly basis and the outcomes will be reported to the Governing body on a termly basis.</p>
<p>Medical needs are met and do not adversely affect learning.</p>	<p>Provide on-going medical support for pupils with conditions and support in writing health care plans with parents.</p>	<p>Some pupils' medical needs impact on their learning opportunities due to appointments, absence and feeling unwell. Having a person to discuss their needs and concerns with makes a difference to their confidence.</p>	<p>Care plans will be written involving the parents and the child and reviewed regularly in discussion with medical specialists.</p>	<p>Rachel McClean</p>	<p>Health care plans monitored and reviewed on a termly basis and quality controlled by the School Nursing Team. Parent's and child's views sought as part of review.</p>
<p>Eligible pupils have same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to go on educational visits and to take part in enrichment activities at school including music tuition and theatre trips.</p>	<p>Research has shown that a lack of cultural capital can impact on a capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities to close the gap in learning and attainment.</p>	<p>Children engaging in a range of enrichment opportunities will be logged and tracked on the class tracking sheets. SDQ's will be completed regularly in order to measure impact over time and the parent and child voice will be used to inform the program of events and activities.</p>	<p>Rachel McClean Carolyn Hamilton</p>	<p>This strategy will be reviewed annually.</p>

[Type here]

<p>Provide funding for eligible children in Y6 to attend residential trip to PGL in order to develop team work and bonding.</p>	<p>Outdoor learning has been shown to build self-esteem and health as well as increasing cultural capital. Funding allows for all children who wish to do so to take part. To be arranged if Government Guidance Allows.</p>	<p>Eligible children accessing this support will be logged and monitored. SDQ's parent voice and child's voice will be used to ensure effective implementation. Senior leaders to accompany trip and liaise with Robinwood staff to ensure the objectives for the trip are met.</p>	<p>Rachel McClean Carolyn Hamilton</p>	<p>This strategy will be reviewed annually using the staff satisfaction survey following trip and gathering parent and pupil survey.</p>
Total budgeted cost				£62,480

[Type here]