



Pupil Premium Strategy 2020-2021

Report by	Chris Jolley	Period	September 2020 - July 2021
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Context

Ofsted December 2017 “The headteacher and governors do not have strong enough oversight of the use of pupil premium funding and its impact on the outcomes achieved by disadvantaged pupils.”

“An external review of the school’s use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.”

The GB and Acting HT requested an external review of pupil premium at Calverley Parkside and this was undertaken in May 2018, with a report following which had been shared with the Governing Board. David Dewhirst, PP Governor also attended.

Characteristics

Period 2020-21	
NOR - (Reception - Y6)	204
Number of pupils eligible for PP	11 (from last census) - rising to 14
% of children eligible for PP	5.39%
CLA	0
Forces Children	1
Total PP Funding	£14,795

Number of Children in Year groups

	Number of Pupils	% of the class
Reception	2/26	7.7%
Year 1	1/30	3.33%
Year 2	1/29	3.4%
Year 3	1/30	3.3%
Year 4	2/30	6.3%
Year 5	1/27	3.5%
Year 6	6/30	20%

Pupil Premium in 2020-21

We have been allocated £14,795 for the academic year 2020-21. We receive this money in instalments.

A third of our PP children are also on our SEN register and so support is needed in order to overcome any additional learning barriers.

In Early Years we identify those pupils who have been in receipt of funded provision for two year olds as a group of vulnerable pupils, pending an allocation of Pupil premium Funding. We also take account of those who have older siblings in school who are funded through Pupil premium as this is an indicator that pupils in EYFS may also be eligible by January in Reception class.

Priority:

To continue to narrow the gap in attainment between our children in receipt of pupil premium funding and provide opportunities for low income families to broaden the experience of their children. We recognise that not all pupils who are socially disadvantaged at Parkside are in receipt of pupil premium funding, alongside a recognition that not all of those in receipt of funding are socially disadvantaged. As a result, Parkside reserves the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged and/or are of a vulnerable nature.

Success criteria:

Provide additional support which enables all pupils, however financially or socially disadvantaged to:

- Improve the attainment levels and rate of progress
- Close the attainment gap for disadvantaged children
- Provide full access to curricular and extra-curricular opportunities

Barriers to learning:

The main barriers to learning for some of our disadvantaged pupils when compared as a group to non-disadvantaged are:

- Poorer literacy and numeracy skills (% of PP children achieving ARE in all core subjects was below that of children who did not fit into this vulnerable group).
- Narrower life experiences
- Family circumstances
- Lower attendance

Specific Actions	Anticipated cost	Total	Impact
Increase TA by appointing an additional TA to work on specific interventions throughout KS1 thus improving the range and quality of interventions offered to support pupils in Reading, writing and maths.	9 hours a week TA time to deliver phonics intervention for 39 weeks	2hrs (9.18) over 39 weeks £3222.18	93% of children in Y2 were able to pass the phonics screening check of (check completed December 2022), with support in Y1 phonics interventions. This was in-line with pre-COVID figures for the check.

<p>Staff assigned to deliver Speech and Language.</p> <p>Staff CPD with a Speech Therapist (modelling sessions, inclusion of staff in the assessment of children).</p> <p>Apportionment of Cluster money to be taken from PP to enable traded NHS therapy for S&LT</p>	<p>10 hours TA a week to deliver S&L Release time for CPD</p> <p>20% of £8,000</p>	<p>10hrs (9.18) over 39 weeks</p> <p>£3580.20</p> <p>£1600</p>	<p>Speech and language issues identified early and caseload reduces by the end of Y1: increased number of early referrals in N and R to support children to overcome speech sound barriers.</p> <p>Wider range of staff across school trained and able to deliver speech and language sessions (this has developed from 1 assigned staff member to increase capacity across school).</p>
<p>Pastoral care provided by the Learning mentor.</p>	<p>4 hours weekly LM (C3 at £12.85 hr) for 39 weeks</p>	<p>£2004.60</p>	<p>Weekly check-ins during lockdown have been well received by families.</p>

			<p>List saved on SLT drive.</p> <p>Engagement in online learning supported by LM making calls home to children who have not been submitting work.</p>
<p>The purchasing of online learning platforms: Mathletics Lexia Bug Club TimesTable Rockstars Shine interventions</p>	<p>(Cost per year) M: £980.64 L: £584 B: £399 TT: £250 Shine: £700</p>	£2913.64	<p>Shine interventions able to support both finding and filling gaps in learning - pupil progress meetings evidence the impact of these on progress and attainment of pupils.</p> <p>Statutory timestable check on hold with COVID.</p>
<p>Fund / subsidise wrap around care places free of charge to vulnerable families.</p>		£1,000	<p>Support provided for vulnerable children, enabling external agencies to work with families.</p>
<p>Provide subsidies towards visits, experiences and residential opportunities for pupils eligible for FSM or of hard pressed means and small group visits for pupils in EYFS or more able pupils in all year groups.</p>	£1500	£1500	<p>All children were able to access trips and gain</p>

			memorable experiences that enrich learning.
Maths interventions by a highly skilled TA in LKS2	5 hours a week for 39 weeks	£1790.10	Y3 - 90%, Y4 - 93% of pupils were able to achieve their prior attainment levels.
Music for Schools - Artforms	£6265, 50% discount.	£3582.5	Universal offer to support families to provide children with an opportunity to play instruments and learn from a specialist.
	£	£21,192.92 (School budgetary allocation £6397.92)	

For further analysis of the impact the use of pupil premium funds have on outcomes, see section B of the 2021-22 strategy.