

Pupil premium strategy statement

School overview

Metric	Data
School name	Parker's CE VC Primary School
Pupils in school	95
Proportion of disadvantaged pupils	12.6%
Pupil premium allocation this academic year	£16,440
Academic year or years covered by statement	April 2019-April 2020
Publish date	December 2019
Review date	April 2019
Statement authorised by	Stuart Graver
Pupil premium lead	Sarah Disney
Governor lead	Helen Ashead

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.5
Writing	0.2
Maths	-7.6

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	25%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To improve pupils attitudes towards learning and overcome social and emotional barriers that may be preventing them from being able to access the wider curriculum
Priority 2	To enable pupils to be able to access the wider curriculum and have the same opportunities and experiences as others
Barriers to learning these priorities address	Readiness for learning, self-esteem and behaviour, language, literacy and numeracy skills and opportunities to access the wider curriculum

Projected spending	£14,605
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To minimise the gap so that more pupil premium children are making closer to national average progress in their reading at the end of Year 6.	July 2020
Progress in Writing	To increase the attainment of pupils in writing so that more pupil premium children are making good progress in their writing at the end of Year 6.	July 2020
Progress in Mathematics	To minimise the gap so that more pupil premium children are making closer to national average progress in their maths at the end of Year 6.	July 2020
Phonics	Not applicable at present	
Other	To minimise the gap between the attainment of pupil premium pupils at the end of Year 6 in reading, writing and maths and the national average. To ensure that pupil premium pupils are given opportunities to access the wider curriculum	July 2020

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	1:1 academic support provided by teaching assistants outside of the school day. Fund a proportion of teaching assistants time so as to ensure support is provided for the whole school day and that interventions can be offered on a daily basis
Priority 2	To develop pupils readiness for learning through developing growth mind-set and the conditions needed for learning.
Barriers to learning these priorities address	Readiness for learning, language, literacy and numeracy skills
Projected spending	£6105

Wider strategies for current academic year

Measure	Activity
Priority 1	To employ a school councillor to work with named individuals to help pupils to overcome barriers which are preventing them from being able to access their learning. To develop the schools Nurture provision so that pupils have access to a provision that can help them develop their social and emotional wellbeing.
Priority 2	To fund wider learning opportunities such as school trips and extra-curricular activities and to ensure that pupils have access to the resources they need to ensure they are ready to learn.
Barriers to learning these priorities address	Readiness for learning, self-esteem and behaviour and opportunities to access the wider curriculum
Projected spending	£8500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that the wider curriculum is being taught. That pupils learning is pitched at the right level, moves their learning on quickly and offers challenge	Staff CPD, monitoring and feedback
Targeted support	Ensure TAs have the necessary skills to deliver the interventions that they are leading	Ensure when possible and suitable high quality published interventions are used. Interventions will need to be reviewed to look at their effectiveness. Training may need to be provided for TAs to improve their skill set.
Wider strategies	Engaging the families accessing the support on offer	Working closely with families to highlight the support we are able to offer

Review: last year's aims and outcomes

Aim	Outcome
To have a consistent approach for pupils and high expectations linked to progress and attainment by tracking	Last academic year 0% of PP pupils in EYFS met a good level of development. In KS1 33% of PP pupils met the expected standard in reading, 33% in writing and 33% in maths.

	In KS2 75% of PP pupils met the expected standard in reading, 25% in maths and 100% in writing.
To improve pupils self-esteem and behaviour so that these become less of a barrier in school	For some individuals the social and emotional behaviour support was invaluable in improving their self-esteem and behaviour and this ultimately had an impact on their learning.
To provide intervention and family support leads to improved learnings behaviours	Last academic year 0% of PP pupils in EYFS met a good level of development. In KS1 33% of PP pupils met the expected standard in reading, 33% in writing and 33% in maths. In KS2 75% of PP pupils met the expected standard in reading, 25% in maths and 100% in writing.