

Pike Fold Primary Pupil Premium strategy statement 2019-2022

School overview

Metric	Data
School name	Pike Fold Primary School
Pupils in school	468
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£228,868,10
Academic year or years covered by statement	2019-2022
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Mrs Farnell-Hill
Pupil premium lead	
Governor lead	Smyth Harper

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.4 National -0.6
Writing	-1.5 National -0.5
Maths	0.5 National -0.7

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	59%
Achieving high standard at KS2	7%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Closing gaps	Ensure all relevant staff (including new staff) have received training to deliver interventions effectively
Priority 2- Reading attainment	Work with the Reading team within school and purchase suitable books to embed Teaching for Reading (guided reading) in sessions across all year groups

Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£13,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) 2019=0.3	Sept 20
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) 2019=-0.8	Sept 20
Progress in Mathematics	Achieve average KS2 Mathematics progress score: (0) 2019=-1.8	Sept 20
Phonics	Achieve national average expected standard in PSC	Sept 20
Other	Improve attendance of disadvantaged pupils to National average (96.3%)	Sept 20

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

Measure	Activity
Priority 1 Phonic intervention	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2	Work with the Reading team within school and purchase suitable books to embed Teaching for Reading (guided reading) in sessions across EYFS Yr1 and Yr2
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£10,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Accelerated reader	Buy and embed use of Accelerated Reader across all year groups 2-6 to increase reading for pleasure
Priority 2- Interventions	Establish small group interventions for disadvantaged pupils falling behind age-related expectations. Additional TA support
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in core subjects – Reading/writing areas of weakness
Projected spending	£100,000

Wider strategies for current academic year

Measure	Activity
Priority 1-Curriculum Experiences/visitors	Create and embed a curriculum (inc outdoor learning) to meet the needs of our disadvantaged pupils by creating experiences for all and purpose for learning. CPD may be required.
Priority 2-Parents	to support families with attendance and acute need with regards schooling (EHC)
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils inc SEN
Projected spending	£80,000
Priority 3	Creating and embedding a Magic Breakfast club
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£23,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and leadership	Use of INSET days and staff meetings and provide additional cover by senior leaders
Targeted support	Ensuring enough time for school literacy-leads/SLT to support small groups and impact upon whole school	SLT to free up time to lead small groups and curriculum development

	strategies. Identifying pupils and impact of interventions	
Wider strategies	Engaging the families facing most challenges	Offer support and create opportunities for parents to come into school to create an outlet of support-FEO

At Pike Fold Community Primary we use the Pupil Premium funding to:

- Ensure that the educational needs of all pupils are met through high quality teaching.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately identified and catered for.

As a school we recognise that:

- Not All pupils receiving FSM are socially disadvantaged, and
- Not all pupils who are socially disadvantaged are registered or qualify for FSM

As such, we reserve 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. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of Pupil Premium interventions at one time. All our work through the Pupil premium will be aimed at accelerating progress, moving pupils to at least national average expectations.

“ It is for schools to decide how the Pupil Premium, allocated to schools per Ever 6 pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” SOURCE – DfE

We are required to publish how much Pupil Premium money we receive and how we have chosen to spend that money. We are also required to publish the results for pupils in receipt of Pupil Premium compared with their peers.

Barriers to future attainment (for pupils eligible for PP)

In-school barriers (as well as external factors such as home learning environment and low attendance)

- A. Social and emotional needs, including behavioural issues.
- B. Enjoyment with learning and need for 1-2-1 support to ensure appropriate progress
- C. The increased % of PP children with additional needs

External barriers

- A. Support for emotional needs, including behavioural issues presenting at home.

Desired outcomes Success Criteria

- A. Promptly address social and emotional needs, including behavioural issues.
Ensure all children eat breakfast upon arrival to school.

Early identification of children's needs by staff or parents and an action plan put in place to support the child.

- B. Access to the whole curriculum including extra-curricular activities, in school therapy/nurture and residential trips.

All children will be able to attend extra-curricular activities and residential visits that they are interested in.

- C. Ensure eligible children with additional needs meet their personal targets- not expected by national data- All children meet their individual targets.

