

Pupil Premium Strategy

1. Summary information								
School	Prince Albert Primary School							
Academic Year	2020-21					Date of most recent PP Review		July 2020
PP Distribution for whole school		Rec	Y1	Y2	Y3	Y4	Y5	Y6
		15	17	14	19	27	25	39
Date for next internal review of this strategy							July 2021	

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2. Current attainment			
KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018)</i>
% reaching the expected in GPAS	79%	82%	
% reaching the expected in Reading	77%	81%	80%
% reaching the expected in Writing	78%	80%	83%
% reaching the expected in Maths	83%	85%	81%
KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP(national average 2017/2018)</i>
% reaching in expected standard or above in Reading, Writing and Maths	71%	74%	70%
% achieving a high level of attainment in Reading, Writing and Maths	8%	10%	12%
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.	Limited speech and language skills		

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B.	Gaps in early experiences leading to low baseline	
C.	Due to school closure, children have missed key curriculum content which has resulted in a gap in knowledge.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower progress and attainment in reading and writing, particularly with PP pupils on SEN register	
E.	Challenging home circumstances for a significant number of PP chn	
F.	Attendance and punctuality	
G.	The Covid pandemic is having a significant impact on children in school.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Ensure that oral language skills develop rapidly for those children in EYFS</p> <ul style="list-style-type: none"> • Focused monitoring and assessment of Communication, Language and Literacy strands of the EYFS curriculum from entry baseline. • An increase based on 2019-2020 data. • Continue to implement speaking and listening- as identified in the toolkit tracker • An increase in Pupil Premium children achieving the Good Level of Development (GLD) on exit from Reception 	<ul style="list-style-type: none"> • All disadvantaged pupils will have reached their academic end of year target in July 2021 • Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these pupils in their learning

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<p>B.</p>	<p>To raise the percentage of disadvantaged pupils achieving age-related expectations at the end of each key stage</p> <p>Increase in the number of PP chn in each YG reaching ARE at the end of 2020-2021.</p> <ul style="list-style-type: none"> • In each of the core areas (Reading, Writing and Maths) the number of PP chn in each YG reaching ARE at the end of 2019-2020 will increase. • Interventions planned to increase attainment of PP children • Daily keep up interventions • Planning adapted as appropriate 	<ul style="list-style-type: none"> • All disadvantaged pupils will have reached their academic end of year EYFS, KS1 and KS2 target in July 2021. • A higher percentage of disadvantaged pupils will have achieved age-related expectations and greater depth when compared to the school's own data for 2019- 20 and national other data for 2021. • Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these pupils in their learning.
<p>C.</p>	<ul style="list-style-type: none"> • Ensure the knowledge gap missed due to school closure is beginning to close during the academic year (Does not impact on ARE targets) • Careful planning to ensure knowledge gaps are planned for. • Opportunities for retrieval practice to embed knowledge. • Specific catch up interventions planned for, reviewed and monitored. 	<ul style="list-style-type: none"> • ARE Targets achieved • All PP children gaps in knowledge will close

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D.	<ul style="list-style-type: none"> • Parental engagement with curriculum content and child's progress/attainment to increase. • Attendance to parent workshops monitored, encouraged and analysed. • Attendance to parent's evening monitored, encouraged and analysed. • Specific parent learning planned to support parents with homework for the core subjects e.g. calculation strategies, phonics. • Teachers review workshops and parents evenings with follow up actions included. • Encourage parents to use the library/public and school 	<ul style="list-style-type: none"> • Parents accessing workshops, parents evenings (% increase) · • Positive survey responses from parents · • Increase in homework being completed by PP children.
E.	<ul style="list-style-type: none"> • Attendance of PP children will improve further (Target = 96%) • Pastoral leaders will give a list of PP children whose attendance is a specific concern to class teachers and SLT • All parents will be spoken to • Specific incentives will be put in place to improve attendance (class and individual) • Parents will be invited to workshops and coffee morning • Increase parents knowledge of the impact of missing school • Have a specific action plan for persistent absence children 	<ul style="list-style-type: none"> • Attendance for PP children continues to rise. • Attendance target = 96%

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F.	<ul style="list-style-type: none"> • Support children with the difficulties they are facing during the COVID pandemic • Children take part in mental health/wellbeing lessons in school - specifically designed to meet the needs of chn • Mentoring to support any anxieties • Reengagement at the forefront • Teacher training at the beginning of the year • Adapted timetables • Remote learning set up to support children who are self-isolating • Wellbeing calls made to children / bubbles who are self-isolating • Supporting families to access online learning 	<ul style="list-style-type: none"> • Children will have decreased anxiety around COVID. · • Increase in the number of PP accessing remote learning through paper packs and online learning.
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5. Planned expenditure					
Academic year		2020-21			
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 (CPD, training and support packages)					
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?
Increase in the number of disadvantaged pupils in EYFS achieving GLD	Specific PLD focus on raising attainment for all pupils – focus on oral skills reading/writing and maths skills Increase ‘focus’ teaching for R/W/M Daily ‘keep up sessions’ Start focus teaching of phonics R/W/M earlier	Low percentage of disadvantaged pupils achieving GLD	PLD delivered by subject specialists Monitoring cycle In class support, visiting other with a similar context where outcomes are better Trust associate director to work with teachers- support with planning/in class support	SLT	Half termly
ii. Targeted support (small groups and individual support)					

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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?
An increase in the number of PP pupils in each year group reaching ARE (in line with other pupils) at the end of the year	PLD to focus on SDP priorities which are based on self-evaluation Staff to pupil ratio 1:8 in Nursery. 1:15 in R-Y3 'Keep up' interventions daily for targeted pupils Targeted intervention for chn who fall in the bottom 20% In-class support (targeted to specific needs e.g. teacher, class, data outcomes from previous academic year) Pupil progress meetings. Interventions –monitored and reviewed beginning in September and continuing throughout the year	Smaller class sizes mean PP pupils have more support 'Keep up' sessions mean pupils falling behind are picked up quickly, targeted interventions mean pupils are receiving focussed support to close the 'gap' in their learning Progress meetings ensure that progress and attainment are tracked regularly. In class support will further develop the knowledge and skills of NQT/PNQT	Continual evaluation of provision through monitoring cycle Training provided for intervention teachers In class support/planning support given by trust associate director to NQT/PNQTS	SLT	Half termly

iii. Other approaches

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
To continue to ensure PP pupils access enrichment experiences	<p>Try to reduce the cost of visits even further by accessing public transport</p> <p>All teachers will aim to provide enrichment activities which link to the world class framework</p> <p>To subsidise visits as appropriate</p> <p>Ensure visits to places of worship embedded in each year group</p>	<p>Parent questionnaire evidence that parents would like more visits across the year</p> <p>Pupil voice</p>	<p>Monitoring of visits by LFL lead AHTs to monitor range of in school experiences being offered</p> <p>AHTS/YGL to ensure that there is a termly overview of enrichment experiences</p>	SLT	Minimum of half termly

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<p>To further improve parental engagement in the work of the school</p>	<p>Learning walks for parents to support in understanding of the work of the school Monitoring of parents engagement in workshops – Increase attendance of parents Workshops targeted to specific groups/subjects</p>	<p>We trialled this approach a few year ago and they were a great success – parents requested more of them with a range of translators available</p> <p>Engaging specific parents in school and our curriculum will enable them to understand how specific subjects are now taught in school. This in turn, will help them to support their child at home with reading and homework, thus impacting on attainment and progress</p>	<p>Feedback forms from parent walks</p> <p>AHTs/YGLs to monitor attendance to workshops and parents evenings. Increase the opportunities for sharing of work and celebrating outcomes across the curriculum. Ensure eligibility information is accurate. Registers kept from all workshops and parent meetings. Drop-ins by SLT to workshops to increase parental engagement. AHTs Targeted invitations to PP parents encouraging workshop attendance</p>	<p>SLT</p>	<p>Half termly</p>
<p>Decrease the number of lates for disadvantaged children to close the gap between lates for disadvantaged and lates for non-disadvantaged children</p>	<p>Pastoral manager will give a list of PP children whose punctuality is a specific concern to class teachers and SLT. All parents will be spoken to. Specific incentives will be put in place to improve lates. Parents will be invited to workshops and coffee morning. Incentives for punctuality. Improve parent knowledge of the impact of poor punctuality- Twitter and Parent boards.</p>	<p>Although attendance to school has increased, PP children are still late more regularly than non-PP children.</p> <p>Aim to decrease lates for PP children further during academic year 2020- 21</p>	<p>HoS/DHT/AHT to have fortnightly meetings with Pastoral Manager focusing on punctuality of these children.</p> <p>Attendance reports to demonstrate sustained improvement in punctuality of PP children.</p>	<p>SLT L.E S.B</p>	<p>Fortnightly meetings with pastoral manager. Daily monitoring of lates. Half-termly reviews and parent meetings.</p>

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<p>Attendance of PP children will improve further (Target = 96%)</p>	<p>Pastoral manager to focus on those PP children where attendance is a specific concern. First day response and home visits where appropriate. Attendance rewards and prizes continue (following the success of last year) Home visits for absent children on the red list. Attendance workshops and coffee mornings</p>	<p>Although attendance to school has increased, PP children are still absent more regularly than non-PP children.</p> <p>Aim to decrease absences for PP children</p>	<p>.Identify specific PP children who attendance is below 96% and put specific actions in to place. Invite parents to a parent workshop.</p> <p>Pastoral manager/S,B will meet with M.D/S.P every four weeks to discuss the impact of strategies put into place</p>		
<p>Ensure the knowledge gap which was missed due to school closure is beginning to close during the academic year. (Does not impact on ARE targets)</p>	<p>Careful planning to ensure knowledge gaps are planned for. Opportunities for retrieval practice to embed knowledge throughout the lesson and curriculum Specific catch up interventions planned for, reviewed and monitored</p>	<p>School has been closed since March 23rd 2020 due to Covid. Significant number of knowledge and content missed. Number of pupils and bubbles are self-isolating.</p>	<p>AHT/YGL to monitor planning each week. Inclass support. PLD on closing the gap, retrieval and effective planning. AHT and YGL.</p>	<p>SLT</p>	<p>6 weekly progress meetings for Y2 and Y6; Termly elsewhere Weekly learning walks and book monitoring.</p>

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<p>Ensure the knowledge gap which was missed due to school closure is beginning to close during the academic year. (Does not impact on ARE targets)</p>	<p><u>All Year Groups:</u></p> <p>Baseline assessments identified key gaps in learning</p> <p>Additional interventions for core subjects for PP children (Reading, Writing, Maths) to close the gap.</p> <p>Close monitoring by class teachers/YGL/SLT of PP children and their progress.</p>	<p>Additional support needed to ensure these children progress in line with non-PP children (see external barriers) Gap created due to COVID pandemic.</p>	<p>AHT for phase/DHT will review the impact of interventions. AHTs Parents engaged with and understand purpose of additional support for their children. Class teachers Subject lead data reports/ pupil progress meetings. AHTs</p>	<p>SLT</p>	<p>4-6 week review period for all interventions. Termly via assessment cycle.</p>
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6. Review of expenditure

Previous Academic Year

2019-2020

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible	Lessons learned (and whether you will continue with this approach)
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For EYFS PP children to settle into school quickly and effectively in order to make appropriate progress	Settling procedures to be followed	Nursery pupils settled really well into school phonics groups started earlier. Some pupils made a strong start in their phonics and were taken onto phase 2 Reading and Writing outcomes increased compared to previous year	Home visits and early relationship building with families continues to be beneficial Staggered intake means more time to settle High focus on early reading Increase focussed teaching 'taughts' for R/W/M Home school links through project work
For PP pupils throughout school to make at least expected progress and for ARE (for these pupils) to improve in Years 2 & 4	Staff to pupil ratio 1:15 in Y2 (for all subjects) and Y4 (for core subjects) 'Keep up not catch up' interventions	Throughout school all PP ARE was in line with NPP (end of spring term before lockdown) with the exceptions of Y4 and Y6 – these year groups along with any chn who have fallen significantly behind during lockdown will be targeted during the next year	Where PP pupils are not in line with NPP pupils (Y4/6) these pupils are also on the SEN register Continue to target and monitor attainment and progress Targeted interventions for identified pupils to further close the gap in learning Increased focussed Reading lessons in Year 2 to five times per week Smaller groups in Year SIX (attainment) Additional targeted interventions for year 6
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

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<p>For PP pupils to make (or exceed) nationally expectations for progress and attainment</p>	<p>Target group teaching – pupils in five groups throughout year group</p>	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>GPAS</td> <td>79%</td> <td>82%</td> </tr> <tr> <td>Reading</td> <td>77%</td> <td>81%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>85%</td> </tr> </tbody> </table>		PP	ALL	GPAS	79%	82%	Reading	77%	81%	Writing	78%	80%	Maths	83%	85%	<p>Continue to have high expectation for all children We will continue this approach this approach in 20/21 Targeted interventions Pupil progress meetings 4 weekly monitoring of progress</p>
	PP	ALL																
GPAS	79%	82%																
Reading	77%	81%																
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<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn</p>	<p>Breakfast club Pastoral team Learning mentors Member of SLT designated to support learning mentors/target specific chn who are at risk of exclusion</p>	<p>Mentoring sessions have ensured pupils at risk of repeated exclusion have had targeted support in order to ensure they work effectively with others and build relationships. This has been highly effective and there have been a minimal number of repeated exclusions this year</p>	<p>Continue high quality mentoring sessions Designated AHT overseeing mentoring provision Designated AHT overseeing breakfast club provision Continue themed weeks Ensure breakfast club is subsidised for PP pupils</p>															

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For pupils to keep up with the pace and challenge of daily learning in order to not fall behind ARE	'Keep up not catch up' interventions	Feedback from staff and whole school data suggests KUNCU interventions are having an immediate impact. There is still a need to continue with time specific interventions in order for pupils who are particularly behind to ensure they reach ARE	KUNCU effective in ensuring misconceptions and errors from the days learning are addressed immediately. We will continue this approach across school
iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
For pupils attendance and/or punctuality to improve	Breakfast club First day home visits Attendance action plan in place	PP attendance for whole year: 2020- This is still continuing to improve (before lockdown) – new staff have been recruited. PP pupils offered reduced fee Wow experiences were subsidised for all pupils A range of enrichment activities offered at a reduced rate for PP pupils	Whilst punctuality improved across the year absence is still an area for improvement. Unauthorised holidays make up the majority of the absences – spotlight has been continued to run last year Continue to monitor provision of breakfast club. Continue to monitor PP attendance and put appropriate actions into place. Continue to offer a range of enrichment activities – work with sports dept to monitor sports activities being accessed by PP pupils

