

Pupil premium strategy statement



School overview

Metric	Data
School name	Park Gate Primary School
Pupils in school	411
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£67 810
Academic year or years covered by statement	19-20
Publish date	22 nd November 2019
Review date	November 2020
Statement authorised by	Lindsay McCarthy
Pupil premium lead	Sheena Briscoe
Governor lead	Val Morgan

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.98
Writing	-1.02
Maths	-2.04

Strategy aims for disadvantaged pupils

Measure	Score 18/19	Target 19/20
Meeting expected standard at KS2	44% (9 pupils)	67% (9 pupils)
Achieving high standard at KS2	11%	0%
Measure	Activity	
Priority 1	Ensure relevant staff have received training in assessing reading using Lexplore technology and results are used to target intervention.	
Priority 2	To provide ongoing training for staff (including new staff) to plan and deliver a deep, meaningful curriculum which is accessible to all and enables accelerated progress for disadvantaged pupils.	
Barriers to learning these priorities address	Improved attendance and engagement for disadvantaged pupils and ensuring staff use interventions based on particular pupil need.	
Projected spending	£6,880	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improve progress scores, closing the gap to national average progress scores in KS2 Reading from -1.98 to 0.	July 2020
Progress in Writing	Improve progress scores, closing the gap to national average progress scores in KS2 Writing from -1.02 to 0.	July 2020
Progress in Mathematics	Close the progress gap between disadvantaged and other children. (Disadvantaged -2.04 Other 0.57)	July 2020
Phonics	To achieve in line with national average standard in phonics check.	July 2020
Other	Improve attendance of disadvantaged pupils so that attendance is in line with other children.	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed Lexplore reading technology to identify targeted interventions required to accelerate progress for pupils who did not meet Year 1 phonics 2019 to ensure pupils pass in Year 2.
Priority 2	Buy and embed new reading books directly linked to the teaching of phonics from Year R.
Priority 3	Buy and embed Times Tables Rock Stars directly linked to the quick recall of times tables.
Priority 4	Establish small group interventions in phonics, reading and maths for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Encourage wider reading, providing catch up in phonics, reading and maths and ensuring interventions are closely matched to pupil need.
Projected spending	£19,842

Wider strategies for current academic year

Measure	Activity
Priority 1	Support families with attendance and acute need through the employment of a Home School Link Worker and providing financial support to ensure equality of opportunity.
Priority 2	Support pupils with readiness to learn through the employment of an Inclusion Manager and ELSA with expertise in improving mental health and well-being.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils, including ensuring access to the full curriculum offer (music lessons, clubs, residential visits, off-site sports festivals/competitions).
Projected spending	£41,080

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing release time to enable year groups to attend professional development as a team.	Use of LSA3s in staffing structure and senior leaders.
Targeted support	Providing enough time to meet with teachers and LSAs to discuss the results and interventions required.	Use of LSA3s in staffing structure.
Wider strategies	Engaging the families whose children are most vulnerable through poor attendance.	Working closely with the Local Authority and agencies. Proactively keeping in contact with the families and pursuing solutions/support.

Review: last year's aims and outcomes

Aim	Outcome
Increase the % of pupils who are eligible for pupil premium funding meeting the expected standard in reading, writing and maths combined.	<p>44% of our disadvantaged pupils met the expected standard in reading, writing and maths combined in 17/18 with 0% meeting the higher standard. In 18/19 the % of disadvantaged pupils meeting the expected standard remained at 44% with an increase to 11% for disadvantaged pupils reaching the higher standard.</p> <p>% of Year 6 disadvantaged pupils meeting expected standard in reading and writing was 66.7% above the local authority (+6.3% rd, +0.4% wr) and attainment in maths increased by 11.2% from the previous year with 55.6% achieving expected standard.</p> <p>The table below shows the % of disadvantaged pupils compared to non-disadvantaged at Park Gate achieving the expected standards in each year group in 18/19.</p>

	DISADVANTAGED (FREE SCHOOL MEAL 6 YEARS)					
	Reading		Writing		Maths	
	July 19 Disadvantaged Age Related Expectations	July 19 Non-Disadvantaged pupils Age Related Expectations	July 19 Disadvantaged Age Related Expectations	July 19 Non-Disadvantaged pupils Age Related Expectations	July 19 Disadvantaged Age Related Expectations	July 19 Non-Disadvantaged pupils Age Related Expectations
Year R (Good Level Dev) 2 pupils	50%	87%	50%	81%	100%	87%
Year 1 Phonics 6 pupils	67%	83%				
Year 1 6 pupils	67%	82%	17%	84%	50%	88%
Year 2 6 pupils	83%	92%	67%	81%	83%	83%
Year 3 6 pupils	50%	83%	17%	76%	67%	89%
Year 4 7 pupils	71%	81%	43%	72%	71%	81%
Year 5 8 pupils	50%	81%	44%	68%	44%	79%
Year 6 9 pupils	67%	70%	67%	84%	56%	88%
Close the gap between the reading progress of pupil premium pupils and others (National).	The progress of our disadvantaged pupils was -1.98. High and low prior attaining pupils achieved in line or better than their peers, and our focus needs to be on middle attaining pupils to ensure their progress is greater.					
Improve the attendance rates of pupils eligible for PP funding so that it is in line with other pupils attending the school.	The attendance of our disadvantaged pupils is currently 0.7% lower than disadvantaged pupils nationally. The gap between non-disadvantaged and disadvantaged pupils in the school is 3% and further analysis has shown that the 3% gap is created by a small number of families. The Home School Link Worker has worked closely with the Local Authority and the families to improve attendance and this will continue to be a focus.					
Ensure that all pupils eligible for pupil premium have the opportunity to access the full wider curriculum/enrichment opportunities.	The school has ensured equality of opportunity for pupils by providing financial support for pupils to attend residential visits and day visits. Music lessons have been provided and access to after school clubs. Providing support from our ELSA and Inclusion Manager has enabled pupils to build positive relationships and take on additional responsibilities in the school including librarians and Year R monitors. Pupils have been supported in achieving their Reading Stars Awards with regular reading at school.					