

Pupil Premium Strategy Statement 2020-2021

1. Summary information					
School	Old Palace Primary School				
Academic Year	2019-2020	Total PP budget	£148,000	Date of most recent PP Review	September 2020
Total number of pupils	418	Number of pupils eligible for PP	110	Date for next internal review of this strategy	July 2021

2. Current attainment		
No data is available for 2020. Data below relates to 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	69%	71%
% average progress in reading	-3.20	0.32
% average progress in writing	1.90	0.27
% average progress in maths	1.22	0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor oral skills
B.	Lack of resources to support learning in the home/ some parents lacking skills to support home learning
C.	Lack of opportunities at home to broaden the children's experiences e.g. visits to museums, theatres, tourist sites etc
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Overcrowded housing
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Diminish any gaps in attainment between disadvantaged and non-disadvantaged pupils where these exist.
	All disadvantaged pupils will make expected progress. In areas where the attainment of disadvantaged pupils is lower,

targeted disadvantaged pupils will make accelerated progress to diminish this gap.

5. Planned Expenditure Academic year 2020-21

i. Quality of teaching for all

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?
In areas where the attainment of disadvantaged pupils is lower, disadvantaged pupils will be targeted to accelerating their progress. This will diminish gaps in attainment.	Release of 4 AHTs and to allow the teaching of sets for 4 mornings a week	Comparison of internal data has shown that pupils at the school make more rapid progress when they are taught in smaller classes. This reduces the pupil to teacher ratio and allows work to be tailored more precisely to meet the children's needs.	Through progress meetings, books scrutinies and half yearly analysis of summative data the AHTs will ensure that smaller groupings are having a positive impact on progress.	Headteacher to deploy resources in collaboration with governors.	July 2021
Total budgeted cost					£87,000

ii. Targeted support

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?

In areas where the attainment of disadvantaged pupils is lower, they will be targeted to accelerating their progress. This will diminish gaps in attainment.	Use of support staff and school librarian to deliver 1 to 1 and small group targeted interventions, co ordinated by the Interventions Leader. Leadership allowance and release time for the intervention lead to oversee the delivery and impact of these interventions	Data analysis shows that high quality small group and one to one tutoring is an effective way to improve attainment. This allows specific gaps in knowledge/skills to be addressed, alongside quality classroom teaching.	Interventions Leader and AHTs will meet to select the target children. IL will plan tailored intervention sessions and wherever needed, will train support staff to deliver these. Progress of these pupils after interventions will be closely monitored and shared at progress meetings. Interventions will then be reviewed to ensure maximum impact.	Interventions Leader	At the end of December & June following assessments.
Total budgeted cost					£44,100
iii. Remote Learning					
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?
Disadvantaged pupils will be able to access Remote Learning	Chromebooks will be loaned to families	Evidence shows that disadvantaged pupils are more likely to lack the digital devices at home needed to access remote	Loan Scheme is in place. AHTs will oversee to ensure that disadvantaged pupils in their group receive a Chromebook if required.	AHTs	July 2021
Disadvantaged pupils will have the necessary stationary and study books to help support their learning at home	Pupils in Y6 & Y2 will be provided with study books in Maths, English & SPAG. Pupils in Y3-Y5 will be provided with Maths study and daily practice books. Stationary packs will be available for disadvantaged pupils	These families are less likely to afford Study Guides and the stationary available to other pupils. Study books have proved to be an effective tool to support SATs/ Maths revision in school	AHT will deliver a workshop to introduce use of the books Class teachers will be asked to regularly make reference to these to encourage their use at home.	AHTs	July 2021

	to support remote learning in the event of school closure.				
Total budgeted cost					£4400
iv. Other approaches					
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?
<p>Parents of disadvantaged pupils in Reception & KS1 will have the skills and understanding to support and extend their children's learning at home.</p> <p>Disadvantaged pupils will have access to additional Saturday educational visits.</p>	<p>Fortnightly family learning sessions will be provided for disadvantaged pupils in Reception and KS1 during the Spring & Summer term, either virtually or within school.</p> <p>Two Saturday trips, linked to the areas covered, will be provided should circumstances allow</p>	<p>This is based on the 'Time to Engage' model which has provided success in raising attainment by supporting parental engagement.</p> <p>The Saturday visits are used to provide additional cultural experiences, which the children may otherwise not have access to.</p>	<p>Attendance and completion of homework will be monitored. Impact on attainment will be monitored through the school's termly assessment cycle, as well as through feedback from parents.</p>	<p>Interventions Leader, supported by AHT leading Reception.</p>	<p>At the end of each block of termly workshops.</p>
<p>Parents in KS1 will have the skills and understanding to support and extend their children's learning at home.</p>	<p>Additional small group or 1 to 1 support sessions will be provided for parents of disadvantaged pupils in KS1 who require more support intense support in developing their skills to support learning at home.</p>	<p>As children spend more time at home than in school, effective parental support has been shown to accelerate their progress. These sessions will devote sufficient time to share key teaching and learning strategies with parents and to provide more general 1to1 support as required.</p>	<p>Liaison between Interventions Leader and Parent Support Workers will ensure that even the hard-to-reach parents attend the weekly sessions.</p>	<p>Interventions Leader</p>	<p>Feedback will be requested from parents. At the end of each term. Data on pupil progress will be analysed in December & June.</p>
<p>Parents of disadvantaged pupils across the</p>	<p>Time has been allocated to one of</p>	<p>A range of tried and tested programmes will be implemented to support parents.</p>	<p>Data analysis and feedback from parents is used to identify the areas in which</p>	<p>Interventions Leader</p>	<p>Following each workshop, attendance and feedback sheets are completed.</p>

<p>school will have the skills and understanding to support their child's development</p> <p>Parents will have opportunities to develop skills to support their employability.</p>	<p>the school's Parent Support Workers to target the needs of disadvantaged parents, for example by sourcing/delivering specialist workshops to support parenting, education and employability. These may include:</p> <ul style="list-style-type: none"> • Triple P- Positive Behaviour • Emotional Literacy • Mental Health • ESOL classes •Benefit/ Employability workshops hosted by the Bromley By Bow Centre 	<p>Targeting individual families allows tailored support to be provided to overcome the barriers they face, such as developing parenting skills, supporting their skills in English and access to employment and benefits.</p>	<p>support needs to be provided.</p> <p>When offering workshop places parents of disadvantaged children are prioritised.</p> <p>Through progress meeting teachers highlight families that might benefit from one to one support from the PSWs</p>		<p>PSWs keep records of 1to1 support which allows its impact to be tracked.</p>
<p>Disadvantaged pupils will be able to access a range of after school clubs which will support their personal development and broaden their life experiences.</p>	<p>Cost of breakfast/after school clubs will be subsidized for parents of disadvantaged pupils, once these start to run again in the Spring term.</p>	<p>Financial constraints may prevent some families from accessing these extra-curricular activities. Partly subsidising the costs enables the pupils to have equal opportunities to access these learning opportunities.</p>	<p>All club allocations are recorded, which enables the PP children's participation to be tracked.</p> <p>Any disadvantaged pupils who have not attended a club will be identified at the end of each term and the PSW will approach parents.</p>	<p>Intervention Leader</p>	<p>Records of participation are kept. The Intervention Leader will reviewed these termly and highlight any disadvantaged pupils not attending, so that they can be targeted to encourage them to do so in the future.</p>
Total budgeted cost					£13,200

