

## Pupil Premium Strategy Evaluation 2019-2020

1. Summary information					
<b>School</b>	Old Palace Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£155,000	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	418	<b>Number of pupils eligible for PP</b>	85	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment		
Year 6 Results 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	69%	71%
<b>% average progress in reading</b>	-3.20	0.32
<b>% average progress in writing</b>	1.90	0.27
<b>% average progress in maths</b>	1.22	0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Poor oral skills
<b>B.</b>	Minimal home support/lack of culture of reading at home
<b>C.</b>	Lack of opportunities at home to have real life experiences e.g. visits to museum or tourist sites etc
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Overcrowded housing
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	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**      **2019-20**

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
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 Intervention Leader (IL) to allow smaller group teaching.	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. IL to monitor impact	This was delivered up until school closure in March. Summative data is available for December 2019, but this was too soon to see the impact.  During school closure, the AHTs continued to keep a close eye on the disadvantaged pupils, for example by monitoring their attendance at Zoom sessions and taking steps to address this when applicable
<b>Total budgeted cost</b>					102,000
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation

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.	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	This was delivered up until school closure.  Support staff continued to be paid during the closure and were timetabled to support Zoom sessions (which disadvantaged pupils attended) and Key Worker/Vulnerable pupil provision
<b>Total budgeted cost</b>					32,000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Parents in KS1 will have the skills and understanding to support and extend their children's learning at home.	Weekly small group or 1 to 1 support sessions will be held to provide parents with the skills and understanding to support learning at home.	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.	Liaison between Interventions Leader and Parent Support Workers will ensure that even the hard-to-reach parents attend the weekly sessions.	Interventions Leader	21 families were supported in the Autumn term.  Throughout the closure period the Parent Workers continued to provide support to the parents of disadvantaged pupils from home. This including supporting parents with: FSM vouchers, accessing financial support,

					<p>accessing Zoom sessions and remote learning resources on the website and arranging collection of food parcels and print outs of learning tasks.</p> <p>From late April the Intervention Leader offered additional weekly Zoom sessions to support families with disadvantaged pupils in Years 1 to 5. 39 families were supported in this way, helping to strengthen their skills in areas such as Reading, Writing and Maths.</p>
<p>Parents of disadvantaged pupils in Reception – Year 4 will have the skills and understanding to support and extend their children’s learning at home.</p> <p>Disadvantaged pupils will have access to an additional Saturday educational visits.</p>	<p>Fortnightly family learning sessions will be provided for disadvantaged pupils in Year 1 through to Year 4. These will link to a termly Saturday trip</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 visit is used to provide an additional cultural experience, 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>These sessions took place up until February 2020. They focused on Reading in the Autumn term and Maths in the Spring. In total 22 families were supported. In the Autumn term a trip to the Bridge Theatre to see The Lion, the Witch &amp; the Wardrobe was arranged and positive feedback was received.</p>

					As sessions/ trips were not able to take place following school closure, £2000 remained unspent. This was reallocated to purchase Chromebooks that will be loaned to disadvantage pupils should a return to remote learning be required.
<p>Parents of disadvantaged pupils across the 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>Specialist workshops such as:</p> <ul style="list-style-type: none"> <li>• Triple P- Positive Behaviour</li> <li>• Emotional Literacy</li> <li>• Keep Talking</li> <li>• Outdoor Learning</li> </ul> <p>will be delivered alongside a range of curriculum workshops.</p> <p>School to continue to work in partnership with the Bromley By Bow Centre in delivering ESOL and other programmes to support employability</p>	<p>A range of tried and tested programmes will be implemented to support parents. Increasing their understanding of the strategies used at school enables parents to support their children at home in a much better way. Targeting individual families or groups allows tailored support to be provided to overcome the barriers they face.</p> <p>Helping parents to return to work by providing language and employability courses helps to improve the families overall financial situation.</p>	<p>Data analysis and feedback from parents is used to identify the areas in which 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>	Interventions Leader	<p>The following courses were provided in Autumn 2019: Triple P, Emotional Literacy &amp; Keep Talking. 32 families benefited by attending these</p> <p>As this is an annual subscription, no money was saved. Once the Parental Engagement Team began to provide virtual sessions, the Parent Support Workers promoted these to disadvantaged parents, who may find them beneficial.</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 after school clubs will be subsidised to support parents of disadvantaged pupils.</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. 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>Interventions Leader</p>	<p>£1800 was used to support this subsidy from Sept- Feb.</p> <p>This resulted in a saving of £2200, which was reallocated to support the purchase of Chromebooks</p>
<b>Total budgeted cost</b>					31,000

