

## 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 Review	September 2021
Total number of pupils	418	Number of pupils eligible for PP	110		

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)	
<i>In-school barriers (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
<i>External barriers (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	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 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 allowing more individualised support.	Through progress meetings, books scrutinies and half yearly analysis of summative data the AHTs will ensure that smaller group teaching has a positive impact on progress.	Headteacher to deploy resources in collaboration with governors.	Despite the disruption to education caused by the pandemic, our Pupil Premium strategy was successful in minimising the impact that this had on the children's education. A high percentage of disadvantaged pupils remained on track in their learning, based on their level of attainment in 2019, prior to the impact of COVID-19.  The percentage of disadvantaged pupils who remained on track in their learning was 88% in Reading, 92% in Writing and 93% in Maths. Some children made accelerated progress and moved up an ability band. The percentages were 16% in Reading, 9% in Writing and 13% in Maths.
<b>Total budgeted cost</b>					<b>£87,000</b>
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	Evaluation

In areas where the attainment of disadvantaged pupils is lower, they will be targeted to accelerate their progress. This will diminish gaps in attainment.	Use of support staff 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	Regular liaison between IL and AHTs ensured that disadvantage pupils received targeted support as required. The targeted support provided is detailed on the school's termly provision maps.  81 disadvantaged pupils participated in some form of short term intervention, in addition to first quality teaching. This additional support contributing to the children's success in not falling behind in their learning despite school closures.  Support staff continued to be paid during the closure and were timetabled to support class Zoom sessions (which disadvantaged pupils attended) or to support onsite Key Worker/Vulnerable pupil provision, which included 5 SEND disadvantaged pupils.
<b>Total budgeted cost</b>					<b>£44,100</b>
<b>iii. Remote Learning</b>					
<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>Evaluation</b>
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 learning	Loan Scheme is in place.  AHTs will oversee to ensure that disadvantaged pupils in their group receive a Chromebook if required	AHTs	In the first week of January 2022, Chromebooks were loaned to all disadvantaged families who requested one to support remote learning. This helped to ensure that disadvantaged pupils were able to access Zoom sessions and the learning shared via Google Classroom learning.  Throughout the school closure, the Parent Workers provided daily telephone and email support to help any parents who were struggling to access the remote learning resources. They also

					supported the school's robust safeguarding and attendance procedures in place during this time
Disadvantaged pupils will have the necessary stationery 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. Stationery packs will be available for disadvantaged pupils to support remote learning in the event of school closure.	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	AHTs 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	In Years 2 and 6, SATs Study Books were provided to all disadvantaged children in Reading Comprehension, Maths and SPAG. In Years 3 to 5, Maths Work Books were provided for all 3 terms to all disadvantaged pupils.  To support the effective use of these resources workshops were held for year 2 and year 6 parents to model how the books could be used at home. We had good attendance at these sessions  Termly workshops were provided for parents in Y3-Y5 on each of the Maths Work books to help ensure they had the subject knowledge to support the activities at home. Attendance at these sessions was not as high as we would have hoped. This impacted on the effectiveness of this strategy, so it will not be repeated.  In the Spring term PP children in year 3 were additionally given Maths on Toast packs which contained stationery and maths activities. Additional stationery was also provided to other disadvantage families upon request.
<b>Total budgeted cost</b>					<b>£4400</b>
<b>iv. Other approaches</b>					
<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>Evaluation</b>

<p>Parents of disadvantaged pupils in Reception &amp; KS1 will have the skills and understanding to support and extend their children's learning at home.</p>	<p>Fortnightly family learning sessions will be provided for disadvantaged pupils in Reception and KS1 during the Spring &amp; Summer term, either virtually or within school.</p>	<p>This is based on the 'Time to Engage' model which has provided success in raising attainment in the past by supporting parental engagement.</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>In Spring term, Family Learning sessions were provided to parents of disadvantaged pupils in KS1 via Zoom. During the first session, the Intervention Lead modelled an activity to the child and parent to complete at home. Two weeks later, the parents shared the results of this and then a new activity was introduced. A total of 6 workshops were held and benefitted 26 families.</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 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 so they are better able to support learning at home.</p>	<p>Liaison between Interventions Leader and Parent Support Workers will ensure that parents who require support, including the hardest to reach, attend the weekly sessions.</p>	<p>Interventions Leader</p>	<p>In the Autumn and Spring term, the Intervention Lead offered regular Reading Support workshops via Zoom to the parents of all KS1 disadvantaged pupils. These shared a range of activities and strategies which parents could use at home to support early reading. In the Summer the focus was on supporting the parents of disadvantaged pupils in year 3-6 to use the Maths Work Books  In total 56 parents were provided support in this way and positive feedback was received from them regarding how the sessions had helped them to support learning at home.</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>A total of 38 disadvantaged families benefitted from attending workshops. These included:</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.</p>	<p>These will include workshops successfully delivered in the past including:</p> <ul style="list-style-type: none"> <li>• Triple P- Positive Behaviour</li> <li>• Emotional Literacy</li> <li>• Mental Health</li> <li>• ESOL classes</li> <li>• Benefit/ Employability workshops hosted by the Bromley By Bow Centre</li> </ul>	<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 this additional support</p>		<ul style="list-style-type: none"> <li>• Money Management</li> <li>• Sleep Well Mental Health</li> <li>• Parental Skills Training Course for both mums and dads</li> <li>• Well-Being Coffee Mornings</li> <li>• Attendance liaison</li> <li>• SPEC (speaking English with confidence).</li> </ul> <p>Parent Support Workers maintain records of attendance and feedback forms.</p> <p>Throughout the pandemic, the parent Support Worker have, when needed, provided 1to1 welfare support to the parents of disadvantaged pupils. This has included providing help with FSM vouchers, arranging food parcels and signposting a range of services including sources of financial support. This work supported the wellbeing of our disadvantaged pupils, during this challenging time.</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.</p> <p>Partly subsidising the costs enables the pupils to have equality of access to 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>Clubs Co-ordinator</p>	<p>COVID restrictions did not allow clubs to take place in the Autumn and Spring terms.</p> <p>In the first half of the Summer term, 26 disadvantaged pupils attended clubs and in the second half, 22 attended. Participation in clubs, extends learning and supports personal development.</p> <p>Funds that were not spent due to the suspension of clubs, has been reallocated to the 2021-22 PP budget.</p>
<b>Total budgeted cost</b>					<b>£13,200</b>

