

CENTRAL PARK PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY 2021-2022



Central Park Primary School's Pupil Premium Strategy statement 2021-22

1. Summary information					
Total PP Budget	£202,900	Number of pupils eligible for PP	153	Date of most recent PP Review	07/20
Total number of pupils	965	% of PP across whole school	16%	Date for next internal review of this strategy	12/21

Review of previous year

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
School led tutoring (£203 x 60% of PP register – 103.8)	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

2. Current attainment

Year Group	Disadvantaged Students (PP)				Other students (Non PP)				Difference			
Subjects	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
Year R (6 Pupils)												
Year 1 (8 Pupils)	100%	88%	100%	88%	88%	86%	88%	85%	12%	2%	12%	3%
Year 2 (6 Pupils)	86%	83%	83%	67%	87%	83%	89%	83%	4%	0%	6%	16%
Year 3 (16 Pupils)	81%	81%	81%	81%	83%	84%	84%	79%	2%	3%	3%	4%
Year 4 (17 Pupils)	94%	88%	94%	88%	80%	72%	83%	71%	14%	5%	11%	17%
Year 5 (32 Pupils)	88%	84%	88%	84%	82%	84%	89%	82%	6%	0%	1%	2%
Year 6 (38 Pupils)	95%	95%	95%	95%	85%	88%	88%	84%	10%	7%	7%	9%
GDS												
Year 6	57%	100%	86%	43%	31%	26%	38%	15%	26%	0%	48%	28%
0		100% GPS				52% GPS						

3. Barriers to future attainment

Academic Barriers

A	Limited experiences that children have outside of school and before they start school
B	High mobility (language challenges) and mid-phase admissions
C	Pupils entering EYFS below national
D	Ensuring that all children, at all levels have ambitious and challenging learning journeys
E	Speech and Language, Special Educational Needs, EAL
F	Parental engagement

4. Intended Outcomes (*specific outcomes and how they will be measured*)

Intended outcomes		Success Criteria/Evidence
A	Individual understanding of children's interests leading to rich opportunities	
B	Accurate baseline, quality teaching ensuring that there is good learning in place from clear starting points	
C	Clear understanding of the gaps therefore accelerating the progress of learning so that PP aspire to meet age related expectations	
D	Raise the attainment of more able pupils in receipt of PPG. Measure through data, PPMs, monitoring, pupil voice	
E	Ensure that baseline information is reliable and routinely measured through data, PPM, and pupil voice.	
F	Opportunities for parents to engage in school and out of school activities with their children	

5. Planned expenditure

Academic Year

2021/2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff led	When will you review implementation?
To reduce the Gap of disadvantaged pupils alignment with non-pp children.	Reduce the gap between PP pupils and all pupils in RWM	Data analysis, PPM, SIP	Ensure that identified children have the correct support through in QFT and interventions Data monitoring Intervention reviews	SLT/ Data lead	Termly
Intervention Staff from y1-6	Each year group has assigned intervention Support staff to target smaller group tuition.	School data shows that some of our lower attaining pupils are not closing the gap to meet national expectation.	Personalised lessons of a high standard through pre-prepared teaching schemes. Ongoing monitoring. Ensuring that children show progression and that groupings are constantly monitored and moved accordingly.	AHT/SLT	Ongoing monitoring as planned in the SSE cycle. Teacher assessments completed termly
Subsidising Educational Visits Ensure that all PP attend all opportunities provided	Ensure that no children are omitted from educational visits for financial reasons and to ensure pupils	Lower uptake from learners where cost poses challenges Reading challenges identified where	Monitoring of the correct use of the budget Provision mapping to ensure that there are	PP leader SLT Finance Team YGL leaders	End of every unit of work Subject leaders to review with the finance team SSE

Residential activities to be promoted specifically Cover costs when necessary in the Charging of Remissions.	learning is supported and access to the curriculum became more meaningful resulting in motivated and enthused learners throughout the school	children cannot identify with different contexts Teachers observations of what they	opportunities for children		booklet completed for SL Part of the PPM
	school hours and holiday time	achievement and attainment with a determination to attain.	Delivered		
Total budgeted cost					Third Space – 9000 Educational Visits - £9,000 Easter Schools £5,000 TOTAL – £25000

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 led	When will you review implementation?
Extra-Curricular Activities and Clubs	Subsidise pre-and after-school clubs to make them accessible to all pupils. Target pupils for sporting, creative and academic clubs.	Pupil interviews show that children want to attend more clubs than they sign up for. Some children do not sign up for certain clubs when they have a talent in that area – we encourage children to go to as many clubs as possible.	Track the attendance of clubs and activities. Make links with subject leads such as music to look at ways to enhance provision for extra-curricular clubs.	Extended services and Pupil premium lead	Termly when extra-curricular activities
To Improve opportunities for MA&T children in maths.	Fund the use of Third space to target children from Year 4 to 6, utilising the government scheme device program.	Data shows that we are not meeting the targets set for MA&T which is a group not necessarily targeted by intervention.	Ensure that children that are MA&T or at the high end of attainment in maths are identified and provided a place on the scheme. Regular monitoring through data and book work. Reviews from Third Space. Expect to see that all children will be at GD or retain GD by the end of the academic year.	PS/ AP	Termly.
Total budgeted cost					Intervention teachers £ Booster class costs £2400 Extra-curricular activities

	£5000 TOTAL
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iii. 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 led	When will you review implementation?
SATS refreshments	Provide breakfast for Mock SATS and actual SATS week	To ensure attendance and that children are appropriately nourished for tests.	Ensure parents are aware of this and the rationale behind the events.	AHT	SATs week May 2020
Attendance and Behaviour Rewards	Incentives for pupils to demonstrate good behaviour and regularly attend school.	Below national average for attendance	Monitor attendance data; certificates and rewards in assemblies; work of the EWO and pastoral workers.	DHT and attendance lead	Termly when attendance data is reviewed
Miscellaneous Use – e.g. book bags	Vulnerable families supported in purchasing school requested items e.g. book bags, school uniform, etc.	To ensure that all children have access to school requested items.	Engage with parents and pupils throughout the year to ensure all children have access to these items. Class teachers and pastoral workers to support.	Extended services and pupil premium lead	July 2020
Easter school costs – Targeted small group tuition for lower ability pupils and cusp pupils in Yr 2 and 6	To ensure that lower ability pupils and cusp pupils have opportunities to extend their learning in after	Teacher observed that children returning from holidays showed changes in attainment Children who kept learning in holidays maintained	Use assessment data to ensure that the appropriate children are chosen. AHT to ensure that high quality lessons are planned and delivered	Assessment leader SLT	Assessment data drops PPM End of the booster sessions Mentoring sessions
To increase support for home learning	Provide access opportunities for all	Tracking of home learners through	All pp children will have been offered	PS	Termly and as children with

through interactive devices.	including WIFI technology	lockdown	the use of a device and Wi-Fi to support home learning.		FSM status joining the school as part of the induction process.
Total budgeted cost					SATs refreshments £500 Attendance £2,000 Misc £1,000 TOTAL £ 3,500
TOTAL COST					£202,900

6. Additional detail