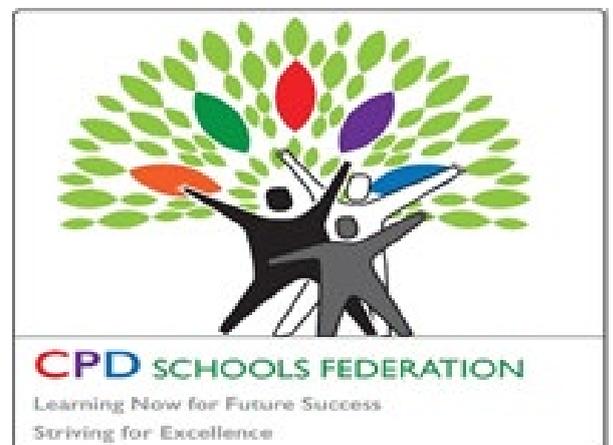




# **CENTRAL PARK PRIMARY SCHOOL**

## **Pupil Premium Strategy 2020/2021**



**Summary information**

**School** Central Park Primary School

<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£219,200	<b>Date of most recent PP Review</b>	05/21
<b>Total number of pupils</b>	965	<b>Number of pupils eligible for PP</b>	156 Number of additional PP children is expected to be higher throughout the year as more have signed up. 16% PP to whole school.	<b>Date for next internal review of this strategy</b>	07/21

**1. Current attainment**

<b>Academic Year</b>	2020/21	<b>Total PP Budget</b>	£219,300	<b>Date of most Recent Review</b>	06/21
<b>Total Number of Pupils</b>	965	<b>Pupil Eligible of PP funding</b>	136	<b>Date of last internal review of Strategy.</b>	
			Current 193		

**1. Current Attainment 2021**

Year Group	Disadvantaged PP				Other Students non PP				Difference			
	R	W	M	Combined	R	W	M	Combined	R	W	M	Combined
<b>Year R (6)</b>												
<b>Year 1 (8)</b>	5%		21%	13%	36%		30%	33%	-31%		-12%	-20%
<b>Year 2 (6)</b>	21%	7%	7%	12%	45%	50%	50%	48%	-24%	-43%	-47%	-36%
<b>Year 3 (16)</b>	33%	18%	20%	23%	54%	38%	65%	52%	-21%	-20%	-45%	-29%
<b>Year 4 (17)</b>	17%	17%	15%	16%	58%	68%	53%	53%	-41%	-51%	-38%	-37%
<b>Year 5 (32)</b>	5%	11%	16%	11%	51%	51%	56%	52%	-46%	-40%	-40%	-41%
<b>Year 6 (38)</b>	22%	22%	22%	22%	48%	52%	47%	52%	-26%	-30%	-25%	-30%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers

- A.** Parental engagement with the school
- B** Limited experiences that children have outside of school and before they start school
- C** Pupil mobility (language challenges) and mid-phase admissions
- D** Pupils entering EYFS well below national
- E** Ensuring that all children, at all levels have ambitious and challenging learning journeys

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

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

### 5. Planned expenditure

Academic year	2020/2021
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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	Rationale	Implementation	Staff lead	Review Date Reviewed 05.21
<p>Intervention support</p> <p><b>Link to Academic Barrier D,E,</b></p>	<p>Intervention groups set up across all phases to reduce gap and accelerate learning.</p>	<p>School data shows that some of our lower attaining pupils are not closing the gap to meet national expectation.</p>	<p>Support Staff/AHT support to plan and deliver personalised lessons of a high standard. Ongoing monitoring. Suitable programmes (ADDIN LINK) will be bought in to as a baseline for planning and to support TAs and to ensure consistency of learning across the school</p>	<p>AHTs</p>	<p>Ongoing monitoring as planned in the SSE cycle. Teacher assessments completed termly</p> <p>A large range of interventions are running – key children are targeted. Identified as the most in need. Children’s needs are prioritised so they are not inundated with intervention groups. There are all mapped on an intervention map.</p>
<p>Subsidising Educational Visits</p> <p>Ensure that all PP attend a variety of opportunities linking to cultural capital outside of the school as well as in house.</p> <p><b>Link to Academic Barrier E</b></p>	<p>All children to have an experience within the year which is monitored to ensure consistency. Making sure there are no financial barriers to attending experiences and educational visits.</p>	<p>There is a lesser uptake on experiences. Children are less able to identify with texts through reading due to lack of experience and being able to contextualise.</p>	<p>Monitoring of the correct use of the budget</p> <p>Provision mapping to ensure that there are exciting opportunities for children</p>	<p>Finance Team AHT PP</p>	<p>End of every unit of work with a focus on non-core. Subject leaders to review with the finance team.</p> <p>Due to the pandemic Educational visits have not taken place. We did provide an online pantomime for all children in December 2020. Some children have had access to VR experiences – do need to make more of this in future years. Staff have tried to provide alternative access to museums and visits online to support learning for children</p>

Extra-Curricular Activities and Clubs  <b>Link to Academic Barrier A,B,E</b>	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.	Extended services and Pupil premium lead	Termly when extra-curricular activities resume £3000  There has been limited activities running for children this year. A number of PP children and post LAC children have taken part I Rocksteady music group in school.
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<b>Total budgeted cost</b>	<b>Staffing £110,000</b> <b>Educational Visits - £9,000</b> <b>Easter Schools £5,000</b> <b>Extra-Curricular 3,500</b> <b>TOTAL – £128,000</b>
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i. Targeted support					
Action	Intended Outcome	Rationale	Implementation	Staff lead	Review Date Review 05.21
Pastoral workers to provide support and pastoral care with a focus on Pupil Premium with communication links between parents and school. Allocated time after registrations following up on absences and timely catch up sessions linking to mental wellbeing.  <b>Link to Academic Barrier A,B</b>	Improved mental wellbeing and opening communication between home and school.	It provides a point of call for each year group to builds relationship with children and parents.	SLT monitoring Regular review	SLT	Ongoing monitoring Termly reviews with pastoral workers and teachers through PPMs.  PP Children have been allocated spaces in intervention groups in school and also online tuition. They all had access to devices to access remote learning – we had 80 devices from the DFE and also provided school

					devices for some children. Pastoral staff followed up calls for any absences – if a concern was highlighted then calls took place regularly. At times parents were supported and signposted to external providers.
<p>Providing pastoral and behavioural support. Pastoral linked with each year group.</p> <p><b>Link to Academic Barrier A,B,</b></p>	<p>Key children to be supported by Michael through his behavioural training. Open dialogue created between school pupil and home.</p>	<p>From previous years many of the behavioural children were identified as being PP. Budget will be part covered b PP budget.</p>	<p>Regular meetings between AHTs of phase and Michael who will report back information on a regular basis.</p>	<p>AHT/Sarah H</p>	<p>Termly review with Pastoral workers and SLT</p> <p>Regular support was in place – some children needed extra support in transitioning back into school. This was effective and through rigorous monitoring and follow ups there has been a significant reduction in the number of children requiring ongoing support.</p>
<p>Booster/Easter class costs</p> <p><b>Link to Academic Barrier E,B,</b></p>	<p>Targeted small group tuition for lower ability pupils and cusp pupils.</p>	<p>School data shows that some of our lower attaining pupils are not closing the gap to meet national expectation.</p>	<p>KSLs support intervention teachers to plan and deliver lessons of a high standard. Assessment data is used in order to teach the areas of learning that need the most support.</p> <p>1:1 reading support tracking</p>	<p>AHT – pupil premium lead</p>	<p>Assessments completed at the start and end of the block to show progress.</p> <p>A range of boosters are in place. After school Boosters are targeted at key pupils. Third Space online tuition is one of the individual tutoring programmes being accessed. Progress is good – impact will be measured for all groups at the end of Summer 2</p>

<p>Early intervention and tracking of mid-phase admissions and EAL support. Shaheen</p> <p><b>Link to Academic Barrier C,E,</b></p>	<p>Tracking system in place to assess baseline of PP children starting at CP as well as monitoring over time reporting back impact to SLT and class teachers</p>	<p>To take a proactive approach to ensure that children are identified at the point of entry to the school.</p>	<p>KSL to track data through early baseline. Reporting findings to SLT and to class teachers as well as involvement into PPMs to look at ways forward such as intervention support</p>	<p>Shaheen</p>	<p>Each half term through SLT Mid phase/EAL lead has improved the induction process. The initial meetings have ensured essential information is gathered. Pastoral workers worked through intensive programmes to improve the language skills of key pupils. Progress was carefully tracked.</p>
<p>Breakfast cLub available to all PP students with a reading focus through focussed library.</p> <p><b>Link to Academic Barrier A,B,E</b></p>	<p>All children to be given the opportunity for breakfast before the day with a reading area set up to encourage reading and enjoyment of reading.</p>	<p>We have a limited amount of PP children currently attending. This will also support the improvement of enjoyment in reading as the books can be personalised to the children.</p>	<p>Monitored by Extended day Lead.</p>	<p>Extended day Lead PP Lead</p>	<p>Termly There has been a lower uptake of breakfast club access this year. Some families have been directed to it but many didn't want to access. A few have taken up the offer across the year</p>
<b>Total budgeted cost</b>					<p>Pastoral Costing £55,000 Booster class costs £2500 Breakfast Club £6000 <b>TOTAL £63,500</b></p>
<b>ii. Other approaches</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>Rationale</b>	<b>Implementation</b>	<b>Staff lead</b>	<b>Review Date</b>

SATS refreshments  <b>Link to Academic Barrier B</b>	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 2021  SATs didn't happen this year so not used
Attendance and Behaviour Rewards  <b>Link to Academic Barrier E,A</b>	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 Attendance has been celebrated however challenging to celebrate as in previous years due to uncertainty and families having to isolate at times. Will be a much clearer focus from September 2021
Purchasing of Uniform and school sundries.  <b>Link to Academic Barrier B</b>	Vulnerable families supported in acquiring school requested items e.g. book bags, school uniform, etc. as needed.	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 2021 There has been no need to access this this year. Pastoral staff have been vigilant and aware. Families have had access to food bank resources where identified.
Art Project  <b>Link to Academic Barrier B</b>	To provide in house art workshop with PP children	Pupil interviews have shown that our children lack on the rich experiences which would then give them this opportunity to support their cultural capital.	PP offered places to attend	Paul Taylor	Cost of resourcing. £500 This did not happen – will carry over into next year

<b>Total budgeted cost</b>	SATs refreshments £500 Attendance £2,000 Misc. £1,500 Art £500 <b>TOTAL £ 4,500</b>
	<b><u>TOTAL £196,000</u></b>



