



Stanley Park Junior School

Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	Stanley Park Junior School
Pupils in school	369
Proportion of disadvantaged pupils for 2020-21	13.2%
Pupil premium allocation this academic year	£70, 905 (49 children) (decrease of £4225 (2 children))
Academic year or years covered by statement	2019-20 leading to 2020-21 (due to pandemic)
Publish date	14 th December 2020
Review date	3 rd November 2021
Statement authorised by	Amanda Lamy
Pupil premium lead	Julia Burridge
Governor lead	Emma Clements/Julie Smith

Disadvantaged pupil progress scores for last academic year (2018-19)

There was no data for 2019-20 due to Covid-19 pandemic

Measure	Score
Reading	-0.11
Writing	-2.66
Maths	1.95
Reading and Maths Combined	+1.9

Disadvantaged pupil performance overview for last academic year (2018-19)

There was no data for 2019-20 due to Covid-19 pandemic

Measure	Score
Meeting expected standard at KS2 at R,W,M	47% (National is 51%)
Achieving high standard at KS2 at R, W, M	6% (National 4%)

Strategy Aims for Disadvantaged Pupils (2020-21)

Measure	Activity
Priority 1	Diminish the difference between PPG reaching expected standard in reading and writing compared to non PPG chn.
Priority 2	To achieve positive, emotional health for all learners by minimising barriers to learning by addressing any behaviour issues, ensuring these children are 'more settled' in order to facilitate an environment conducive to learning.
Priority 3	To identify gaps in children's learning brought about by missed learning over lockdown due to Covid-19
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. Some of these pupils have been less engaged with home learning or returned to school in June - Poor understanding of vocabulary - Weak number understanding - Delayed emotional and social skills impacting on relationships. - Poor oral language skills - Attendance
Projected spending	£48,000

Teaching priorities for current academic year (2020-21)

Aim	Target	Target date
Progress in Reading	To further improved progress in reading from -0.11 to 0	July 2021
Progress in Writing	To improve progress in writing from KS1 data from -2.66 to 0	July 2021
Progress in Mathematics	To continue with good progress scores in maths (above 0 and above National)	July 2021
Other	To improve attendance of pupil premium/SEN children (96%)	July 2021

Targeted academic support for current academic year (2020-21)

Measure	Activity
Priority 1	To ensure that feedback is targeted so that children know how to improve. Small interventions help children to understand areas of weakness.

	<p>Whole class reading to allow children of all levels to be exposed to high quality texts and rich vocabulary.</p> <p>STAs used to revisit vocabulary learnt through reading. Children are given many opportunities to do writing across the curriculum</p> <p>Purchase laptops to ensure that all children are accessing home learning when necessary.</p>
Priority 2	<ul style="list-style-type: none"> - Children are taught metacognition and self-regulation techniques with Zones of Regulation - Emotional Mental Health training attended by senior management team staff to disseminate to rest of the school. -
Priority 3	<ul style="list-style-type: none"> - Assessments completed to identify gaps in learning. - Initial questions and vocabulary check show baselines in range of subjects. - NFER assessments will track children's learning and compare to standardised results (Spring and Summer). - AFL used throughout lessons - Recap of previous knowledge taught at start of each lesson.
Barriers to learning these priorities address	Improve attendance of pupils so that they are ready to learn and are keen to develop their learning intrinsically.
Projected spending	£6000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Children are fit and healthy and have access to music lessons, trips and sporting events.</p> <p>Implementation and delivery regular mental health and well-being sessions</p>
Priority 2	<p>Increased number of ELSAs in the school to ensure that all children who need it receive the support that they require to become resilient learners and mentally well.</p> <p>ELSA x 5 to provide emotional support for children as required.</p>
Barriers to learning these priorities address	<p>Improving attendance of pupils</p> <p>Parental anxieties about returning to school following the COVID-19 period where schools were open to only a small number of pupils. Parents not being able to come into school as previously</p>
Projected spending	£16000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring that PPG children are adequately supported in lessons to make the most progress</p> <p>Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.</p>	<p>Subject leaders provided with time in staff meetings and INSET to ensure that lessons are highly differentiated.</p> <p>Use of assessments completed across school</p> <p>For Maths, following the new White Rose planning with 'lost learning' taken into account</p> <p>For English, following the English Lead's direction with relation to teaching SPaG, Spelling and English themes</p>
Targeted support	Staff feel that they have received sufficient training and feel confident in delivering phonics to support children at early stages of reading.	<p>Phonics training given to all staff.</p> <p>Staff given opportunity to observe phonics in an Infant school.</p>
Wider strategies	Engaging the families facing most challenges, in particular during the continuing current pandemic.	Work to provide digital education for parents through online video presentation sessions targeted towards specific areas or curriculum objectives/subjects.

Review: last year's aims and outcomes (2019-20)

Aim	Outcome
Diminish the difference between PPG and non PPG meeting expected standard in reading;	No data due to COVID-19. School closure to all but KW children meant that the year effectively ended in March for most pupils.
Diminish the difference between PPG and non PPG meeting expected standard in maths	No data due to COVID-19.
Improve attendance rate of PPG chn & Reduce % of persistent absentees amongst PPG children	<p>It was difficult to measure improvement as we were not in the whole year. Many families were anxious about the pandemic and took children out of school early.</p> <p>2019-20 Sept – mid March = 94.01%</p> <p>2018-19 = 94.60%</p> <p>2017-18 = 95.08%</p> <p>2016-17 94.76%</p>

