

## Pupil premium strategy statement 2020 - 2021

### 1. Summary information

<b>School</b>	Park View Academy				
<b>Academic year</b>	2020 - 21	<b>Total PP Budget</b>	£228,000	<b>Date of most recent PP review</b>	May 2020
<b>Total number of pupils</b>	355	<b>Number of pupils eligible for PP</b>	199	<b>Date of next internal review of this strategy</b>	December 2021

### 2. Summary of the PPG

Pupil Premium funding was introduced by the Government to help support disadvantaged pupils (defined initially by their eligibility for Free School Meals at any time in the last six years). The funding aims to enable schools to take the most effective actions to improve outcomes for disadvantaged pupils and eliminate the gap in performance between pupils from backgrounds with different levels of wealth.

Park View Academy is allocated an amount each April by the Education and Skills Funding Agency (ESFA), depending on the number of disadvantaged pupils' on-roll as at the January census. It is then for the school to decide how this money is best spent to have the maximum impact on overall pupil achievement and experience.

We recognise that disadvantaged pupils are not a homogeneous group. One size-fits-all interventions are not the most cost effective. Our pupils are influenced by their interaction with a range of people both in the school and the community, and in different settings (parents, canteen staff, receptionists, wider community, services, etc.). Gathering different stakeholders' views also supports with building a picture of the context of our pupils.

Our work in relation to Pupil Premium is reviewed regularly to ensure it is having the intended impact in raising standards. Key leaders across the school meet regularly to discuss our database of bespoke provision, of provision for all disadvantaged pupils in general and the impact of the provision. We respond rapidly and make adjustments if particular strategies are not working as well as expected. The review and monitoring is also carried out through parental and pupil forums/surveys, work sampling, data captures and lesson drop in observations. The information gathered from this monitoring is collated centrally for the Head of School and Assistant Head to access. Key headlines based on findings are reported at whole school staff meetings

**Pupil Premium Grant Breakdown 2020/2021**

Pupil Premium Grant Income	£228,000
Educational materials	
Other Educational Services	
Other Educational Services	
Staffing	

**3. Attainment KS2 July 2020**

	Pupils eligible for PP	Pupils not eligible for PP	National Average for all pupils 2019
% achieving in reading, writing and maths	61%	58%	65%
% achieving in reading	70%	74%	73%
% achieving in writing	61%	68%	78%
% achieving in maths	61%	74%	79%
% achieving in GPS			78%
% achieving in Science			83%
% making progress in reading			
% making progress in writing			
% making progress maths			

Current Attainment KS1 July 2020				
		Pupils eligible for PP	Pupils not eligible for PP	National Average for all pupils 2019
% achieving in reading, writing and maths				65%
% achieving in reading				75%
% achieving in writing				69%
% achieving in maths				76%
4. Barriers to future attainment (for pupils eligible for PPG)				
In-school barriers (such as poor oral language skills)				
A	Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels.			
B	Achievement in writing in all year groups including EYFS			
C	Low attainment upon entry			
D	Communication skills, limited vocabulary, poor oral language skills.			
External barriers (including issues which also require action outside the school such as low attendance rates)				
E	Emotional barriers (resilience, low self-esteem)			
F	Complex family circumstances			
G	Pupil attendance and punctuality for PP children.			

H	Financial limitations for some of our PP children. Limited access to educational experiences, books, resources and opportunities, homework support etc.	
<b>5. Desired outcomes (specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
A	Quality of teaching for all - To develop a robust “recovery” curriculum that addresses and meets the needs of all disadvantaged pupils.	<ul style="list-style-type: none"> <li>• • Gap analysis and use of Target Tracker by class teachers and subject leaders to identify missed learning due to Covid 19.</li> <li>• • Initially, planning of topics from September 2020 to be R/W/M/Project based with a strong emphasis on PSHE. Catch up curriculum to focus on previous learning missed with a particular emphasis on core content and skills.</li> <li>• Robust Assessment and Data Evaluation leading to targeted intervention (Pupil Progress Reviews, assessment weeks, Book looks, Learning Walks</li> <li>• PP children being identified on class provision maps and individual provision maps, all staff aware of those children on PP register in their class.</li> </ul>
B	More PP children achieve the expected standard in reading and writing at the end of KS1. Increased levels of progress are made by PP children in reading and writing through KS2.	<ul style="list-style-type: none"> <li>• % of PP children achieving the expected standard in reading, writing and SPaG is in line with children nationally by the end of KS1 &amp; 2.</li> <li>• KS2 progress measures in reading and writing are in line with national for PP children</li> </ul>
C	Higher rates of progress through KS1 for pupils eligible for PP (SATS, OTrack, NFER).	Higher % of PP pupils achieve the expected standard in R/W/M at the end of KS1.
D	Improved oral language skills and extended vocabulary (entry and exit data from SALT programmes, OTrack data, phonics screening)	<ul style="list-style-type: none"> <li>• Higher % of PP pupils achieve the expected standard in reading (both KS1 and KS2)</li> <li>• Higher % of PP pupils achieve the expected standard in phonics.</li> <li>• Higher % of PP children achieve the expected standard in writing and SPaG by the end of KS2.</li> </ul>

E	Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and management of own behaviour.	<ul style="list-style-type: none"> <li>Teachers track pupil's emotional wellbeing through PSHE lessons in school and welfare calls during any lockdown situation.</li> <li>Pupil eligible for PP make as much progress as Non-PP pupils.</li> </ul>
F	Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality.	<ul style="list-style-type: none"> <li>Early identification of SEND, family needs, emotional, social and behavioural needs.</li> <li>The % gaps between PP and 'Other' children is reduced in reading, writing and maths by the end of KS2.</li> <li>Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1.</li> <li>96.2% - 97% attendance for PP children.</li> <li>Less than 5% Persistent Absenteeism.</li> <li>Reduced % of lates vs 2019-2020.</li> </ul>
G	PP children are punctual and their attendance records are in line with national expectations. (SIMS, attendance and punctuality records)	<ul style="list-style-type: none"> <li>Improved % attendance for PP children.</li> <li>Less than 5% PA</li> <li>Reduced % of lates vs 2019-2020.</li> </ul>
H	Activities/equipment/opportunities for PP children are subsidised to support families.	<ul style="list-style-type: none"> <li>PP pupils can access the same activities/ equipment/ opportunities as non-PP children as part of school and the extended school provision.</li> <li></li> </ul>

## 6. Planned expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
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<p>Quality of teaching for all - To develop a robust “recovery” curriculum that addresses and meets the needs of all disadvantaged pupils.</p>	<p>From September 2020, it is essential that as a school, we start from Summer term objectives from the previous academic year in order to assess the gaps and plug them before moving onto their current year’s study. Therefore, the first half term of learning will be focused on R/W/M objectives for the previous term and a topic-based approach to foundation subjects using the previous term’s topic. The children will be assessed at the previous PoS using Otrack, in order to identify gaps and point for future learning.</p>	<p>The EEF’s rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include:</p> <ul style="list-style-type: none"> <li>• School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction.</li> </ul>	<p>SLT</p>	<p>Assess lost learning, and tailor support to match. All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges.</p> <p>Pupil progress meetings to scrutinise termly data analysis. Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils.</p>	<p>Autumn 2020 – measure effectiveness through assessment.</p>
<p>More PP children achieve the expected standard in reading and writing at the end of KS1. Increased levels of progress are made by PP children in reading and writing through KS2.</p>	<p>Quality first English teaching</p> <p>VIPERS</p> <p>RWI phonics</p>	<ul style="list-style-type: none"> <li>• Structured support needed for children e.g. phonics, VIPERS, maths mastery</li> </ul>	<p>S Morland (T and L, English lead) G Latham (Assessment lead)</p>	<p>Lesson observations Book scrutiny Learning walks Termly data Pupil Progress meetings</p>	<p>Termly outcomes of monitoring cycle &amp; pupil progress meetings</p>

		<p>within the classroom.</p> <ul style="list-style-type: none"> <li>Pupils learn strategies and skills that allow them to read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers which lays the foundation for writing.</li> </ul>	<p>E Gibson-Burkert (temp EYFS lead) H Woodray (Phonics lead)</p>		
<p>Higher rates of progress through KS1 for pupils eligible for PP (SATS, OTrack, NFER).</p>	<p>Quality first English teaching</p> <p>VIPERS</p> <p>RWI phonics</p> <p>Maths mastery (WR maths)</p>	<p>Structured support needed for children e.g. phonics, VIPERS, maths mastery within the classroom. Pupils acquire a long-term, secure and adaptable understanding of maths. Pupils learn strategies and skills that allow them to read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers</p>	<p>S Morland (T and L, English lead) G Latham (Assessment lead) E Gibson-Burkert (temp EYFS lead) H Woodray (Phonics lead)</p>	<p>Lesson observations Book scrutiny Learning walks Termly data Pupil Progress meetings</p>	<p>Termly outcomes of monitoring cycle &amp; pupil progress meetings</p>

		which lays the foundation for writing.			
Improved oral language skills and extended vocabulary (entry and exit data from SALT programmes, OTrack data, phonics screening)	RWI phonics (in school and virtual classroom online)	Improved fluency and extends vocabulary range. Improved reading skills.  Nationally recognised programme.	H Woodray (Phonics lead)	Lesson observations Learning walks Book scrutiny Termly data Pupil progress meetings	Termly outcomes of monitoring cycle and pupil progress meetings.
Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.	Behaviour system  Sports coach  Welfare calls home during lockdown to check on wellbeing.	Systematic and consistency in approach across the curriculum and school.  Children and staff have a clear understanding of expectations.  Develop pupils' emotional resilience.	D Walker (ABI lead)  T Jones (Sports coach)  Class teachers	SIMS Drop-ins Learning walks Behaviour logs Pupil progress data Evaluations of KIND centre experience. CPOMs Provision mapping (welfare calls)	Termly  Weekly phone calls during lockdown.
Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality. Children are supported in school to make progress in line with Non-PP children.	Attendance SLA CPOMS for safeguarding and behaviour. EWO DSL Subsidised wrap around care "new to school" uniforms Fruit scheme (KS1) Toast at playtimes Subsidised PE kits Devices for working at home (COVID catchup plan) Welfare calls home	Specific families are targeted for support and liaise with a central point of contact (ABI lead). Key person is responsible for engaging target families.  A central system is held so staff are kept up to date with developments and alerted about key issues.	D Kenny /D Walker (deputy DSL)  D Walker (ABI lead)	SIMS Attendance and punctuality reports O'Track Family meetings Drop-ins Learning walks Behaviour logs Pupil progress data CPOMs Provision mapping	Termly Attendance weekly

		<p>CPOMS is a tool to piece together the different behaviour traits of a child to help identify appropriate support.</p> <p>Any issues with welfare calls homes are referred to DSL/ deputy DSL and logged on provision mapping/ CPOMs.</p> <p>Devices allocated to families for remote learning through given criteria.</p>			
PP children are punctual and their attendance records are in line with national.	<p>First day response</p> <p>Attendance officer present for all lates.</p> <p>SLA attendance</p> <p>EWO</p> <p>Attendance reward trips termly.</p>	<p>Targeted systematic approach across the school.</p> <p>Tracking system and analysis of data to identify target groups and families.</p>	<p>D Walker (ABI lead)</p> <p>Attendance</p> <p>SLA</p>	<p>SIMS</p> <p>Attendance and punctuality reports</p> <p>Tracking system</p>	<p>Weekly with LA</p>
Activities/equipment/opportunities for PP children are subsidised to support families.	<p>Subsidised enrichment activities – afterschool clubs/ lunchtime clubs/ visitors/ workshops/ trips/ residential/ outdoor learning/ competitions/ tournaments etc.</p>	<p>Equal access for all pupils to participate in extended learning opportunities and gain valuable experiences to add depth to the curriculum.</p>	<p>SLT</p>	<p>Enrichment programme/ timetable</p>	<p>Termly</p>

ii. Targeted support

Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
Quality of teaching for all - To develop a robust "recovery" curriculum that addresses and meets the needs of all disadvantaged pupils.	Use of recovery curriculum based on previous term's objectives.	Ensure opportunities to diminish and close gaps in children's missed learning. Ensure all children are given the opportunity to catch up through well-structured lessons and teaching.	S Morland G Latham	Monitor through assessments to arrange interventions where necessary. Monitor through learning walks Book looks Lesson observations	Autumn 20
Increased % PP children achieve expected standards in writing in KS1 and progress in KS2	TA support 1:1 and small group interventions (Reading / SEN) Basic Skills timetabled daily Cursive handwriting Spelling SOW	Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met. Consolidation can be done daily. Checks on whether current SPaG provision is effective.	S Morland (T&L lead) SLT (assessment)	Learning Walks Data OTrack Timetables Audit info	Termly
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	VIPERS Purple Mash Basic skills Bespoke English and Maths CPD for all TAs Interventions, KS1 TA support 1:1 and small group interventions (Reading / SEN)	Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging	S Morland (T&L lead) SLT (assessment) PP Lead J.Daly	Drop-ins Learning walks Termly pupil data Pupil exit data Termly pupil premium review by PP lead.	Termly

	Interventions: reading, writing, maths, phonics. Read, Write, Inc	objectives where it is required. Individual pupil targets can be met.	S Hine (SENDco)		
Improved oral skills and vocabulary	Targeted SALT support Phonics support (RWI online and in school))	Early identification of S&L needs. Plan for 1:1 and small group support. Improve language auditory skills and talking opportunities.  Recognised phonics scheme with high quality training available. Impact driven scheme of work.	H Woodray (Phonics lead)	SALT reports Learning walks Phonics screening checks.	Termly
Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.	Nurture groups	1:1 and small group support are used where needed. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.	D. Walker (ABI lead)	SIMS Drop ins Behaviour logs/ system SIMS log Number of exclusions	weekly
Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children	Safeguarding officer Subsidised/ fully funded places at breakfast club/ after school club.	Multi-agency approach to address situations for children in challenging circumstances.	D Walker (ABI lead) SLT DSL	Behaviour logs Attendance/ punctuality data Exclusions data	Termly

<p>accessing the curriculum or attendance and punctuality.</p> <p>Children are supported in school and make progress in line with non-PP children.</p>		<p>Supporting families through extended school provision.</p> <p>Supporting families through access to devices.</p>			
<p>PP children are punctual and their attendance records are in line with national expectations.</p>	<p>EWO 1:1 – target families identified, home visits, parent meetings.</p>	<p>Key member of staff has ownership of this area and is accountable for the % achieved by the school. Clear lines of responsibility and accountability.</p> <p>Direct line to home.</p> <p>Targeted and systematic approach to ensure attendance and punctuality is improving.</p> <p>They ensure families are fulfilling their legal obligations relating to school attendance in partnership with the EWO.</p>	<p>E Gibson-Burkert (EWO)</p> <p>DWalker (ABI lead)</p>	<p>SIMs</p> <p>Attendance and punctuality reports</p> <p>Tracking system</p>	<p>Weekly</p>
<p>Provide enrichments to support the curriculum.</p>	<p>Wide variety of enrichment opportunities offered – virtual pantomime December 2020</p>	<p>All children can access the same educational opportunities, whether in school or remotely.</p>	<p>SLT</p>	<p>SIMs</p> <p>CPOMS</p>	<p>Termly</p> <p>Ongoing during lockdown</p>

iii. Other approaches

Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
Increased confidence in children to be able to articulate their thoughts and improve communication	RWI VIPERS LOR Small group work Bespoke English and Maths CPD for all TAs Well Comms (EYFS)	A number of our PP children display the bullets below. <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Understanding language and following instructions</li> <li>• Poor vocabulary</li> <li>• Limited spoken language or poor grammar</li> <li>• Poor speech sound development</li> <li>• Stammering</li> <li>• Selective mutism</li> <li>• Social and communication difficulties</li> </ul>	SLT S Hind (SENDCO) E Gibson-Burkert (Temp EYFS lead)	Assessment data from OTrack. Drop-ins Pupil voice	Termly.
Children access a nutritional diet and sense of belonging to the school community	Free fruit KS1 Free toast (whole school) Uniforms Milk subsidy.	Children access healthy/nutritional food. Improve diet. Improved concentration and energy levels. Children have the appropriate school uniform.	S Morland (DHT) D Walker (ABI lead) Lunchtime staff Teachers on duty	Monitoring lunchboxes and playtime snacks Uniform checks	SLT feedback - termly

Funding for LAC children is released and spending is planned appropriately.	Pupil Premium+ Spending Plans.	Strategic approach to spending plans for LAC children to ensure funds are targeted appropriately.	J Daly (PP lead) SLT	Planning document/application for release of PP funding.	Termly
By providing trips, swimming and residential discounts for PP pupils we will enable PP children to have the same experiences as those from other backgrounds.	To subsidise trips/sports experiences and residential where needed.	A school residential trip gives children a chance to interact with the outdoors and have many opportunities. They may get chance to try sports that they may not have had an opportunity to do so otherwise.	K Cummins (educational visits lead)	PP children will be actively encouraged to attend trips/swimming and residential and we will see the development of social, personal and study skills. We will monitor the take up of these.  <i>(residential trips may not go ahead due to Covid 19)</i>	Termly
To provide provision of bespoke support as required for PP groups, pupils & their families.	Respond to ad-hoc needs or opportunities which arise to support children, pupil groups and families as required e.g./paying for uniform/sports equipment/additional revision books/transport to and from events/ provision to breakfast and	Bespoke support can be very effective in targeted instances to support our PP pupils and families.	SLT	Review of such instances & their impact with PP governor	

	<p>afterschool clubs.</p> <p>Laptops purchased for PP families during lockdown period to ensure learning was facilitated fully</p>	<p>Ensuring all children have equal opportunities will enhance their confidence and it will also ensure they have experiences in order to apply this into their work.</p> <p>Enrichment opportunities will also enhance the children's experiential vocabulary.</p>		<p><i>(This will be from January 2021, due to Covid 19 restrictions)</i></p>	
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## Pupil Premium COVID-19 related data

### Number/ % of PP children:

<u>March 2020</u>	<u>January 2021</u>
190/343 = 55%	196/355 = 55%

### Number of PP children who have access to devices loaned from school:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
4/23 17%	8/26 31%	10/33 33%	5/27 19%	11/29 38%	7/25 28%	10/28 36%	<b>55/196</b> <b>29%</b>

**Number of hampers that have been delivered to PP children: 12 families**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2/8 25%	4/23 17%	3/26 12%	4/30 13%	4/27 15%	7/29 24%	2/25 8%	3/28 11%	<b>26/196 14%</b>

**% of PP children attending and engaging with remote learning since 04/01/21**

<u>Nursery</u>		<u>Reception</u>		<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>		<u>Year 4</u>		<u>Year 5</u>		<u>Year 6</u>
6/8 75%	<b>RL</b>	7/8 88%	<b>1C</b>	10/11 91%	<b>2D</b>	11/15 73%	<b>3A</b>	10/13 77%	<b>4L</b>	15/18 83%	<b>5P</b>	14/20 70%	<b>6HJ</b>	10/14 71%
	<b>RW</b>	2/15 13%	<b>1G</b>	14/16 88%	<b>2S</b>	9/15 60%	<b>3B</b>	12/13 92%	<b>4M</b>	7/11 64%	<b>5HJ</b>	3/3 100%	<b>6M</b>	10/14 71%
											<b>5M</b>	½ 50%		
<b>Total</b>		9/23 39%		24/27 89%		20/30 67%		22/26 85%		22/29 76%		18/25 72%		20/28 71%

**Overall total:135/188 72%**

**% of PP children receiving interventions either in school or remotely since September 2020**

<u>Nursery</u>		<u>Reception</u>		<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>		<u>Year 4</u>		<u>Year 5</u>		<u>Year 6</u>
8/8 100%	<b>RL</b>	8/8 100%	<b>1C</b>	9/11 82%	<b>2D</b>	10/15 67%	<b>3A</b>	8/13 62%	<b>4L</b>	11/18 61%	<b>5P</b>	11/20 55%	<b>6HJ</b>	5/14 36%
	<b>RW</b>	15/15 100%	<b>1G</b>	12/16 75%	<b>2S</b>	5/15 33%	<b>3B</b>	6/13 46%	<b>4M</b>		<b>5HJ</b>	1/3 33%	<b>6M</b>	13/14 93%
											<b>5M</b>	2/2 100%		
<b>Total</b>		23/23 100%		21/27 78%		15/30 50%		14/26 54%				14/25 56%		18/28 64%

**Total: 113/188 60%**