

Pupil Premium Improvement Plan



Park End Primary School

Middlesbrough

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	KR
Team:	SLT	Monitor:	Head
		Dates:	01/09/20 - 31/08/21

Description: To provide support for vulnerable pupils through the care team model and school mental health tiered response.
Rationale - Impact measures from 2019-20 demonstrated substantial gains in emotional and mental health

Strategy: To continue to use the 'Thrive approach' within a custom built area of school to support children at risk of underperformance due to their social , emotional and health needs.

To continue to follow the school's tiered response to mental health across school to support children

To provide child centred support via Incredible Years programme, delivered in partnership with CAMHS and support from the care team

Monitoring \ Evaluation: Mid-year review:

- SENDCO has non-contact time to oversee the work of the care team
- Additional staff allocated to each year group have been trained in basics of THRIVE approach by nurture teacher, to enable them to deliver intervention for their year group bubble, overseen and coached by nurture lead. Fortnightly meetings between SENDCO and nurture lead alongside half termly meetings to monitor support. (25 pupils accessing THRIVE intervention)
- Referrals to CAMHS for mental health support remain low (1)
- There has been an increase in numbers of pupils accessing specialist mental health support (external therapeutic agencies). Year to date 16 pupils accessing support, 9 commissioned by school, 7 by social care/charities
- Targeted bereavement training for staff working with children who have suffered bereavement
- Headstart delivered covid recovery interventions across KS2, focusing on theoretical and practical approaches to building resilience and creating coping mechanisms in light of the Covid-19 pandemic
- Incredible years cohort 2 due to start February 21. Successful recruitment of 10 families to start course virtually.
- Pastoral member of staff attended training days for Incredible Years, working towards accreditation
- CAMHS to provide free supervision as part of training for Incredible Years
- Case studies of families who accessed first IY cohort underway (to be monitored throughout school year to see impact)
- Testimonials of families who accessed first IY have been shared with SLT - to be shared on website
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Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Title: Care Team Staffing	✔ Completed	01/09/20 to 31/08/21	KR	High
Description: Care Team Staffing 1 x SENDco 1 x Teacher MPS 1 X TA 1:1				
Title: Half termly team meeting	✔ Completed	07/09/20 to 16/07/21	JG	Medium
Description: To discuss any new referrals, monitor existing support and impact for children open to THRIVE or mental health service				

Success Criteria

DESCRIPTION	COMPLETED
SENDCO to coach nurture lead to monitor children accessing and impact of THRIVE across whole school	✔ YES
To develop innovative ways of delivering the Thrive programme due to pandemic restrictions	✔ YES
Referrals to CAMHS for mental health support to remain low due to early intervention model	✔ YES
To provide child centered support, including the whole family, for vulnerable children through the Incredible Years Programme	✔ YES
To work with specialist services to deliver therapeutic support as a response to the pandemic	✔ YES
Care team member to attain full qualification and accreditation to deliver Incredible Years Programme	● NO
Update website to reflect mental health offer in school, including Incredible Years Support	● NO

Cost

TITLE	DESCRIPTION	BUDGET YEAR	BUDGET CODE	VALUE (£)
Care Team Staffing	Care Team Staffing	Financial Year 2020/2021	-	92,974.00

Staff Time

Action	TITLE	VALUE (h)
Care Team Staffing	Care Team Staffing	2,425.00

Ref 841 - Reading

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	SW
Team:	SLT	Monitor:	Head
		Dates:	01/09/20 - 31/08/21

Description: To improve performance of disadvantaged children in EYFS and KS1
To diminish the difference between outcomes for pupils in EYFS and KS1 achieving standard and that of non-pp pupils.
Rationale - Since implementation of RWI scheme % of children who achieved PSC across school has been consistently above national figures

Strategy: To develop staff knowledge of phonics through on-going support from SLE and RWI consultant
Resources purchased by school
Targeted 1:1 teacher support provided for pupils at risk of underperformance
Targeted 1:1 support in phonics for lowest 20% of children in Rec and KS1

Monitoring \ Evaluation: Half termly and additional assessments in year groups have taken place since Sept. Impact - children have moved groups more frequently accessing phonics at the appropriate level. Children have remained in class bubbles since October and focused on reading for 3 days and 2 days focussed writing lessons. Teachers have been able to reinforce phonics throughout the day.
Assessments focus on phonic sounds, word building, speed and fluency. Teachers have revisited sounds or revisited aspects identified in assessments.

Additional speed sound lessons - children review and embed the sounds and the application to reading words.

1:1 phonics interventions for lowest 20% of each year group. Children identified by RWI assessment and specific elements delivered by experienced RWI TAs or teachers. Fluid groupings depending on the progress and needs of the children.

New RWI book bag independent reading scheme purchased for Year 1 children and low ability Y2. Children are reading phonically decodable books at their level. This has built confidence amongst the children and enables them to practise and reinforce learning in class. Children enjoy the books and read with confidence to share their successful reading. The books match and go alongside the RWI books that are used in reading lessons.

Y2 - New books purchased for book band books to provide range in their reading. These books all match the book band levels of the children.

Y2 - regular monitoring of children for PSC check with class teachers and Phase leader/SLE. Children identified for targeting and lessons adapted. Regular assessments carried out - PSC result 91%

Children who did not meet the standard will continue to access daily phonics lessons.

New Year 2 team have regular meetings with phase leader regarding reading, progress of children, interventions and targeting.

Spring term - Y2 RWI assessments have identified children who are able to do guided reading lessons with focus on comprehension in line with the reading curriculum. Children reading orange and below had been identified to continue with RWI reading lesson and additional phonics. - School in national lockdown due to Covid pandemic - this will be reevaluated upon returning to school and reassessments taking place. Phase leader to analyse data and support teachers with groupings.

School purchased subscription to online RWI portal. Virtual lessons have been accessed by all teachers and used during remote learning on Seesaw. Daily phonics lessons have ensured that children are still able to access high quality phonics teaching. Additional phonics lessons have been created by school staff. During lockdown, phonics and reading lessons have continued in school.

Additional experienced RWI teaching assistant in Year 3. Children requiring phonics have benefited from small group targeting in phonics and reading. Half termly assessments identified progress and fluid groupings. Some children have accessed whole class reading sessions.

SLE and RWI consultant meet termly to discuss data and focus groups for 1:1 interventions. This occurred in Autumn term where we looked at putting in 1:1 support earlier in Reception. Spring term development day rearranged.

Oxford Owl online in use by all children for academic year 2020-21. Children are able to access reading books at their level due to not taking reading books home from school during pandemic. Additional books will be available after half term allowing a great range of books to be accessible. Children have recorded on seesaw when they have read at home.

Year 1 - introduced focussed books for the week for develop a love of reading amongst the children. Children have completed challenges linked to the books and engaged in the resources purchased to retell the stories. Books to be made accessible in all areas of learning. Children are accessing the reading area more independently.

Summer term 2021

Systematic synthetic phonics validation document was released by DfE. SW to complete and tighten up on any areas after document review. Park End has strong phonics teaching using a systematic synthetic scheme -RWI. Document will be shared with SLT and Governors when completed. SW to update and disseminate with all staff.

Oxford Reading Tree additional books are now available. Individual log ins have been set up and a newsletter sent to parents. Staff to be shown how to upload books for children to access at home.

Training/ Support for staff on going particularly when staff change groups after regular assessments.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Title: SLE Phonics	✔ Completed	01/09/20 to 31/08/21	SW	Medium
Description: SLE Phonics - proportion of time (9 days)				
Title: ReadWriteInc Consultant	● Not Completed	01/09/20 to 31/08/21	SW	High
Description: RWInc Consultant (6 days)				
Title: ReadWriteInc Resources	✔ Completed	01/09/20 to 31/08/21	SW	High
Description: ReadWriteInc Resources				

Success Criteria

DESCRIPTION	COMPLETED
By December 2020 90% of children in Y2 to achieve PSC	✔ YES
By July 2021 54 % of children to achieve ELG in reading	● NO
By July 2021 51 % of children to achieve ARE in KS1 reading	● NO
By July 2021 45%of PP children to achieve ARE in KS1 reading	● NO

Cost

TITLE	DESCRIPTION	BUDGET YEAR	BUDGET CODE	VALUE (£)
SLE Phonics	SLE Phonics	Financial Year 2020/2021	-	3,523.00
ReadWriteInc Consultant	RWInc Consultant (6 days)	Financial Year 2020/2021	E27	6,500.00
ReadWriteInc Resources	ReadWriteInc Resources	Financial Year 2020/2021	E19	4,000.00

Staff Time

Action	TITLE	VALUE (h)
SLE Phonics	SLE Phonics ((days)	58.50
ReadWriteInc Consultant	RWInc Consultant (6 days)	39.00

Ref 842 - Key Stage 2 Outcomes

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	SA
Team:	SLT	Monitor:	Head
		Dates:	01/09/20 - 31/08/21

Description: Feedback to pupils enhanced through enhanced staffing ratios (EEF)

Strategy: Additional teaching staff within each class or small class size. Teachers in Y4 and Y6 co-teaching to ensure adult staff ration 1:10.
Opportunity for class teachers to deliver interventions.
Regular pupil progress meetings to ensure pupils on trajectory to achieve prior attainment expectations or better

Monitoring \ Evaluation: Pupils currently in Y4 and Y6 used as a baseline for assessing the impact school closure has had on attainment. Basic maths skills and writing outcomes were identified as weaker areas. To minimise any further barriers to learning and to allow pupils to be taught by the class teacher, PPA cover was restructured. This has allowed continuity for pupils. Additional teaching staff in Y5 and Y6 supporting with catch up curriculum and interventions. Interventions delivered to pupils under performing. Focus on the basics in reading, writing and maths during the Autumn term showed positive impact. Year 6 PIXL data showed the % of pupils answering fact retrieval and place value questions is better than the PIXL national cohort. Pupils beginning to narrow the gap in basic skills across RWM. Current teaching and learning has moved online. Staff are teaching Spring 1 curriculum, with a continued focus on the basics in reading, writing and maths. Teaching assistants providing support with interventions for pupils with SEND, overseen by the class teacher. Due to small numbers in KS2, pupils taught in school, are giving focused support with securing the basics in reading, writing and maths.

Summer 2021
Current teaching is in line with summer term objectives with regular revisiting of basic skills to address gaps in learning. Strong emphasis is placed on grammar, arithmetic, handwriting and presentation.
Drop in the % of pupils working at ARE in reading, writing and maths. Staff working tirelessly to support key children.
Year 6 staff have been redeployed to Year 5, which has been identified as a weak cohort. Pre-teaching used as a strategy to support pupils at risk of not reaching standard
Interventions across KS2 are carried out by class teachers to ensure quality first teaching
Swift intervention/support in classes with two teachers.
Use of PIXL resources to support with catch-up curriculum
Isolating member of staff provided 1-1 support for pupil in isolation

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Title: Enhanced Staffing Ratio	✔ Completed	01/09/20 to 31/08/21	SA	High
Description: MPS Teachers x 3 English and Maths Lead x 20% TA's x 5				

Success Criteria

DESCRIPTION	COMPLETED
By July 2021 80 % achieve standard mathematics	<input type="radio"/> NO
By July 2021 79% of children to achieve ARE in reading	<input type="radio"/> NO
By July 2021 71% of children to achieve ARE in writing	<input type="radio"/> NO

Cost

TITLE	DESCRIPTION	BUDGET YEAR	BUDGET CODE	VALUE (£)
Enhanced Staffing Ratio	Enhanced Staffing Ratio - Teachers	Financial Year 2020/2021	E01	127,720.00
Enhanced Staffing Ratio	Enhanced Staffing Ratio - Support Staff	Financial Year 2020/2021	E03	85,286.00

Staff Time

Action	TITLE	VALUE (h)
Enhanced Staffing Ratio	Enhanced Staffing Ratio - Teachers	4,301.00
Enhanced Staffing Ratio	Enhanced Staffing Ration - Support Staff	5,927.00

Ref 843 - Attendance

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	LR
Team:	SLT	Monitor:	Head
		Dates:	01/09/20 - 31/08/21

Description: To improve attendance for all pupils

Rational - Appointment of safeguarding officer (2019) demonstrates small increase in pupils achieving target

Strategy: Senior leader to be responsible for strategic overview of attendance
 PSA/Safeguarding officer to be deployed to support families with attendance
 Deploy a systematic range of strategies to improve attendance - home visits, attendance meetings, liaison with agencies
 Local authority support to monitor and action persistent absentees.

Monitoring \ Evaluation: Autumn 2020
 Small rise in whole school attendance percentage (this does not take into account those children that were absent due to COVID-19 related absences). Analysis of children in receipt of pupil premium compared to children not in receipt of pupil premium, reveals that the attendance of the two groups is broadly in line.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Title: Attendance	✔ Completed	01/09/20 to 31/08/21	LR	High
Description: 1 x DSL - SLE time 38 days 1 x Safeguarding and Pastoral Officer				

Success Criteria

DESCRIPTION	COMPLETED
School attendance increased 0.4% to 94.5% (NB this does not take into account pupil absence due to COVID-19)	✔ YES
Attendance of children in receipt of pupil premium to remain broadly in line with attendance of pupils not in receipt of pupil premium.	● NO

Cost

TITLE	DESCRIPTION	BUDGET YEAR	BUDGET CODE	VALUE (£)
Attendance	DSL - SLE Time 38 days	Financial Year 2020/2021	E01	14,874.00
Attendance	Safeguarding and Pastoral officer	Financial Year 2020/2021	E03	26,867.00

Staff Time

Action	TITLE	VALUE (h)
Attendance	DSL - SLE Time 38 days	247.00
Attendance	Safeguarding and Pastoral Officer	1,740.00

Ref 844 - Parental engagement

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	LR
Team:	SLT	Monitor:	Head
		Dates:	01/09/20 - 31/08/21

Description: PSA to work closely with families to promote home school relationships for families in crisis

Strategy:

- To support families in crisis to ensure that children continue to access education and improve learning outcomes.
- To develop links with charities and ensure that parents receive emergency food/clothing/white goods/gas and electricity as required.
- To signpost parents to community learning and resources to support home learning.
- To liaise with other agencies e.g. stronger families, children's services.
- Ensure that a robust communication plan is in place where children are not attending school and engaging in home learning.

Monitoring \ Evaluation: PSA is a named referrer for a number of charities. Ten families received Christmas presents at Christmas. An excess of 30 food hampers have been delivered to families in financial hardship. Three families have received white goods and beds and a family has received a clothing voucher. Parents have been signposted to community learning that can be accessed remotely. An excess of 20 families have been supported through phone calls/ doorstep visits during lock down, packs of work have been delivered and support given with accessing learning through the Seesaw App.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Title: Parental Engagement	✓ Completed	01/09/20 to 31/08/21	LR	High
Description: Parent Support Adviser				

Success Criteria

DESCRIPTION	COMPLETED
Parents receive emergency food, clothing, white goods, beds etc.	✓ YES
Parents are able to access community resources	✓ YES
Vulnerable families are supported through a robust communication plan	✓ YES

Cost

TITLE	DESCRIPTION	BUDGET YEAR	BUDGET CODE	VALUE (£)
Parental Engagement	Parent Support Advisor	Financial Year 2020/2021	E03	25,190.00

Staff Time

Action	TITLE	VALUE (h)
Parental Engagement	Parent Support Advisor	1,740.00

Ref 845 - Quality first teaching

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	Head
Team:	SLT	Monitor:	Head
		Dates:	01/09/20 - 31/08/21

Description: To ensure pupils are taught by experienced and qualified teaching staff during their class teacher release

Strategy: To enable teaching staff to cover NQT /PPA release by deploying an additional staff member to become part of the teaching team in each year group.

Monitoring \ Evaluation: In order to comply with government regulations, changes were made to how school was organised. A '48' hour rule was applied to ensure minimum contact between staff to avoid staff-to staff transmission and to limit the number of close contacts, as identified by public health.
PPA was directed to be off-site and using technology, teams communicated using on-line tools. Staff found this to be a very focused method of working.
To minimise staff 'crossing bubbles' additional staff members were placed within a year group and became part of the year group team. The main disadvantage was that teaching teams were not able to work together for a day. In order to mitigate this, limited staff and team meetings were held. Advantages of the system include a more flexible approach to NQT cover - enabling them to vary times out of classroom. Teachers have found a more focused approach to workload.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Title: Quality First Teaching	✓ Completed	01/09/20 to 31/08/21	Head	High
Description: 3 x PT PPA Teaching Staff MPS/UPS				

Cost

TITLE	DESCRIPTION	BUDGET YEAR	BUDGET CODE	VALUE (£)
Quality First Teaching	3 X PT PPA Teaching Staff MPS/UPS	Financial Year 2020/2021	E01	113,925.00

Staff Time

Action	TITLE	VALUE (h)
Quality First Teaching	3 x PT PPA Teaching Staff MPS/UPS	2,223.00

Ref 846 - Professional development

RAG: ● Amber **Status:** In Progress

Priority: High **Responsible:** SA

Team: SLT **Monitor:** Head

Dates: 31/08/20 - 31/08/21

Description: To continue to develop staff knowledge and expertise during the pandemic

Strategy: Use of technology to ensure all staff engage in on-line continued CPD
Provision of on-line training for safeguarding, teaching and learning and ECF

Monitoring \ Evaluation:

Staff training completed on using current remote learning platform - Seesaw.
Staff training on using other software to enhance teaching and learning - Loom
Staff using training to provide remote learning lessons. 73% of pupils across school accessing online learning - Quality of teaching and learning to be monitored in Spring 2.
Staff continue to use Educare as part of school's training package, which includes additional resources to support with teaching and learning, e.g. assessment for learning, behaviour management etc.
Staff have completed all safeguarding training through Educare, including updated policy and procedures (September 2020)
Core subject leads providing staff with support via Zoom on using online resources effectively
Zoom staff meeting completed in Autumn 1 - Maths and English key reminders
Zoom staff meeting to introduce new PSHE statutory curriculum - monitoring planned for Summer 1.
ECF training lab is still available providing online support and training for mentors and NQTs. ECF have provided guidelines on how to maintain NQT support and delivery of the program. Guidelines have been shared with mentors and NQTs.
To compliment the growing library of academic books for staff professional development, a selection of books on teaching and learning in the early years have been purchased and recently disseminated to staff. Staff have also been provided with 'A creative Approach to Teaching Science' to support with planning, teacher knowledge and delivery of science topics.
Summer Term
Staff meeting focus in Summer 1 will be on safeguarding in light of 'everyone's invited' website.
Staff to read Peer on Peer Abuse policy and familiarise with procedures for dealing with any incidences of peer-on-peer abuse.
Whole school response to ensure that all staff have read our policy and have received training about peer on peer abuse and sexual violence between children.
Expectation for staff to complete Educare courses on - 'Raising Awareness of Peer-on-peer abuse' and 'Sexual Violence and Harassment between children'.
Extremely positive outcome from the LA review on remote learning provision for pupils during lockdown.
New science books to be provided for staff based on science deep dive outcomes. 'Its not fair, or is it?' and 'Standing on the Shoulder of Giants'.
These books are in response to feedback from staff on developing their scientific enquiry knowledge and understanding.
CPD - Thinking, Talking, Doing Science course booked for 3 members of staff to develop working scientifically skills.
Shirley Clarke - Formative assessment book for staff to read on PD day.
SLT to read 'Mark Plan Teach' book.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Title: Professional Development	✔ Completed	01/09/21 to 31/08/22	SA	High
Description: Educare Courses				

Success Criteria

DESCRIPTION	COMPLETED
By July 2021 to develop staff library to promote being a learning community	✓ YES
Staff to complete core Educare safeguarding training	✓ YES
Staff to complete training with Remote learning	✓ YES

Cost

TITLE	DESCRIPTION	BUDGET YEAR	BUDGET CODE	VALUE (£)
Professional Development	Educare Courses	Financial Year 2020/2021	E28	7,000.00