

# Pupil premium strategy statement



## School overview

Metric	Data
School name	Pentland Primary School
Pupils in school	290
Proportion of disadvantaged pupils	46.5%.
Pupil premium allocation this academic year	£188,260
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020.
Review date	July 2021
Statement authorised by	Dawn Dacombe
Pupil premium lead	Stephanie Robinson
Governor lead	Jackie Berry

## Disadvantaged pupil progress scores for last academic year – 2019 data

Measure	Score (excluding ARP pupils)
Reading	-1.3 (0.2)
Writing	1.9 (3.8)
Maths	2.6 (4.4)
Measure	Score (excluding ARP pupils)
Meeting expected standard at KS2	61% (79%)
Achieving high standard at KS2	6% (7%)

Due to Covid, and school closures, we have needed to present 2019 statutory data

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To be in line with national average progress at KS2	July 2021
Progress in Writing	To be in line with national average progress at KS2	July 2021
Progress in Mathematics	To be in line with national average progress at KS2	July 2021
Phonics	Achieve national average expected at Year 1 and Year 2 retakes.	July 2021
Attendance	Improve attendance of disadvantaged families and develop resilience during the pandemic.	July 2021
Emotional Well being	To work with children and families to support mental health and wellbeing, with a focus on post Covid trauma.	July 2021

## Strategy aims for disadvantaged children

Measure	Activity
Priority 1	<p>To narrow the attainment and progress gap between disadvantaged and non-disadvantaged children in writing.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> <li>Smaller class sizes</li> <li>Mostly PP cognition and learning class in Year 5</li> <li>5 TAs across school</li> <li>UPS2 teacher in cognition class</li> <li>Additional interventions and TA time in classes where the need is for PP children. This is reviewed termly.</li> </ul>
Priority 2	<p>To close any academic gaps that may have been formed from the school closure by targeting support.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> <li>Smaller class sizes</li> <li>Mostly PP cognition and learning class in Year 5</li> <li>5 TAs across school</li> <li>UPS2 teacher in cognition class</li> </ul>

	Additional interventions and TA time in classes where the need is for PP children. This is reviewed termly.
Barriers to learning these priorities address	To close the attainment and progress gap.
Projected spending	£125,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To support speech and early language development in the early years. Ican training Speechlink ICT programmes to support literacy developments
Priority 2	To support blended learning Staff training ICT software to support home learning
Barriers to learning these priorities address	Developing rich vocabulary and enabling children to develop early language and speech skills. To provide children with the resources they will need in the event of home learning
Projected spending	£30,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	To provide wrap around care for our families through a breakfast and after school club. Partially funded through PP to ensure that the provision is available to support low working families. Cost subsidied.
Priority 2	To provide emotional and well-being support to our children and families. To ensure attendance of PP families in school.

	PSA Alliance services
Barriers to learning these priorities address	Wrap around care, at an affordable price, allows our families to work and meet their needs. Supporting families and children who have mental health issues that is creating a social or academic barrier.
Projected spending	£35,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allowing time for staff to identify needs and plan for suitable intervention and provision	Staff meeting time allocated.
Targeted support		
Wider strategies	Engaging the families facing the most challenges	PSA and SLT to provide family contact in case of lock down, and provide home visits if needed.

## Review: last year's aims and outcomes

Aim	Outcome
Increase the % of disadvantaged children at ARE and Greater Depth so that the gap between Pentland disadvantaged and national other narrows.	This was in place and interventions were taking place, but there is no secure data due to school closure.
Ensure that disadvantaged pupils attend school and arrive on time	This was in place in interventions taking place, but there is no secure data due to school closure. Persistent absences had decreased by 1% This is a continuing target
Support disadvantaged pupils in ensuring that they are able to fully and fairly access their learning	During lockdown, all PP children had welfare calls and social distanced visits to support their learning. The outcome of this will be evident when formal assessment begins.
Ensure that pupils are ready to start learning at the start of the school day	PSA supports reluctant attenders. Persistent absence decreased amongst PP.
Ensure that stability is established around each disadvantaged pupil in order to minimize negative and/or disruptive influences on learning	PSA supports children who struggle with their well-being. Impact has been no to

	little gap in reading and maths – internal data from Dec 2019
Offer wide ranging experiences	PP funding used to heavily subsidise trips and OAA experience so that all children are able to participate.