

Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
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| School | Pimlico Primary | | | | |
| Academic Year | 2020-21 | Total PP budget | £142,570 | Date of most recent PP Review | 10 th November 2020 |
| Total number of pupils | 318 | Number of pupils eligible for PP | 91 | Date for next internal review of this strategy | October 2021 |
| KS2 Attainment | | | | | |
| Overall measures | PPG 2019/20 | | Non-PPG 2019/20 | Overall 2019/20 | |
| Average scaled score (Re, Ma) | 109.2 (-1.3 gap) | | 110.5 | 110.0 | |
| % Expected standard (Re, Wr, Ma) | 83% (-6% gap) | | 89% | 87% | |
| % Higher standard (Re, Wr, Ma) | 58% (-3% gap) | | 61% | 60% | |
| % Expected standard (Reading) | 83% (-6% gap) | | 89% | 87% | |
| % Expected standard (Writing) | 83% (-6% gap) | | 89% | 87% | |
| % Expected standard (Maths) | 83% (-17% gap) | | 100% | 93% | |
| KS2 Pupil Progress Scores | | | | | |
| Measure | PPG 2019/20 | | Non-PPG 2019/20 | Overall 2019/20 | |

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| Average scaled score (Re, Ma) | +3.8 (+1.8 gap) | +2.0 | +2.8 |
| % Expected standard (Re, Wr, Ma) | +11% (+11% gap) | -0% | +5% |
| % Higher standard (Re, Wr, Ma) | +44% (+8% gap) | +36% | 39% |
| % Expected standard (Reading) | +2% (+9% gap) | -7% | -3% |
| % Expected standard (Writing) | +5% (+10% gap) | -5% | -1% |
| % Expected standard (Maths) | +5% (-5% gap) | +10% | +8% |

| KS1 Attainment | | | | | | |
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| Overall measures | PPG 2018/19 | Non-PPG 2018/19 | PPG 2019/20 | Non-PPG 2019/20 | Overall 2018-19 | Overall 2019-20 |
| % Expected standard (Re, Wr, Ma) | 76% (+5% gap) | 71% | 69% (-5% gap) | 74% | 72% | 72% |
| % Higher standard (Re, Wr, Ma) | 6% (+12% gap) | 18% | 25% (+9% gap) | 16% | 13% | 19% |

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| % Expected standard (Reading) | 88% (+17% gap) | 71% | 81% (+4% gap) | 77% | 76% | 79% |
| % Expected standard (Writing) | 76% (-3% gap) | 79% | 75% (-2% gap) | 77% | 76% | 77% |
| % Expected standard (Maths) | 82% (0% gap) | 82% | 88% (+11% gap) | 77% | 80% | 81% |
| KS1 Progress | | | | | | |
| Overall measures | PPG 2018/19 | Non-PPG 2018/19 | PPG 2019/20 | Non-PPG 2019/20 | Overall 2018-19 | Overall 2019-20 |
| % Expected standard (Re, Wr, Ma) | +0% (-8%) | +8% | +6% (-5%) | +11% | +5% | +9% |
| % Higher standard (Re, Wr, Ma) | -3% (-10%) | +7% | +13% (+11%) | +2% | +3% | +6% |
| % Expected standard (Reading) | +1% (+5%) | -4% | +12% (+6%) | +6% | -2% | +8% |
| % Expected standard (Writing) | -5% (-12%) | +7% | +9% (-3%) | +12% | +2% | +11% |
| % Expected standard (Maths) | -4% (-9%) | +5% | +11% (+10%) | +1% | +1% | +5% |

2. Barriers to future attainment (for pupils eligible for PPG)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | The complex needs of those children in receipt of Pupil Premium who have SEND |
| B. | Low levels of parental engagement |

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| C. | Potential lack of high expectations for children in receipt of Pupil Premium |
| D. | The impact of SEMH issues |
| External Barriers | |
| E. | Lack of routine (sleep, food, adult involvement) |
| F. | Family issues requiring support from social care teams |
| G. | Lack of enrichment experiences outside of school due to financial impediments |
| Desired Outcomes | |
| A. | To address the COVID-19 disadvantage gap |
| B. | At KS1 and KS2, to improve the attainment of PPG students in reading, writing and maths, narrowing the gap between PPG and non PPG students. |
| C. | At KS2, to improve the progress of PPG students in maths |
| D. | At KS1, to improve the progress and attainment of PPG students in writing |
| E. | All children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage |
| F. | To improve the overall attendance, punctuality and persistent absence for PPG children. |
| G. | All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement. |

| 3. Planned expenditure | | | | | |
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| Academic year | | 2020-2021 | | | |
| Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |
| To address the COVID19 disadvantage gap. | Extended school day – additional lesson every day for KS2 children. This includes the addition of an extra English/grammar lesson and extra history lesson (both British and ancient history) per week. | On average, pupils make two additional months progress per year with some evidence that disadvantaged pupil benefit more, making closer to three months progress (EEF). | Whole school monitoring of Teach and Learning (learning walks, lesson observations, work scrutiny) and pupil progress review meetings. | AG, JAD and PB | implementation? Term 1 and 2 biweekly monitoring schedule. Term 3 onwards half termly. |
| | Implementation of KS1/KS2 booster groups before/after school | To narrow the gap between children who did not attend school during the closure from March-July 2020. | As above | AG &PB + teachers and TAs to run | Half-termly |

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| <p>At KS1 and KS2, to improve the attainment of PPG students in reading, writing and maths, narrowing the gap between PPG and non PPG students.</p> | <p>Implementation of targeted interventions across KS1 and KS2.</p> <p>Small group teaching using our teachers cover supervisor, SCITT students and TAs.</p> <p>KS2 teachers to use one of their 9 PPA slots to complete weekly interventions.</p> <p>Pupil Premium children highlighted in half-termly pupil progress meetings and performance management meetings with teachers.</p> | <p>Regular assessment of student progress clearly identifies which students will benefit from targeted interventions in order to maximise their progress.</p> | <p>As above</p> <p>Observations of interventions and review of pupil progress.</p> | <p>AG, JAD & PB HW KS1</p> | <p>Half-termly</p> |
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| <p>At KS2, to improve the progress of PPG students in maths, with a focus on Y6.</p> | <p>KS2 maths interventions for Y6. Focus on arithmetic and number understanding.</p> <p>KS2 maths intervention for Y5. Focus on number sense and understanding.</p> | <p>Small group tuition has been shown to add +4 months progress to students' number skills.</p> <p>Regular assessment of student progress clearly identifies which students will benefit from targeted interventions in order to maximise their progress.</p> | <p>Observations of interventions and review of pupil progress. Monitoring of books with a particular focus on PPG.</p> | <p>AG, JBA & PB</p> <p>TA/HLTA support with interventions</p> | <p>Half-termly</p> |
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| <p>At KS1, to improve the progress and attainment of PPG students in writing</p> | <p>The implementation of writing interventions during KS1 intervention slots</p> <p>In-class support given by cover supervisor.</p> <p>Colourful semantics intervention carried out on a weekly basis with targeted children.</p> | <p>Small group tuition has been shown to add +4 months progress to students' number skills.</p> <p>Regular assessment of student progress clearly identifies which students will benefit from targeted interventions in order to maximise their progress.</p> | <p>As above</p> | <p>HW/EY</p> <p>AG & PB</p> | <p>Half-termly</p> |
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| Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |
| <p>To improve the overall attendance, punctuality and persistent absence for PPG children.</p> | <p>Implementation of an attendance policy to be shared with all parents and care givers.</p> <p>Programme of pastoral support to work with targeted families.</p> <p>Free breakfast club and afterschool care places for targeted children</p> <p>Half-termly link meeting with the Westminster attendance team.</p> | <p>DfE research from 2016 found that the higher the overall absence rate, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.3x more likely to achieve end of KS2 targets.</p> | <p>Regular reviews of the attendance figures and implementation of parent meetings with AG or PB.</p> | <p>AG, PB & SC</p> | <p>Attendance reviews to happen half termly.</p> |

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| <p>Ensure PPG children attend curriculum enrichment trips and clubs</p> | <p>Subsidised school trips and clubs for families in receipt of PP. This will include our residential trips to Aberdovey and Sayers Croft.</p> <p>Funded before and after-school care places.</p> <p>Music Junction- 15 allocated places all for PPG children.</p> <p>Westminster platform – x2 PPG Year 5 pupils.</p> | <p>The impact of arts and sports participation on academic learning appears to be positive with improved outcomes identified in core subjects and greater effects for younger learners and disadvantaged pupils. (EEF)</p> | <p>Uptake of trips and clubs offered will be monitored. Parents/carers specifically invited to take up these opportunities for their children.</p> | <p>AG, PB & MLN</p> | <p>Termly</p> |
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| <p>All children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage</p> | <p>In school counselling and therapeutic work provided by Anna Freud Centre (1/2 day p/w), MIND outreach support (1/2 day p/w), speech and language therapist (1 day p/w) and educational psychologist (9 days p/a)</p> <p>Lunch time peer group interventions to develop social skills</p> | <p>We recognise the importance of mental health support in light of the proposals from the 2019 Green Paper on Mental Health.</p> <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of 4 months' additional progress on attainment. (EEF)</p> <p>Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic</p> | <p>Anna Freud reports.</p> <p>Monthly meetings with therapists from both services.</p> <p>Review of attendance and behaviour data.</p> <p>Learning walks and whole school monitoring.</p> | <p>PB & DF</p> <p>AG & JAD/PB</p> | <p>Half termly</p> |
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| Review of expenditure | | | | |
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| Academic year | 2019-20 | Total Pupils: 275 | PPG Eligible Pupils: 85 | Total PPG Budget: £108,000 |
| i. Quality of teaching for all and Targeted Support | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | |
| Higher rates of progress in reading across KS1 and KS2 for PPG pupils | <p>Workshops for parents</p> <p>Beanstalk, Penguin adults and volunteers to read with targeted pupil premium children.</p> <p>Monitoring of Guided Reading and reading records.</p> | <p>In both KS1 and KS2 there was a higher rate of progress in reading for PPG students compared to Non-PPG students.</p> <p>Due to COVID-19, parent workshops only happened from Term 1 -3.</p> <p>Cannot quantify numerically, but feedback at the workshops was very positive.</p> | <p>Strategies and support to continue to ensure that the progress made in reading continues. However, the focus to be moved to writing for the next academic year.</p> <p>Next year, there will be a greater focus from earlier in the year of pupils working below expected with pupil premium, and specific PP greater depth interventions.</p> <p>Engagement is key. Targets given need to be timely and specific. Follow up regularly is essential.</p> <p>We need to improve the attendance at workshops to ensure the benefit for all. They will be held at least two times next year, to improve attendance. School to offer a crèche for parents with younger children so they can attend.</p> | |

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| <p>Higher rates of progress in maths across KS1 and KS2 for PPG pupils</p> | <p>Implementation of Maths Mastery in 6, and mentoring of new KS2 Maths teacher (HS).</p> <p>Maths with Parents in Years 1 and 2 for homework</p> <p>Mathletics subscription</p> | <p>In KS1, there was a higher rate of attainment and progress made by PPG compared to non-PPG students. However, in KS2, non-PPG students outperformed the PPG students with both their attainment and progress made.</p> <p>Mathletics and Maths with parents were useful tools both during the start of the year and during school closure.</p> | <p>Focus on KS2 Maths attainment and progress.</p> <p>To continue in to next academic year.</p> |

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| <p>Ensure high rates of achievement and parity between PPG/Non PPG eligible pupils at KS1 and KS2</p> | <p>Small group teaching using additional intervention teacher, SENDCo and TAs.</p> <p>Year Group TA to be used to support PP children in lessons, and at least one scheduled intervention weekly.</p> <p>Pupil Premium children highlighted in half-termly pupil progress, support staff meetings and on class venn diagrams.</p> <p>Progress of Pupil Premium children to be highlighted in performance management of teachers.</p> | <p>In KS2, PPG attainment was higher than national but lower than non-PPG students. However, the data shows that all progress was positive if not at the same standard as non-PPG students in all subjects.</p> <p>In KS1, the attainment of PPG students was higher than of non-PPG except for writing and when totalling reading, writing and maths. The same for progress made.</p> | <p>Focus on KS2 Maths attainment and progress next.</p> <p>Continuation of small intervention booster groups including before school sessions.</p> <p>Context lists to be given to all staff at the beginning of the year to highlight PPG children.</p> <p>Continuation of highlighting these children during pupil progress meetings and performance management meetings.</p> <p>During the extended day timetable, staff will be allocated intervention slots.</p> |
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| <p>All children eligible for pupil premium with SEND will make expected progress in reading, writing and maths with particularly focus on Y6.</p> | <p>SENDCo to have 2 days allocated to support in class and monitor interventions, with a focus on children in receipt of pupil premium.</p> <p>Year group TAs to support, and deliver interventions to children including those with SEND.</p> <p>Speech and Language provision</p> | <p>By the end of KS2, (2 children) made accelerated progress in reading, writing and maths but did not reach end of KS2 targets.</p> | <p>SENDCo to be supported by a deputy SENDCo as the role changes to Deputy Head (pastoral) & SENDCo. Therefore, there will be no allocated time for SENDCo to support in the class.</p> <p>The appointment of a cover supervisor will enable there to be more in-class and intervention support for teachers.</p> <p>Speech and language support will continue with 1 day per week.</p> |
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| ii. Pastoral Care | | | |
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| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned |
| Ensure good attendance from PPG children | <p>Breakfast Club at 8am offered free for identified pupils and families. If needed, headteacher will offer subsidised after-school care for identified pupils and families. PP children can attend a free after-school club.</p> <p>Meetings every Monday morning with the headteacher/deputy headteacher regarding attendance for those identified as over the threshold.</p> | <p>All children at school had healthy snacks at breaktime and before school through Magic Breakfast provision.</p> <p>Free places were provided for children at both breakfast club and after-school club during school time. Places in our key worker provision was given to any PPG children that required it to support</p> <p>Parent meetings enabled us to identify what support parents needed. Cases identified for further support from SS including EH.</p> | Will be continued. |
| To support identified children with social, emotion behavioural development | Half a day of therapeutic support from a therapist from the Anna Freud Centre. Supporting both pupils, their families and staff. | SDQ reports from Anna Freud have shown that the therapeutic support has had positive implications for children both in and out of school. Parents fed back about the importance of the continuation of support during the school-closure and how impactful this was to their child's mental health. | Will be continued. |

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| | <p>Central London Trailblazer Service through the charity 'Mind' and the NHS. Our school has been chosen to be part of the second wave of schools involved in the service. The service will be funding training for new Mental Health Support Teams. The staff will spend time in schools delivering evidence-based interventions for mild to moderate mental health issues, supporting the mental health lead in each school, advising staff and signposting to external services.</p> | <p>Unfortunately, this service had only just been set up before school closure, therefore, we cannot easily assess the total impact.</p> | <p>Will be continued.</p> |
| <p>iii. Enrichment</p> | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>Estimated impact:</p> | <p>Lessons learned</p> |
| <p>Ensure PPG children attend curriculum enrichment trips and clubs</p> | <p>Subsidised school trips and clubs for families in receipt of PP. This will include our residential trips to Aberdovey and Sayers Croft.</p> | <p>Children who could not otherwise afford these activities were included. Clubs and trips were often heavily subsidised overall to avoid stigma.</p> | <p>Will be continued.</p> |