

Pupil premium strategy statement Princess May Primary School 2020-2021

School overview

Metric	Data
School name	Princess May Primary School
Pupils in school	294
Proportion of disadvantaged pupils	44%
Pupil premium allocation this academic year	£178,885
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	July 2021
Statement authorised by	Kevin Reynolds
Pupil premium lead	Jennette McCree-Boyle
Governor lead	Lee Laudet-Scott

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data due to Covid-19
Writing	No data due to Covid-19
Maths	No data due to Covid-19

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No data due to Covid-19
Achieving high standard at KS2	No data due to Covid-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Develop pupils' oracy skills, vocabulary and retrieval practice.
Priority 2	Ensure all relevant staff (including new staff) have received training to deliver phonics effectively Ensure that all disadvantaged pupils are in line with National expectations in reading
Priority 3	Ensure that all disadvantaged pupils are in line with National expectations in maths

Barriers to learning these priorities address	Effects of national lockdown Missed learning
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure PPG pupil progress is in line with National and Hackney averages.	July 2021
Progress in Writing	Ensure PPG pupil progress is in line with National and Hackney averages.	July 2021
Progress in Mathematics	Ensure PPG pupil progress is in line with National and Hackney averages.	July 2021
Phonics	Ensure PPG pupil progress is in line with National and Hackney averages.	July 2021
Other	Improve attendance of disadvantaged pupils to LA average	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that lowest 20% readers all read with an adult weekly Reading HLTA to read with most reluctant readers in Y2, Y5 and Y6 Develop strategies to promote and improve pupil home reading
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations and to close attainment gap between pupil premium and non-pupil premium children Head of Year (HOY) maths booster lessons for targeted most vulnerable pupils Targeted most vulnerable pupils for NTP (National Tutoring Programme) SLT lead 1:1 maths tutorial for targeted most vulnerable pupils SLT, Heads of Year (HOY) and Tas deliver lunchtime and booster clubs
Barriers to learning these priorities address	Lost learning due to national lockdown Closing the gap between pupil premium and non-pupil premium pupils
Projected spending	£98,435

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve behaviour and emotional regulation through zones of regulation focus.

	Develop sessions for pupils, parents and train staff accordingly. Access to onsite school counsellors through Place2Be programme Pastoral manager to support most vulnerable pupils and families.
Priority 2	Ensure that overall attendance for all pupil premium pupils is above the national average.
Priority 3	Children are engaging in high levels of physical activity and establishing good active behaviours for later life following the negative impact of periods of Covid isolation
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils Improving pupil health, wellbeing and physical stamina
Projected spending	£80,450

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Ensure QFT through use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring the promotion and importance of home reading for disadvantaged pupils	Literacy Lead to monitor and develop strategies to promote and encourage the importance of reading in conjunction with the Literacy Team.
Wider strategies	Engaging the families facing most challenges	Developing further the role of the Pastoral Lead role to further support families

Review: last year's aims and outcomes

Aim	Outcome
Improved academic outcomes for PPG	No National or LA measure due to Covid Government lockdown
Improved attitudes to learning and behaviour	Pastoral Manager - 'Mental Health Champion' worked with teachers on how to support pupils in class who found returning to school from lockdown difficult. Weekly 'Wellbeing' lessons supported pupils in returning to school and supported them in managing their emotions, social/peer relationships Place2B Counsellors supported pupils and advised school staff on how to support pupils in their classes. This has had a positive effect at helping vulnerable children to manage their behaviour. Extended day provision – breakfast club/after school club offered children opportunities for safe play, improved attendance and punctuality and supported families returning to work.

