

Pupil premium strategy statement



School overview

Metric	Data
School name	Poplar Farm School
Pupils in school	162
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£28,158.00
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Kate Hodson
Pupil premium lead	Kate Hodson
Governor lead	Lynne Proctor

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver the phonics scheme (RWI) effectively.
Priority 2	Ensure that high quality interventions are implemented and these are effectively monitored for impact.
Barriers to learning these priorities address	<ul style="list-style-type: none">- Ensuring staff use high quality first teaching strategies and use evidence based whole class teaching interventions.- Pupil Premium gap had reduced with effective use of previous funds, but these are likely to have increased again due to school closures for COVID-19.
Projected spending	£6,000

Teaching priorities for current academic year

Aim	Target	Target date
PP Y2 EXS+ in Reading	38%	July 2021
PP Y2 EXS+ in Writing	38%	July 2021
PP Y2 EXS+ in Mathematics	38%	July 2021
PP Y1 Phonics	56%	June 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of accelerate reader across Y2 to increase reading for pleasure.
Priority 2	Intervention support in place to support disadvantaged children.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Lack of resilience to learning and demonstrating appropriate learning behaviours to ensure progress. - Low self-esteem when comparing themselves with their peers.
Projected spending	£6,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Pastoral support in place to support disadvantaged children.
Priority 2	Additional clubs in place to support vulnerable children.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - COVID-19 has meant an extensive period of time when the disadvantaged children have been in an environment where they feel they belong and are comfortable, so movement back in to school may be compromised. - Parental engagement, understanding and expectation of children could be varied. - Experiences for children could be limited and therefore they are missing out on vital experiences to help enhance learning.
Projected spending	£15,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days, twilight sessions and additional cover being provided by senior leaders.
Targeted support	Ensuring enough time and support for KS1 lead to ensure staff are effectively implementing interventions.	<ul style="list-style-type: none"> - KS1 leader to work closely with class teachers to upskill them in planning and preparing interventions so they are specifically tailored for their children. - Phonics leader to work closely with class teachers to upskill them in

		<p>planning and preparing RWI so they meet the needs for their children.</p> <ul style="list-style-type: none"> - Teachers to take ownership of assessing and monitoring the progress of their children, and feeding back to SLT enabling them to monitor the effectiveness of the interventions.
Wider strategies	Engaging the families facing the most challenges.	<ul style="list-style-type: none"> - Building relationships with families and upskilling parents / carers on specific issues they face. - Working closely with the pastoral TA and family learning group on parental social, emotional and mental health programmes. - Working closely with CIT and other local schools on cross-school outreach programmes.

Review: last year's aims and outcomes

Aim	Outcome
To ensure quality first teaching for PP pupils.	Due to the COVID-19 pandemic a measure impact in relation to the previous academic year could not be obtained. These aspects have been incorporated into the strategy for the next academic year.
Focused intervention groups which develop positive mindset, positive relationships, dispositions and attitudes (Pastoral interventions).	
Focused intervention groups to support early Maths and English skills such as communication and language and phonics (academic interventions).	
To support pupils with high quality resources and experiences to support their learning (school uniform, visits, visitors, clubs and extra-curricular experiences).	
To provide a balanced and healthy diet that supports learning.	