



Pinner Park Primary School
Melbourne Avenue Pinner, Middlesex. HA5 5TL

t: 020 8863 2191
e: office@pinnerpark.harrow.sch.uk
w: <http://pinnerpark.harrow.sch.uk>

Pupil premium strategy statement

School overview

Pupils in school	860
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£116,000
Academic year or years covered by statement	2020-2022
Publish date	07 December 2020
Review date	07 December 2021
Statement authorised by	Nick Waldron
Pupil premium lead	Nick Waldron
Governor lead	Priya Mehta

Disadvantaged pupil progress scores in 2019 (no data available for 2020)

Measure	Score
Reading	-0.15
Writing	-1.44
Maths	-2.60

Disadvantaged pupil performance overview in 2019 (no data available for 2020)

Measure	Score
Meeting expected standard at KS2	59%
Achieving high standard at KS2	6%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close the gap towards NA progress scores (0). At KS 1, to	July 2022
Progress in Writing	To close the gap towards NA progress scores (0)	July 2022
Progress in Mathematics	To close the gap towards NA progress scores (0)	July 2022

Phonics	For FSM/PP children to achieve at least in line with national average for Phonics Screening Check.	July 2022
Other	Attendance: for the gap between FSM/PP children and non FSM/PP to close (and be closer than the National 'gap' between these pupil groups). Demonstrable year-on-year improvement in attendance (and reduction in persistent absence) for FSM/PP children.	July 2022

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<ul style="list-style-type: none"> - Enhanced CPD and research opportunities for all teaching staff to improve: - Quality of teaching of phonics and early literacy (staff training, sharing expertise, ongoing coaching) - Further development of 'maths mastery' across the school (staff training, sharing expertise, ongoing coaching, engagement with Maths Hub research group) - Ensuring all staff are developing knowledge of whole school pedagogical frameworks (for example, Rosenshine's principles of instruction)
Priority 2	To improve attendance and reduce levels of persistent absence for disadvantaged pupils (nationally, Overall absence rate. (nationally in 2018-19, FSM children had an overall absence rate of 7.5%, compared to 4.2% for non-FSM pupils and a persistent absence rate of 22.8% - more than double the rate of non-FSM pupils at 8.3%)
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Lower attendance for disadvantaged students (with family engagement a significant factor) - Family engagement for disadvantaged pupils (especially with difficulties arising from Covid restrictions) - Staff expertise in curriculum / pedagogy across primary school (especially with development of new curriculum and amalgamation) - Ensuring staff use evidence-based whole-class teaching interventions
Projected Spending	<p>£49,000</p> <ul style="list-style-type: none"> - Purchase of Iris Connect (£10,000) - Staff time out of class for Iris Connect launch and ongoing training (£4,000) - Staff CPD - phonics, reading, maths (£10,000) - Employment of Learning Mentors – two learning mentors, assuming 50% time targeted at disadvantaged pupils and their families (£25,000)

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> - 'Breakfast on the Bus' breakfast / reading strategy - Targeted language and literacy small-group interventions for disadvantaged pupils falling behind age-related expectations – TAs and qualified teachers working across year groups
Priority 2	<ul style="list-style-type: none"> - 'Breakfast on the Bus' breakfast / reading strategy - Learning Mentor support for children and families
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics, reading and writing
Projected spending	£41,000 <ul style="list-style-type: none"> - Breakfast on the Bus (£6,000) - Targeted Intervention Staff Costs – contribution to larger cost of specialist intervention staff (£35,000)

Wider strategies for current academic year

Measure	Activity
Priority 1	Employing a further Learning Mentor to support pupil and family engagement and well-being across the school (and to support families with attendance)
Priority 2	Provide a uniform voucher for £40 per pupil per annum for children who are eligible for FSM
	Subsidy of after-school clubs, visits, residential visits and music lessons for PP children
	Subsidy of milk for PP children
	Provision of in-house counselling services
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£26,000 <ul style="list-style-type: none"> - Uniform vouchers (£4,000) - Subsidies (£10,000) - Counselling (£12,000)