Park Primary School

Pupil premium strategy statement 2017-18

1. Summary information					
School	Park Primary School				
Academic Year	2017-18	**Total PP budget**	£95, 940	**Date of most recent review by Pupil Premium strategy group (including school governors)**	Review Sept 2018
Total number of pupils	209	**Number of pupils eligible for PP**	72 + 3 SCE	**Date for next internal review of this strategy**	

2. Current attainment at KS2		
	Pupils eligible for PP (your school) ARE (GDS)	*Pupils not eligible for PP (national average) ARE (GDS)*
% achieving age related expectation or above in reading, writing and maths	22	67
% making age related expectation in reading	22 (0)	77 (29)
% making age related expectation in writing	78 (11)	81 (21)
% making age related expectation in maths	78 (0)	80 (27)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Poor oral language skills
B.	Poor vocabulary
C.	Writing at the end of KS1 is below national average
D	Attainment for pupils in receipt of pupil premium is low for the KS1 phonics test and in reading at the end of KS2.
E	Less pupil premium pupils achievement GDS in maths at the end of KS2
F	Lack of resilience

	External barriers *(issues which also require action outside school, such as low attendance rates)*	
G	Attendance and punctuality rates for pupils eligible for PP are below that for all children. This reduces their school hours or prevents them from accessing the start of lessons and causes them to fall behind on average.	
H	Complex family issues involving multiple agencies affect the wellbeing and engagement of some pupils eligible for PP	

4. Outcomes

	Desired outcomes and how they will be measured	*Success criteria*	*Milestone 2 Review*	*End of year review*
A	High rates of progress in oral language skills in Year R	By the end of Year R- at least 80% PP will achieve the expected standard in Speaking	% of pupils 'on track' 		Pupil Premium	Other	
---	---	---	---
Baseline	60%	57%	
Spring 1	50%	62%		 -1 new pupil -2 pupils have not made expected progress to stay on track. -CT ensure targeted support for 2 x pupils to accelerate progress.	• 71% of Pupil Premium students in Year R achieved the Speaking Early Learning Goal at the end of the year: 		End of Year Achieved ELG
---	---
PP	71%
Other	80% *
Difference	-9%	 • Gap between Pupil Premium and other pupils reduced • 2 PP pupils who did not achieve ELG have personalised Speech and Language targets and interventions *stable pupils between Spr 1 and EOY*
B	Vocabulary improves and is not a barrier to making progress in reading or writing	Reading KS1 – vocabulary domain – achieved by at least 80% of PP pupils	For the domain 'Language and Effect:' In Year 1, 100% of PP students are securely on track In Year 2, 75% are securely on track. A rise of 50% compared to Milestone 1.	For the domain 'Language and Effect' | % Secure	PP M1	PP M4	Gain
---	---	---	---
Year 1	100	100	0	

Reading KS2 – vocabulary domain – achieved by at least 80% PP pupils	In Year 3, 50% securely on track (+4% compared to M1)]		Year 2	29	71	43

Year 2	29	71	43
Year 3	43	64	21
Year 4	56	50	-6
Year 5	70	90	20

In Year 3, 50% securely on track (+4% compared to M1)]

In Year 4, 60% securely on track (+4% compared to M1)

In Year 5

In Year 6, 60% securely on track (+18% compared to M1)

Overall gains are being made in children's ability to understand vocabulary and language, this is particularly evident in KS1.

- Years 2,3 and 5 all made positive gains in this domain for pupils entitled to PPG.
- Year 1 had 100% of PP pupils achieve and maintain this domain throughout the year.
- In Year 4 decline was due to casual entrants. There was no gain for stable pupils.

% Gain M1 to M4	PP	Other	Difference
Year 1	0	10	-10
Year 2	43	14	29
Year 3	21	14	7
Year 4	-6	0	-6
Year 5	20	36	-16

- In Years 2 and 3 PP pupils made more progress in this domain than other children.
- In Year 1, 100% achieved this domain so there was no gain to be made. The negative number indicates 'other' pupils progress in this area.
- In Year 4 – there was no gain for stable PP students
- In Year 5, although more PP students achieved this strand, other pupils made more progress and the gap therefore increased.

In Year 6 – 32.8% more PP students achieved the expected standard in the KS2 Reading Test

				compared to the previous year. The average score rose by 2points to 100.7. Internal data and Question Level Analysis indicates that further work needs to take place to embed improvements to vocabulary across the school, particularly in KS2.
C	Writing standards improve in KS1	Attainment in writing improves so that by the end of KS1, so that at least 69% achieve ARE	In Year 2, at M2 67% were on track and 50% were securely on track – this is an increase of 13% compared to M1.	57% of PP students achieved the expected standard in writing at the end of KS1. This represents an increase of 14% compared to the previous year. The gap between PP and other students has decreased from 26% in 2017 to 18% in 2018.
D	To improve progress and attainment in reading across the school.	At least 85% of PP students achieve the expected standard for the Year 1 phonics check. At least 80% of PP students achieve the expected standard for reading in KS1. At least 70% of PP students achieve the expected standard for reading in KS2.	75% of PP pupils on track during phonics assessment in December 2017. 3 further pupils identified for additional 1:1 boosting.	89% of PP students passed the phonics test at the end of Year 1 (2017=38%). This is above the national average for all pupils of 82.5% At the end of KS1 71% of PP students achieved the expected standard or better in reading. This represents a gain of 7% compared to 2017. The gap between PP and other students decreased from 23% in 2017 to 15% in 2018. At the end of KS2 55%. Although this represents an increase of 32.5% compared to the previous year, further work is required to secure progress consistently throughout the school/
E	To improve progress for higher attainers in maths so that more achieve greater depth at the end of KS2	Gap between PP and other closes in maths for those entitled to PP so that it is no more than 10% at the end of 2017-18.	Gap closing but still more than 10%, particularly higher up the school. Individual pupils to be identified through RAP plans.	Internal data shows that in Years 1-5, the percentage PP students working at Greater Depth/ Beyond in maths is either more than other students, or the gap is less than 10% In Year 6 1/20 Pupil Premium students achieved Greater Depth in maths

F	To improve resilience	Pupils are more independent when working and more likely to challenge themselves. This will lead to higher rates of progress.	Resilience project started and champions appointed. All staff have had training.							Training received by all teaching staff. Awareness of strategies increased.

| G | To improve attendance and punctuality for pupils eligible for PP | Attendance improves and is inline with the school average for 'other' pupils.

More pupils reach the target of 96%

Those with poor attendance are improving.

Persistent absentees decreases so that it is no more than 9% |

	Sept	Oct	Nov	Dec	Jan	Feb
National average 2016	96.1	96.1	96.1	96.1	96.1	96.1
All	96.51	95.66	95.29	95	94.9	95
Pupil Prem	96.4	95.2	94.7	94.7	94.4	94.5

PP attendance has not improved overall

Although still low, attendance for pupils entitled to PP, rose from 93.8% in 2017 to 94.06% in 2018.

The percentage of students entitled to PP who are classified as persistently absence decreased from 15.6% in 2017 to 12.8% in 2018.

5. Planned expenditure					
Academic year	**2017**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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 implement ation?**
To identify strategies which have the biggest impact in terms of increased progress for pupil premium students, particularly those who are making less progress/	Lesson Study Approach with a focus on Pupil Premium students. 3 x teachers plan a lesson led by Teaching and Learning Lead. 1 x teacher teaches and 2 teachers complete long observations on the focus students. Findings are evaluated and used to inform the next lesson where the process is repeated.	Quality First Teaching has the biggest impact on improving learning and outcomes for pupils. This approach will establish strategies to use across the school that have positive impact on PP students. Peer support will enable this to be embedded across the school.	Led by Teaching and Learning Lead. Each session evaluated and presented to SLT. Peer feedback and evaluations shared with all staff.	EL	After each cycle and term.
To improve oral literacy skills for children in Year R, particularly boys	Develop the outdoor learning environment with exciting resources. Provide an additional member of staff in the morning to develop the outside classroom and ensure that this learning environment is always available to the pupils.	Research shows that boys will use 7 x more words outside than inside. Developing an exciting outdoor learning environment will create more opportunities to talk in a meaningful context. Additional adults will be able to question, model and extend vocabulary, as well as cater learning to meet the children's interests.	Communication and Language Skills will show good progress is made by children in Year R.	MP/ EG/NR	After each data drop

To improve reading across the school, particularly developing vocabulary skills.	Introduce 2 x RIC reading lessons every week across the school. Children to use reading journals to capture their ideas. Children to be given choice about how to present their ideas.	End of key stage and internal data shows that children's vocabulary is an area of development which impacts on children's reading levels. Pupils are not independent when applying their reading skills in different situations and lack experience of thinking creativity.	Literacy leader to spend time with all class teachers to model and team teach lessons and support teachers with planning. All PP students will make good progress in the vocabulary domains on our tracking system, and at least 80% will achieve the expected level in this area. The number of PP students achieving ARE in reading across the school will be at least 70%	NR	After each data drop
To improve writing by ensuring that carefully planned learning journeys are in place.	Four stage writing journey to be introduced with rich key and parallel texts to engage pupils. Learning journeys will include opportunities to gather and learn new vocabulary and skills, before applying in a range of writing situations. The number od writing opportunities will also increase.	Writing is below the national average at the end of KS1, particularly for pupils in receipt of PP	Literacy leader to work with literacy consultant to support planning, moderate and monitor. Internal data will show the gap between PP and other pupils rapidly close, and for at least 60% of PP students to reach ARE at the end of Year 2.	NR	After each data drop
To increase progress with a keep up not catch up approach.	Preteaching for identified pupils – outlined in RAP plans	Preteaching is a proven approach to	Books to identify evidence of preteaching. Books and data show evidence of progress – identified in evaluation of RAP plans.	EG & SLT	At Pupil Progress and Interim Progress meeting s
Improve QFT of phonics and reading in EYFS and KS1	Embed good teaching through the RWI scheme. Reading Leader released to develop CPD, assess children regularly so they can make rapid progress and to support T&L. Termly Development Days with consultant to identify new strategies for PP pupils not making good progress.	Whole school approach enables skills to be used across the curriculum and will reduce the number of pupils needing 'catch up' intervention. Specialist support to identify strategies for 'stuck'; children will enable them to make better progress over time. Research shows that having a well taught consistent approach to phonics has the best impact.	The number of pupils 'on track' will improve. 85% of Year 1 PP students will pass the phonics screening check.	EL	Each half term

To develop a whole school approach to resilience	Work with Educational Psychologist and Resilience Champions to train all staff and develop a whole school approach.	Having an aspirational attitude and the skills and confidence to persevere with tasks and a positive approach to challenge will increase progress and attainment over time.	All staff will have an increased awareness of how resilience is developed.	EL	End of each term
Pupils will have a range of experiences and opportunities. These will enrich their learning and improve vocabularly.	Curriculum Enrichment including trips, visitors and special events.	Vocabulary is often restricted due to limited experiences. Hands on opportunities will provide new contexts to develop specific vocabulary and increase engagement in learning topics.	Class teachers to plan activities linked to their curriculum.	EG	April and July
Total Budget – Quality teaching for all					**£ 40, 820**

ii. Targeted support					
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 implementation?**
Increase the number of pupils achieving Greater Depth in maths	Additional teacher to work with identified students for 2 lessons a week to challenge and deepen understanding in maths.	Small group tuition allows the teacher to target the pupil's individual strengths and areas of development. Qualified teacher used to plan, assess and give instant feedback.	Progress of pupils monitored through data and book scrutiny.	AMc	At the end of each data drop
To improve oral literacy for children in Year R and 1	Speech Links assessment Talking Partners. Small group intervention of 4 pupils, led by a Teaching Assistant.	Speech and language has been identified as barrier to learning for many of our children Pupils in receipt of PP are statistically more likely to have reduced vocabulary and speech and language skills. Developing vocabulary is identified as being the biggest precursor to achieving ARE at the end of KS1.	Speech Links used to identify targets and track progress at the end of Year R and Year 1. Internal data for targeted improvements shows progress in language and understanding. Vocabulary in reading and writing assessments improves. Speech link assessments in Year 2 show improved standardised scores Observations show that pupils are making progress towards their targets.	EL	Termly
To improve the progress and attainment in reading for individual pupils.	BRP - Intensive 1:1 reading intervention over 10 weeks (30 sessions) to improve primarily fluency and accuracy, which will in turn improve comprehension. 8 chn x I hour per week	Is a proven intervention.	Aim for a 1:3 increase in accuracy and fluency at the end of the 10 weeks. Comprehension reading age/ standardised scores also makes accelerated progress	EI	At the end of each 10 week cycle
To increase the number of children in EYFS and KS1 who are working at the expected level for their year group.	1:1 RWI coaching – 5-10 mins every day for targeted pupils who are working below the expected level or who are making less progress than their group.	Strategy to help children keep up as well as catch up. Pupils will have key skills to achieve ARE in reading Sutton Trust shows that phonics has a positive impact on pupils.	RWI assessments show that more children are on track at each assessment point. 85% of PP pupils pass the Year 1 phonics test.	EL	At least once every half term.
To increase the number of children in Year 6 achieving the expected standard in reading, writing and maths and	Additional experienced teacher to work in Year 6 for 2 days a week. The class consists of 70% PP students. Teacher to teach groups, preteach and lead targeted	Sutton Trust data shows that small group tuition and affectively reducing class size (through the use of two teachers) accelerates attainment and progress,	Increased number of children working at ARE compared to their end of Year 5 assessments.	EG	At the end of each data drop

Updated September 2018

	intervention alongside the class teacher.				
To develop emotional resilience	Nurture group 3 x afternoons per week ELSA 1 x afternoon per week	Identified barriers are targeted through specialist intervention Specific targets worked on with individual and groups of training	Entry and exit Boxall profiles show improvements in target areas Pupils make progress towards their targets. Observation of more positive behaviours including attitudes, friendship skills and self-confidence.	EL, CF, CE	At the end of each group, plus interim updates.
To provide pupils and parents with emotional support	FEIPS trained Family Support Worker – 3 x days per week	Pupil's emotional needs are met through specialist support. This enables them to feel safe and included in school, leading to better outcomes over time.	Pupils feel safe in school. Supported pupils have better attendance in school and engage in their lessons.	EG, TR	Reviewed Pastoral Meetings at least once every 2 weeks.
Total budgeted cost					**£ 55, 400**

Total cost to school for Pupil premium support 2016-17	**£ 96, 220**