



“Lifelong learning”

Parkwall Primary School Pupil Premium Strategy 2017-1018

Summary of Information			
Academic Year	2015-2016	2016-2017	2017-2018
Number of Pupils on role	138	134	136
Number of Pupil Premium Children on role	65	65	59
Total Pupil Premium funding received	£99,000	£84,840	£79,000
Date for next internal review of this strategy	N/A	July 2017	Autumn 2018

1. Current Attainment (2016-2017)

EYFS-GLD

Achieving GLD	Pupil Premium: (9) 78%	Non PP: (8) 75%
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6 PP children were in Reception for full year.

EYFS Progress (Target Tracker)

	%	%	%	%
	Expected + Progress (PP)	Expected + Progress (All Pupils)	Accelerated Progress (PP)	Accelerated Progress (All Pupils)
Personal, Social and Emotional Development	100%	100%	100%	100%
Physical Development	100%	100%	83%	92%
CLL	100%	100%	100%	100%
Literacy	100%	100%	50%	50%
Maths	100%	100%	100%	100%

Year 1 Phonics (PP)

PP (6): 83 % Working At	Other: 100% Working At	PP: 17% Working Towards	Other: 0% Working Towards
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Year 2 Attainment

% Achieving National Standard (SATs Test) Reading		% Teacher Assessment (Based on interim assessment) Reading		% Teacher Assessment (Based on interim assessment) Writing		% Achieving National Standard (SATs Test) Maths		% Teacher Assessment (Based on interim assessment) Maths	
PP (10)	Non PP (13)	PP (10)	Non PP (13)	PP (10)	Non PP (13)	PP (10)	Non PP (13)	PP (10)	Non PP (13)
90%	69%	90%	62%	70%	62%	100%	54%	80%	62%

Year 2 Progress (PP) (10 Children) Target Tracker

Subject	% Expected + Progress (PP)	% Expected + Progress (Other)	% Accelerated Progress (PP)	% Accelerated Progress (Other)
Reading	100%	83%	20%	8%
Writing	90%	92%	40%	33%
Maths	100%	100%	30%	60%

Year 6 Attainment

% Achieving National Standard (SATs Test) Reading National All Pupils 71%		% Teacher Assessment (Based on interim assessment) Writing National All Pupils 76%		% Achieving National Standard (SATs Test) Maths National All Pupils 75%	
PP (14)	Non PP (10)	PP (14)	Non PP (10)	PP (14)	Non PP (10)
36%	50%	43%	70%	43%	40%

Year 6 Progress (Target Tracker)				
Subject	% Expected Progress PP	% Expected Progress (Other)	% Accelerated Progress PP	% Accelerated Progress (Other)
Reading	71%	100%	50%	50%
Writing	64%	90%	50%	50%
Maths	71%	100%	43%	100%

2. Barriers to future attainment (For pupils eligible for PP)

1. Access to language, in particular early acquisition
2. The number of children who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues, Mobility
3. Children who have specific social and emotional needs which affect their learning
4. Access to extra-curricular activities, educational experiences such as trip and participation in additional activities
5. Attendance and punctuality
6. Parental Engagement with school and their children's readiness for learning

3. Key Expenditure

Quality First Teaching and Curriculum

Area of spend	Desirable Outcomes	Cost	How we will ensure it is implemented well	Staff Lead	Review
Barrier 1: Speech and Language therapist Overview: Early intervention to address a key area of need on entry to school.  +5 Months	All pupils screened for S&L difficulties. A greater number of children at ARE in S&L (CLL) which will have a positive impact on their phonics, reading and writing.	£6,825	Regular meetings between SENCO and SaLT Regular repeat screening Provision maps identify key children in need of intervention. Checking impact of provision and adjusting provision maps accordingly at each cycle.	SB, SR,	On entry assessment: 33% of PP working at beginning of 22-36mths in speaking as well as listening and attention. 66% Working at beginning of 30-50mths for speaking.
Barrier: 2, 3, 4, 5, 6 Dedicated PP coordinator Overview: We have a high number of children who are eligible for PP funding. The coordinator monitors provision and	PP pupils identified and profile raised across the school. Data systems in place to carefully track the progress of these children.		Data tracking systems to monitor progress and attainment of these children. Regular meetings with SENCO to help inform provision maps.	CLP, SB	Monitoring of the gaps between PP and Non PP have highlighted key children and year groups in need of support. This is

its impact for those children to ensure well-being, good progress and attainment.	Increased progress for PP children, diminishing the difference with non PP children.		Pupil progress meetings and book scrutiny's to have a key focus on Pupil Premium children.		then addressed at Pupil Progress meetings and informed provision for cycle 2.
Overview: Specific PP pupils will receive weekly 1:1 to ensure reading and responses to marking are complete. Attitudes to learning and misconceptions addressed.	A greater number of pupils at or above ARE. Increased engagement with school, raised confidence and self-esteem.		Every PP child in these year groups will have a passport which will identify barriers to learning. Children will have increased confidence and raised self-esteem. They will have a positive relationship with a member of staff externally to the classroom.	CLP, SB	
Barrier: 6 Reading Assistants Overview: We ensure every child in YrR and Yr1 is read with on a daily basis. Those at risk of falling behind then receive extra support throughout KS1 and KS2.	A greater number of pupils at or above ARE, improved progress from starting points and increased confidence and self-esteem. Children are more confident and engaged with their reading.	£16,587	Greater number of children meeting ARE in reading. Good level of comprehension demonstrated in benchmarking levels. Regular reading assessments to check levels and progress. Observations of RAs to ensure quality of provision	LT	
Barrier: 2, 6 Deputy/Booster Teacher Overview: A member of SLT working with PP pupils in KS1 and KS2 who are either working below or More able to ensure accelerated progress.  +4 Months	A greater number of Pupils meeting ARE and making accelerated progress.		Children more confident and self-esteem raised. Children become more independent as a result. Groups changed regularly based on impact. Teacher and SLT teacher have regular discussions to share progress/concerns. PPMs	CLP	January '17 Children in Year 2, 5 and 6 identified through data analysis and PPM.
Barrier: 1, 2, 6 Teaching assistants and interventions Overview: To ensure children have the support needed in lessons and to allow for graduated approach and QFT.	Greater levels of pupil engagement in lessons.	£25,386	Lesson observations Provision maps PPMs	SB	Use of TA is being reviewed to ensure maximum impact on learning.

Enrichment/Engagement

Area of spend	Desirable Outcomes	Cost	How we will ensure it is implemented well	Staff Lead	Review
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Barrier: 4 Subsidised Trips Overview: School trips and residential trips subsidised to ensure access for all.	Give a purpose for learning and real experiences. Teach life skills. Raised aspiration, motivation and engagement, improved behaviour for learning.	£1000 And As needed	All PP children who wish to attend a trip/residential will attend. Engagement monitoring sheet.	CLP, SB	Payment plan and subsidised cost arranged to support families in need.
Barrier: 4, 6 Uniform Provision Overview: To ensure PP pupils feel a part of the school community and have all the equipment they need.	All PP pupils to have access to the equipment needed in school. E.g. school uniform, PE kit and swim kit etc...	As needed	Engagement monitoring sheet filled in by class teachers and T.As.	CLP, SB	PE kits provided for children identified through engagement monitoring.
Barrier: 3 Food Provision Overview: To ensure all PP pupils in school are ready to learn.	PP children to have a snack at break time if required.	As needed	Children happy and ready to learn Pentagon analysis	CLP, SB	
Barrier: 4, 6 After school clubs Overview: To raise pupils contribution to school	Pupils to be part of the school community and contribute to school teams etc...		Pentagon analysis	CLP. SB	
Barrier: 4 Music Tuition Overview: To provide opportunities for music tuition and ensure access for all.  +2 Months	Pupils to have the opportunity to learn an instrument of their choice and learn to read music.	£1,416	Pentagon analysis	CLP, SB	

Well-Being

Area of spend	Desirable Outcomes	Cost	How we will ensure it is implemented well	Staff Lead	Review
Barrier: 3 Social, Emotional and Behavioural support	Pupils are more resilient and have strategies to manage their emotions/work through problems. Pupils given time to talk in a safe space.	£6,337.50	Increased confidence and self-esteem. Children happier at school and at home, more able to access their learning.	CLP, SB	January '17 List of children in need of support reviewed. Extra half day of provision put in

<p>Overview: To offer 1:1 support to PP pupils who have experienced difficulties/trauma.</p> <p> +4 Months</p>					place to cater for increased demand.
<p>Barrier: 3, 5, 6 Educational Welfare Officer Overview: EWO and Head work together with families to improve attendance and punctuality.</p>	Improved attendance, reduced broken weeks, attendance gap closed, Pupils in school and learning.	£2,227	Meetings between the head, families and EWO. EWO tracking sheet Improved attendance Children in school and learning	SG, MD, CLP, SB	
<p>Structured Lunchtime support (The Den) Overview: To provide a nurturing environment for children to go to at lunchtime. To work with pupils and reduce behaviour issues and improve self-esteem.</p>	Pupils have a happy and settled lunchtime where they feel secure and relaxed. They will have help with their social, communication, play skills and develop positive friendships. Pupils will be more ready to start their afternoon of learning.	£1,033	Pentagon analysis. Behaviour incidents	SB, SLT	
<p>Barrier: 5, 6 Breakfast Club Provision Overview: Free Places and food to the value of £1 for PP pupils.</p>	Pupil premium children are able to arrive at school early for breakfast and activities to give them a positive start to the day. Children are in school and ready to learn.	£3,686	Attendance for PP children improves. Children are in school and learning.	SB	Increase in numbers of children who attend Breakfast club
<p>Barrier: 3 Forest Skills community groups Overview: A small group of vulnerable children from across the school take part in a small community group once a week.</p> <p> + 3 Months</p>	Pupils resilience will increase, self-esteem and confidence levels improved.	£2730.00	Children's learning remains on track Case studies of children	ST, SB	
<p>Barrier: 6 Child Protection Officer: The support worker works with families and children to provide pastoral care.</p>	Pupils with additional needs are supported through CAF. Support for vulnerable families. Increased confidence and self-esteem. Pupils happier at	£10,379	Feedback from parents, children and class teachers. Number of SAF's in place. More vulnerable PP children performing in line with their peers. Case studies	CM	

	school and home and more able to access learning.				
Barrier: 6 Parent Link worker Overview: Our family link workers are a direct link with families to offer support and encourage engagement with the school community	Support for vulnerable families. A stronger link between home and school to increase parental engagement.	£1170.97	Parent feedback, attendance of workshops/coffee mornings, parents evenings.	SB, GW	Focus on supporting parents to apply for PP funding. Parent groups have been run and coffee arranged.
					Total Budgeted Cost: £79,777.47

Review of Expenditure

Area of spend	Outcomes	Lessons learned	Cost
Quality First Teaching and Curriculum	<p>Reading assistants have all had a positive impact on children's progress and attainment. Whilst there remains a gap PP pupils made accelerated progress in Writing and Maths they out performed non pp pupils in KS1. Phonics data demonstrates the impact of this provision. The majority of KS2 PP pupils made accelerated progress in Reading, Writing and Maths.</p> <p>1-2-1/small group tuition had a positive impact on children's confidence and approach to test situations.</p> <p>PP coordinator has set up systems for tracking and monitoring progress and attainment. PP profiles have been raised and they are identified on provision maps.</p> <p>Booster groups have worked well as short sharp interventions to ensure PP pupils remain on track.</p> <p>Teachers have changed the way they work with/use their T.As to ensure QFT and there is much more flexibility in groupings and lesson styles.</p>	<p>Writing is a whole school issue as a result of the new curriculum. PP children will need careful consideration next year.</p> <p>1-2-1/small group tuition needs to be in place for the following academic year.</p>	£48,798

Enrichment and Engagement	Outcomes	Lessons learned	Cost
	<p>All PP children who wished to attend a trip/residential were able to and uniform/P.E kits have been provided.</p>	<p>Uniform provision to be regularly monitored throughout the year. Class TAs to support with this with engagement monitoring sheet.</p> <p>We need to arrange for more after school clubs to happen in school.</p>	
Well-Being	Outcomes	Lessons learned	Cost
	<p>Social and emotional support-Children are becoming more resilient and able to manage their feelings. This impacts on their readiness to learn. They enjoy going to sessions.</p> <p>EWO-Attendance has remained at or above target. EWO has a clear system detailing which families are at risk of further action and the stages they are at.</p> <p>Forest skills-children enjoy going to the sessions and case studies show increased confidence and resilience. This contributes to positive attitudes and behaviour in lesson time.</p> <p>Family support worker has had a positive impact in supporting families in need and monitoring CP issues.</p> <p>Breakfast club-We have 50 regular attendees of breakfast club with many others coming on a range of days. Children enjoy coming and are in school, fed and ready to start their day on time.</p>	<p>There continues to be a need for social and emotional support to help children manage their feelings/deal with issues outside of school. This in turn will help break down barriers to learning. We have an increasing number of children who would benefit from social and emotional support. Therapeutic services may be an option for this.</p> <p>Need to continue to target broken weeks for PP pupils</p> <p>Need to continue with case studies to show impact for individual children. Perhaps link with pentagon analysis.</p> <p>We need to ensure that we advertise this further so Parents know what is available to them and whether they are eligible for PP funding.</p>	<p>£19,631.97</p>