



Parkwall Primary School

2019-2020 PUPIL PREMIUM STATEMENT

SUMMARY INFORMATION

Number of pupils:	126	Number of pupils eligible:	54	Total budget:	£59,400
Date of most recent review:	September 2019	Date of most recent external review:	N/A	Date of next review:	July 2020

KEY

Well below expected progress	Below expected progress	Minimum expected progress	Above expected progress	Well above expected progress
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2018-2019 ACHIEVEMENT SUMMARY

Yr	Number of PP pupils	Number of LAC children	READING % at ARE Sept 2019	Progress Average progress 17/18	WRITING % at ARE Sept 2019	Progress Average progress 17/18	MATHS % at ARE Sept 2019	Progress Average progress 17/18
R	3		67%	8.2	67%	7.5	67%	5.5
1	4		75%	5.4	50%	5.2	50%	4.5
2	7		71%	6.3	71%	6.4	72%	6.3
3	10		60%	6.3	40%	6.0	40%	6.5
4	11		65%	7.3	55%	6.7	54%	6.8
5	13	1	54%	5.8	8%	5.5	51%	5.4
6	13	1	47%	6.0	39%	7.1	39%	7.2

COMMON BARRIERS TO FUTURE ATTAINMENT FOR PUPIL PREMIUM CHILDREN

In school Areas to be addressed by school such as poor language skills, parental engagement	<ul style="list-style-type: none"> <li>• Low attainment upon entry to school particularly in CLL, number and PSED</li> <li>• Poor communication skills and poverty of vocabulary</li> <li>• Low levels of resilience and self-belief as a result of poor social and emotional skills which could manifest itself as poor behaviour</li> <li>• Social and emotional needs which effects learning</li> <li>• Low parental engagement in academic support</li> </ul>
External	<ul style="list-style-type: none"> <li>• High levels of socio-economic deprivation resulting in poor health and well-being outcomes for families</li> </ul>



<p>Areas which require action from outside of school such as low attendance, low aspirations</p>	<ul style="list-style-type: none"> <li>• Lower than average attendance (attendance for this group of children in 2018-19 was 95.8% which is below the national average of 96%)</li> <li>• Poor punctuality</li> <li>• The community has a history of poor educational outcomes for this group</li> <li>• Low levels of aspiration</li> <li>• The number of children who are in receipt of pupil premium also have additional vulnerabilities such as SEND, families in crisis, EAL, child protection issues and mobility.</li> </ul>
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DESIRED OUTCOMES FOR PUPIL PREMIUM CHILDREN	SUCCESS CRITERIA
<ul style="list-style-type: none"> <li>• Children attend school on time and regularly in line with the national averages for all pupils (96%)</li> <li>• Children make better than average progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally.</li> <li>• Levels of engagement and participation of pupil premium children will be maintained across the school.</li> <li>• Pupils wellbeing is supported effectively to ensure that they are ready for learning and develop a passion for learning</li> <li>• Pupils develop stamina, independence and resilience to achieve personal targets and are prepared for success later in life</li> <li>• High quality reading and writing interventions are targeted to address poverty of vocabulary</li> <li>• Parents and carers are encouraged to play an active role in their child's education</li> <li>• Children and families believe that they can do well in the future</li> <li>• Staff competence, in addressing poverty of vocabulary, support pupils outcomes in reading and writing</li> <li>• All pupils receive good or better teaching all of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for pupil premium children is in line with national averages -96%</li> <li>• The percentage of pupils achieving at or above age related expectations in in line with non-pupil premium children</li> <li>• Rates of progress are at or above expected (6 or more steps of progress across the year)</li> <li>• Reduction in the number of warnings received on the behaviour chart (in line with policy)</li> <li>• Where appropriate pupil premium children are prioritised at external events</li> <li>• Aspirations of pupil premium children demonstrate ambition and success later in life</li> <li>• Targeted intervention ensures gaps are addressed and percentage of children are achieving at or above ARE increases</li> <li>• Number of parents and carers attending events (with exception of whole school performances such as Christmas plays and leavers assembly) increases</li> <li>• Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority</li> </ul>



REVIEW OF PREVIOUSU SPEND FOR 2018-2019

	Objective / intervention	Rationale	Expected outcome	Detailed provision	Cost	Rag rating and Impact
TEACHING AND LEARNING	Speech and language therapist	Early intervention to address a key area of need on entry to school	All pupils screened for speech and language difficulties. A greater number of children at ARE in CLL which will have a positive impact on their phonics, reading and writing.	<ul style="list-style-type: none"> <li>Regular meetings between S&amp;L therapist and SENDCO.</li> <li>Regular repeat screening</li> <li>Provision maps which identify key children in need of intervention.</li> <li>Checking impact of provision and adjusting provision maps accordingly at each cycle</li> </ul>	£5,700	Reception GLD is 69% and Year 1 Phonics is 83%. Regular S&L sessions enabled our Reception cohort to make exceptional progress in reading and writing (8.2 and 7.5 respectively)
	Dedicated pupil premium leader	We have a high number of children who are eligible for PP funding. The leader monitors provision and its impact for these children to ensure well-being, progress and attainment	PP pupils are identified and profile raised across the school. Data systems are in place to carefully track the progress of these children.	<ul style="list-style-type: none"> <li>Data tracking systems to monitor progress and attainment</li> <li>Regular meetings with the SENDco to help inform provision maps</li> <li>Pupil progress meetings and book looks</li> <li>Non contact time for the PP leader</li> </ul>	£3,148	Pupil premium progress was routinely monitored and tracked. The Pupil Premium Lead received training from our school SIA to inform this practice. The Pupil Premium spend was also monitored in a local authority review. Both progress and spend impact was judged to be satisfactory. Overall, the Class Teacher has full responsibility for their Pupil Premium children.



	Reading assistants	We ensure that every child in years Reception and 1 are read with on a daily basis. Those at risk of falling behind will receive support throughout years 2-6	A greater number of pupils are at or above ARE, improved progress from starting points and increased confidence and self esteem. Children are more confident and engaged with their reading.	<ul style="list-style-type: none"> <li>• Greater number of children meeting ARE in reading</li> <li>• Good levels of comprehension demonstrated in benchmarking levels</li> <li>• Regular reading assessments to check levels and progress</li> <li>• Observations of reading assistants to ensure quality of provision</li> </ul>	£19,032	The quality of Reading Assistants is very high and these sessions are regularly monitored. Children have been regularly tracked and progress is monitored throughout the year. All children have made expected progress and some more than expected. The results of this were more evident in the progress of Reception Pupil Premium children (8.2) than Year One children (5.4).
	Teaching assistants and interventions	To ensure that children have the support needed in lessons and to allow for graduated approach and quality first teaching	Greater level of children engaging in lessons. Greater number of children reaching ARE	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Performance management</li> <li>• Provision maps</li> </ul>	£25,386	Through lesson observations and learning walks, Teaching Assistants have been observed to be offering high quality interventions. These sessions promote independence, offer learning scaffolds as well as confidence and encouragement for our most vulnerable



						learners. The best practice observed contained great questioning as well as enabling lower attaining learners to access the same learning as the rest of the class.
After school revision clubs	To ensure that pupils are given the best possible opportunities in achieving their full potential in the end of year SATS tests in year 6	Greater level of children achieving reading, writing and maths expected level in SATS 2019	<ul style="list-style-type: none"> <li>Targeted children to attend after school clubs with PP children as priority</li> <li>2x weekly sessions for 10 weeks focussing on areas for development in reading, writing, maths and SPAG</li> <li>Test practice and informed feedback</li> </ul>	£500	These clubs were used well but did not have the desired impact. KS2 results were lower than predicted (Writing 73%, Reading 54% and maths 54%). More focused and rigorous targeting early on in the Academic Year would be more beneficial. This model could involve the use of an additional teacher in Year 6 and targeting the prospective Year 6's in the Year 5 Summer term.	
PiXL intervention programme	To ensure children are given the best possible opportunities to succeed in school and later in life.	Greater number of children achieving ARE in reading, writing, maths and SPAG	<ul style="list-style-type: none"> <li>Targeted children to attend intervention groups in the afternoons</li> <li>Quality TA delivery</li> <li>Provision maps</li> </ul>	£3,300	Whilst the PiXL programme has many benefits, internal school assessment	



				<ul style="list-style-type: none"> <li>• SENDCo input</li> </ul>		trackers are sufficient. Due to budget constraints, PIXL will no longer be continued.
PASTORAL SUPPORT	Attendance and punctuality to be in line with national – 96%	Attendance for pupil premium children was below national expectations. Evidence highlights attendance improves educational outcomes % of persistent absentees are mainly pupil premium children.	Attendance for pupil premium children is in line or above national % of persistent absentees and children with broken weeks to be decreased from last year.	<ul style="list-style-type: none"> <li>• Employ EWO to work with families</li> <li>• Meetings between head, EWO and families</li> <li>• EWO tracking sheet</li> <li>• Following of strict attendance policy that has been ratified by governors</li> <li>• Attendance rewards in assembly – weekly and termly</li> <li>• Reward for children achieving 100% for the year</li> </ul>	£2,600	School attendance for Pupil Premium children for the last Academic year was 95.8%. This is a great improvement on the previous Academic year (94%) and is nearly in line with National targets.
	The Den	To provide a nurturing environment for children to go at lunchtime. To work with pupils and reduce behaviour issues and improve self esteem	Pupils have a happy and settled lunchtime where they feel relaxed and safe. They will have help with their social, communication, play skills and develop positive relationships. Pupils will be more ready to start their learning in the afternoon.	<ul style="list-style-type: none"> <li>• Pentagon analysis</li> <li>• Behaviour incidents</li> <li>• Feedback from the children and staff</li> </ul>	£1,033	The Den has been well used and continues to remain a great tool in supporting children's emotional wellbeing. From My Concern's data analysis, general behaviour incidents at lunchtime have steadily declined during the last Academic Year.
	Breakfast club provision	Free places and food to the value of £1 for all PP children	Pupil premium children are allowed to arrive at school early for breakfast and activities to give	<ul style="list-style-type: none"> <li>• Attendance for pupil premium children will improve</li> </ul>	£4,229 (staff) £3,980	The Breakfast Club facility is widely used and remains a popular choice for



			<p>them a positive start to the day. Children are in school and ready to learn.</p>	<ul style="list-style-type: none"> <li>• Children are in school and learning</li> <li>• Improvements to well being and self worth</li> </ul>	(breakfast subsidies)	<p>parents. Attendance figures show an improvement in Pupil Premium attendance. A good start to the day for this children is hugely beneficial.</p>
	Safeguarding and child protection	The child protection officer works with families and children to provide pastoral care.	<p>Pupils with additional needs are supported through CAF, SAF. Support for vulnerable families. Increased confidence and self esteem. Pupils are happier at school and home and more able to access learning.</p>	<ul style="list-style-type: none"> <li>• Feedback from parents, children and class teachers</li> <li>• Number of SAF's in place</li> <li>• More vulnerable children performing in line with peers</li> <li>• Case studies</li> <li>• Child protection officer to attend and set up SAF's CiN meetings, CP reviews etc</li> </ul>	£2,394	<p>Our Safeguarding Officer has worked with a number of Pupil Premium families in a supportive capacity (SAF's etc). This has had a hugely positive impact with the families involved. Outcomes have included better parental engagement with school and children removed from Child Protection Orders.</p>
ENRICHMENT AND EXPERIENCES	Subsidised trips	School trips and residential trips are subsidised to ensure access for all	<p>Give a purpose for learning and real life experiences. Teaching of life skills. Raised aspiration, motivation and engagement, improved behaviour for learning.</p>	<ul style="list-style-type: none"> <li>• All pupil premium children who wish to attend a trip or residential will attend</li> <li>• Engagement monitoring sheet</li> <li>• Pentagon analysis</li> </ul>	£1,000	<p>The school provides a wealth of different experiences for all children. Continued subsidies ensure that Pupil Premium children are given the same curriculum as their peers.</p>



	Uniform provision	To ensure all pupil premium children feel a part of the whole school community and have all the equipment that they need	All pupil premium children to have access to the equipment needed in school eg school uniform, PE kit, swimming kit, book bag	<ul style="list-style-type: none"> <li>Engagement monitoring sheet completed by class teacher or TA</li> </ul>	£1,000	Continued subsidies ensure that Pupil Premium children are given access to the same learning tools as their peers.
	After school clubs	To raise pupils contribution to the school	Pupils to be part of the school community and contribute to school teams and clubs	<ul style="list-style-type: none"> <li>Pentagon analysis</li> </ul>		After school clubs continue to be well attended by Pupil Premium children. These include sports events.
	Music tuition	To provide opportunities for music tuition and ensure access for all.	Pupils to have the opportunity to learn an instrument of their choice and learn to read music	<ul style="list-style-type: none"> <li>Pentagon analysis</li> <li>Support from south glos music Hub</li> </ul>	£1, 600	Many of our Pupil Premium children enrolled in music tuition. This was celebrated in many school performances to pupils and parents. This hugely benefited their self esteem. Due to low take up, this will not continue for the next Academic year.
	Summer holiday sports club	To provide opportunities for children to take part in sporting activities over the summer holidays	Pupils to feel valued as part of a team and to raise levels of confidence and self esteem	<ul style="list-style-type: none"> <li>Holiday club during the summer holidays for three weeks</li> <li>Pentagon analysis</li> <li>Parental engagement and support</li> </ul>	£900	Continued subsidies ensure that Pupil Premium children are given access to the same learning tools as their peers.

Total spend:	£71,822
Total (Underspend) / Overspend	£178





PLANNED SPEND FOR 2019-2020

	Objective / intervention	Rationale	Expected outcome	Detailed provision	Cost	Rag rating and Impact
TEACHING AND LEARNING	Speech and language therapist	Early intervention to address a key area of need on entry to school	All pupils screened for speech and language difficulties. A greater number of children at ARE in CLL which will have a positive impact on their phonics, reading and writing.	<ul style="list-style-type: none"> <li>Regular meetings between S&amp;L therapist and SENDCO.</li> <li>Regular repeat screening</li> <li>Provision maps which identify key children in need of intervention.</li> <li>Checking impact of provision and adjusting provision maps accordingly at each cycle</li> </ul>	£5,700	
	Reading assistants	We ensure that every child in years Reception and 1 are read with on a daily basis. Those at risk of falling behind will receive support throughout years 2-6	A greater number of pupils are at or above ARE, improved progress from starting points and increased confidence and self esteem. Children are more confident and engaged with their reading.	<ul style="list-style-type: none"> <li>Greater number of children meetings ARE in reading</li> <li>Good levels of comprehension demonstrated in benchmarking levels</li> <li>Regular reading assessments to check levels and progress</li> <li>Observations of reading assistants to ensure quality of provision</li> </ul>	£19,032	
	Teaching assistants and interventions	To ensure that children have the support needed in lessons and to allow for graduated approach and quality first teaching	Greater level of children engaging in lessons. Greater number of children reaching ARE	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Performance management</li> <li>Provision maps</li> </ul>	£23,632	
PASTORAL SUPPORT	Attendance and punctuality to be in line with national – 96%	Attendance for pupil premium children was below national expectations. Evidence highlights attendance improves educational outcomes	Attendance for pupil premium children is in line or above national  % of persistent absentees and children with broken weeks to be	<ul style="list-style-type: none"> <li>Employ EWO to work with families</li> <li>Meetings between head, EWO and families</li> <li>EWO tracking sheet</li> </ul>	£2,600	



		% of persistent absentees are mainly pupil premium children.	decreased from last year.	<ul style="list-style-type: none"> <li>• Following of strict attendance policy that has been ratified by governors</li> <li>• Attendance rewards in assembly – weekly and termly</li> <li>• Reward for children achieving 100% for the year</li> </ul>		
	The Den	To provide a nurturing environment for children to go at lunchtime. To work with pupils and reduce behaviour issues and improve self esteem	Pupils have a happy and settled lunchtime where they feel relaxed and safe. They will have help with their social, communication, play skills and develop positive relationships. Pupils will be more ready to start their learning in the afternoon.	<ul style="list-style-type: none"> <li>• Pentagon analysis</li> <li>• Behaviour incidents</li> <li>• Feedback from the children and staff</li> </ul>	£1,033	
	Breakfast club provision	Free places and food to the value of £1 for all PP children	Pupil premium children are allowed 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.	<ul style="list-style-type: none"> <li>• Attendance for pupil premium children will improve</li> <li>• Children are in school and learning</li> <li>• Improvements to well being and self worth</li> </ul>	£4,229 (staff) £3,980 (breakfast subsidies)	
	Safeguarding and child protection	The child protection officer works with families and children to provide pastoral care.	Pupils with additional needs are supported through CAF, SAF. Support for vulnerable families. Increased confidence and self esteem. Pupils are happier at school and home and more able to access learning.	<ul style="list-style-type: none"> <li>• Feedback from parents, children and class teachers</li> <li>• Nuber of SAF's in place</li> <li>• More vulnerable children performing in line with peers</li> <li>• Case studies</li> <li>• Child protection officer to attend and set up SAF's CiN meetings, CP reviews etc</li> </ul>	£2,394	



ENRICHMENT AND EXPERIENCES	Subsidised trips	School trips and residential trips are subsidised to ensure access for all	Give a purpose for learning and real life experiences. Teaching of life skills. Raised aspiration, motivation and engagement, improved behaviour for learning.	<ul style="list-style-type: none"> <li>All pupil premium children who wish to attend a trip or residential will attend</li> <li>Engagement monitoring sheet</li> <li>Pentagon analysis</li> </ul>	£1,000	
	Uniform provision	To ensure all pupil premium children feel a part of the whole school community and have all the equipment that they need	All pupil premium children to have access to the equipment needed in school eg school uniform, PE kit, swimming kit, book bag	<ul style="list-style-type: none"> <li>Engagement monitoring sheet completed by class teacher or TA</li> </ul>	£1,000	

Total spend:	£59,400
Total (Underspend) / Overspend	None