



Parkfield Primary School

Pupil Premium Funding 2016-17

Pupil Premium – What is it?

Pupil Premium is a government grant, designed to support schools in raising the attainment of children who are eligible (or have been eligible in the past 6 years) to receive Free School Meals and those who are in Local Authority Care (CFC). Funding is allocated to schools based on the number of children who meet the criteria. Schools can decide how to use this funding and are required to report publicly how the money has been spent.

What did Parkfield Primary spend the Pupil Premium grant on?

We are fully committed to ensuring that every child makes as much progress as possible, and to providing a curriculum which focuses on creating a wide range of learning opportunities to match the needs of individuals. For some of our pupils, progress in terms of behaviour and social interaction is the key to success in other areas. All children benefit from high quality experiences to build up key skills and confidence in participation, attention, communication and behaviour.

1. Summary information					
Academic Year	2016-17	Total PP budget (Apr 2016 – March 2017)	£102, 240	Date of most recent PP Review	Sept 2016
Total number of pupils	217	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	<i>Pupils eligible for PP (School)</i>	<i>All Pupils (national average)</i>
EOKS2		
% achieving expected level or above in reading, writing and maths	54%	53%
% meeting expected standard in reading	62%	66%
% meeting expected standard in writing	54%	74%
% meeting expected standard in maths	100%	70%
% meeting expected standard in GPS	85%	72%
Reading Progress Score	-1.55 (5/12)	-
Writing Progress Score	-1.89 (4/12)	-
Maths Progress Score	2.51 (9/13)	-
KS1		
% meeting expected standard in reading	64%	74%
% meeting expected standard in writing	50%	65%
% meeting expected standard in maths	50%	73%
Phonics Screening Check		
Number achieving expected standard in Y1	89%	70%
Number achieving expected standard in Y2	93%	93%
*Comparison is made between the outcomes for PP pupils at the school and the national average for <u>all</u> pupils as the purpose of PP funding is to narrow the gap between pupils in receipt of pupil premium and <u>all</u> pupils nationally.		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language skills of many children eligible for PP are lower than other pupils. This slows writing and reading progress in KS1.
B.	In KS1, pupils eligible for PP have historically achieved less well than non PP children in reading, writing and maths. This prevents sustained high achievement in KS2.
C.	In EYFS, pupils eligible for PP come into school at a lower level than many of their peers which means they don't achieve those higher levels at the end of KS1 and KS2. (Less children working at a greater depth)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some families (mostly PP) have limited engagement with the school when addressing academic issues – for example, lack of support with homework or coming to school events linked to ‘teaching and learning’.
E.	Persistent absentees are mainly children eligible for PP (12 out of 15 pupils in 2015-16)
F.	The school is in the 60 th – 80 th percentile interval for % of children eligible for FSM and in the 80 th – 100 th percentile interval for deprivation.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To raise attainment in reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment or progress from starting points	The average progress made by pupils eligible for PP is equal to or more than or equal to those not eligible. The % of PP eligible children achieving expected level or above in reading, writing and maths is equal to or exceeds non PP children.
B.	To close the gap in attainment between pupil premium attainment and other children across the school in reading, writing and maths	Pupils eligible for PP in R, KS1 and KS2 make rapid progress by the end of each academic year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP children.
C.	To support PP children with focused intervention to reach the national standards in phonic screening check	The % of pupils eligible for PP passing the phonics screening check equals or exceeds that of non-PP children.
D.	To support PP children with social and emotional barriers to learning	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school behaviour system.
E.	To ensure PP children come into school ready to work (calm, less anxious, well fed)	Number of PP eligible children late for school decreases. Incidents of children arriving to school in an anxious state decreases. Improved engagement and enthusiasm from PP eligible children.
F.	To support PP children access a range of experiences that they may not have the opportunity to do so out of school	Children develop independence skills and learn to cope in new situations. All children access a broad and balanced curriculum.

5. Planned expenditure					
Academic year		2016-17			
<i>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>					
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	Costing/When will you review implementation?
D	Speech and Language Therapist	Children are supported in their ability to use and understand language, to communicate with others, and to express themselves to the greatest extent possible. Children and staff benefit from extra training and support around speech and language therapy programmes. Practical advice is provided by a therapist who sees the children regularly in school and is fully aware of the setting and its possibilities. The implementation of speech and language therapy programmes is supported to a greater extent as NHS staff and the school SEND co-ordinator work together to ensure the best provision for individual children.	Closely work with SENCO Planned annual programme Training of other staff	GW/CJP	£7,800 (39 days @ £200 per day) July 2017
A & B	Intervention Groups (x4 afternoons per week)	Using TAs has proven very successful over the past few years. They provide additional support for pupils that may not achieve ARE. (PP and non-PP)	Timetable in place for targeted pupils. Closely monitor progress. Termly pupil progress meetings with staff. Training of TA's in reading, writing and maths intervention. Sessions linked to schools targets for reading, writing and maths. Appropriate resources purchased.	GW/MK	£21, 847 (6 TA2's x 8 hours per week, 1,872 hours @ £9.19 + on costs) Dec 16, Apr 17, July 17
D & E	Social Skills Groups (approx. 1	Using skilled TA's that have been trained in different approached has proven successful in the past.	Staff and SENCO to identify appropriate pupils. Timetable sessions	GW	6 TA's x 2 hours per week = £5504 £145 resources

	afternoon per week)		depending on the needs of the pupils in each class. Staff training. Appropriate resources purchased.		Dec 16, Apr 17, July 17
F	Subsidise trips (inc. residential) and curriculum enrichment	Many of our families are unable to afford the payments for school trips and visits (including residential). School subsidise these trips for pupils eligible for PP. The trips allow children to learn to cope in different situations and environments. They experience a wide range of settings and develop their independence when away from home and school for the day and / or overnight.	Ensure all children access all trips Annual plan in place for a range of trips for all classes	CJP/JS	£10,000 July 2017
All	SENCO (50%)	Due to the high number of children eligible for PP the SENCO is used to: <ul style="list-style-type: none"> • Oversee, coordinate and monitor the provision received by PP eligible children. • Train staff to ensure high quality intervention is taking place • Liaise with relevant outside agencies 	Performance management reviews Monitoring of assessments Meetings/Liasons	CJP, GW, MK	£26,300 July 2017
E	Breakfast Club	This club provides children with the opportunity to eat breakfast in the morning, socialise with friends, complete homework, be on time for school and be ready for school. The club has also proven a successful option in the past for children that are either persistently late or absent. The club has proven very successful and has over 30 children a day attend.	Correct staffing, resources and provisions in place. Register kept to monitor attendance. Invite eligible PP pupils Promote to parents regularly	JS, SN, LH	£1294 staffing £500 provisions July 2017
A & B	Online internet educational subscriptions	Over 90% of our children can access the internet from home and regularly visit our website to click on relevant links to complete work. These subscriptions allow all children to access resources to support with their reading, mathematics and computing skills. They also provide an opportunity for parents to see what and how their children are learning.	Internet Star of the week to promote Monitoring of who is completing Regular setting of tasks Parent workshops	MK	£1395 – Bug Club £550 – Mymaths £375 – Discover coding £84 – Showbie £1172 – Athletics June 2017
A & B	CGP Y2 & Y6	These resources provide Y2 and Y6 children with appropriate support, practice and challenge for the KS1 and KS2 SATS tests. They're also able to be taken home so that parents can support their children.	Timetabled plan of what is being used and when Regularly sent home Monitoring of scores Use to identify pupils that	MK, JB, LC	£965 June 2017

			require additional support		
Total budgeted cost					£77,786

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	Costing / When will you review implementation?
A & B (reading and maths)	Successmaker online subscription	Reading across the school is not as strong as other areas, particularly for PP children. These additional sessions for PP eligible children on success maker with a focus on comprehension will help accelerate progress and improve reading and maths skills. The system is 'adaptive' and responds to the needs of each child – giving them a personalised and individualised programme of study. Teachers are also able to select specific areas that they want a child to focus on. An additional strength of this option is that children can access the resource from home.	Training for teachers and teaching assistants (INSET) Well planned timetable for identified pupils Ensure that focussed children are using at home Monitor progress of groups and individuals	MK & teaching staff	£2803 April 2017 / July 2017
A & B (maths)	Third Space learning online maths 1-1 tutoring	In 2016-17, a high proportion of children with low/average ability (2c/2b children at KS1) didn't meet ARE at the end of KS2 in maths. We will trial this approach for a year to see if those selected PP pupils that were of low/average ability in KS1 respond well to focussed online 1-1 tuition. Pupils in Y6 (Autumn and Spring) and Y5 (Summer) will trial the system.	Planned programme over a 9 month period. Identify children likely to respond well. Inform parents. Liase with the online tutors to ensure progress is being made.	MK / Y6 Teacher & TA	£2548 July 2017
B, C, D & E	Additional member of staff in EYFS & KS1	Children in EYFS and KS1 require additional support is with their social and emotional aspects of learning. The member of staff can also provide additional support and interventions in lessons.	Pupils clearly identified and timetabled when support will take place.	CJP, GW, LG	£17, 669 (inc. on costs)
F	Music Lesson	Family unable to fund lessons that support the social and emotional wellbeing of pupil.	Liase with music service and family.	KB, CJP	£97.50
A	After school booster classes in maths and writing	After school booster clubs for UKS2 pupils in maths and writing have proven successful over the past few years and we want to continue this approach for identified pupils.	Monitor progress of carefully identified pupils. Liase with parents and keep register of attendance.	GW, JB, JH	£250 per term (x2 teachers) £1500
A	Easter Classes	Additional classes at Easter for selected Y6 pupils in maths, reading and writing have proven successful over the past few years and we	Carefully select pupils for different ability groups.	MK, JB, JH	£1000

		want to continue this approach for identified pupils.	Advertise to parents. Test at beginning and end to measure impact.		
D & E	Additional visits from Educational Psychologist	The current number of visits isn't enough to cater for the needs of the school. Additional visits ensure all children identified by class teachers and SENCO receive support.	Closely monitored by SENCO Any actions by EP implemented.	GW	5 days at £500 = £2,500
Total budgeted cost					£28,117.50

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing /When will you review implementation?
Reduce the number of children that are persistently absent from school	Absence and punctuality meetings / phone calls	There are still a number of children and families that are persistently absent. This is a method that has helped over the past 12 months. The meetings help school find out any issues and help us support individual families.	Careful monitoring of PA. Regular meetings between families and school. Regular time planed in to make phone calls. Action plan for attendance and punctuality.	GW/KB	Dec 16, Apr 17, July 2017 £1000
Total budgeted cost					£1000
Total budgeted cost (All three approaches)					£106,903.50

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerate progress of PP children	SEND Co-ordinator (50%)	High: In all year groups where progress was measureable using the school's own tracking system (Y1, Y2, Y4, Y5, Y6) PP eligible pupils made progress in line or greater than non PP children. This clearly demonstrates that all strategies put into place are having a positive impact. Success Criteria: Met	We will continue this approach in 2016-17 looking further at methods to further accelerate progress and close the gap between PP and non PP children.	£26,300
To support PP children access a range of experiences that they may not have the opportunity to do so out of school	Curriculum Enrichment & Subsidise trips (inc. residential) and curriculum enrichment	High: Success Criteria - Met. All pupils accessed extra-curricular opportunities with school fully subsidising a number of pupils on the residential visits.	Continue to promote for PP eligible pupils that attend residential in particular.	£10,000
To raise attainment in reading, and maths	Internet Subscriptions: BugClub, mymaths, doodlemaths	High: Internet sites are being accessed by the vast majority of children on a regular basis. The 30 pupils that accessed doodle maths increased their maths scores by an average of 0.94 years (Doodle score) over the 6 month programme. The vast majority of KS2 pupils that regularly complete their mymaths.co.uk work met age related expectations at the end of the year.	Continue to promote and reward children that access the different sites. Find an alternative to the successful doodle maths so that more children can access and so there's more teacher control.	£2,600
To ensure PP children come into school ready to work (calm, less anxious, well fed)	Breakfast Club	Med-High: Breakfast club is regularly attended by 30+ students from KS1 and KS2. Many PP children attend and have breakfast. Large number of children regularly access internet and educational apps. PA children and those children that have been poor punctuality now attend.	Continue to promote to parents – particularly those where children are coming in not ready for school (i.e. no breakfast/anxious)	£1,700
To raise attainment in reading, and maths.	iPads	Children across the whole school are able to access relevant apps that support learning.	Resource will be used in future. No more purchases required for the foreseeable future.	£9,000

		Children are motivated and enjoy using the ipads (pupil survey).		
Raise attainment and progress for selected Y6 pupils	Additional member of staff in Y6 to support selected eligible PP pupils	100% of pupils identified for support achieved ARE in reading and maths.	Successful, however, support in 2016-17 will be in EYFS/KS1 as they require additional support due to cohort.	£17, 669 (inc. on costs)
Children are ready to learn and have an inclusive and stable learning environment	EYFS resources / KS1 and KS2 resources Books Playground Pals Bibs and Caps	Med: Children were identified to join clubs and given additional responsibilities.		£3,000
Remove communication barriers and facilitate speaking and listening skills for English	Speech and Language Therapist	High: Reports from therapist and interventions in school show a positive impact.	Although previous therapist finished with the NHS we will employ our own SLT from Sept 16 to ensure value for money, continuity and progression.	£7,800

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise attainment in reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment or progress from starting points	Intervention groups (TA's)	High. EOKS2 data shows that 54% of PP children met ARE in reading, writing and maths compared to national of 53% for all pupils. School data shows that the % of focus pupils selected for intervention in every class meeting expectations was either in line of better than those that had no intervention. (see headline assessment data). In addition 80% of PP eligible pupils passed the phonics screening check at the end of Y1. Success Criteria: Met.	Continue this approach with careful monitoring of pupils and training of TA's. Writing (54%) was the weakest of all areas and we'll look at implementing training in 2016-17. Maths (100%) was the strongest area and we will continue implement the same types of support.	£27,525 6 TA's x 10 hours per week x 39 weeks @ approx. £9.19 + on costs
	After school	High. 80% (writing) and 85% (maths) of the pupils	Continue next year – carefully selecting pupils.	£1,500

	booster classes	that attended the sessions met age related expectations at the end of Y6. Success Criteria: Met.		
	Easter Classes – reading, writing and maths.	Med-High: 100% of pupils attended these sessions from Y6 with 92% of them saying that they found the lessons useful (Y6 exit poll). Success Criteria: Met.	Continue next year but don't invite everyone in the class. We will keep group sizes smaller and also complete assessment at beginning and end of days on focussed questions to measure impact.	£900

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the number of persistent absentees and reduce the number of lates	Absence and Punctuality meetings	High: The number of persistent absentees decreased from 30 in Sept 2015 to 20 in Sept 2016. Success Criteria: Met.	Continue approach – particularly with the 20 that are still PA.	£1000
			Total Expenditure	£108,994
			Total allocation for 2015-16	£103,700