



Parkfield Primary School

Pupil Premium Funding 2017-18

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	2017-18	Total PP budget (Apr 2017 – March 2018)	£104,880	Date of most recent PP Review	Sept 2017
Total number of pupils	210	Number of pupils eligible for PP	70 (As of Sept 2017)	Date for next internal review of this strategy	Sept 2018

2. Current attainment (Y6 SATS data 2017 – 11 pupils)		
	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (national average)</i>
EOKS2		
% achieving expected level or above in reading, writing and maths	45%	68%
% meeting expected standard in reading	45%	78%
% meeting expected standard in writing	45%	82%
% meeting expected standard in maths	45%	81%
% meeting expected standard in GPS	45%	83%
KS1		
% meeting expected standard in reading	64%	63%
% meeting expected standard in writing	64%	55%
% meeting expected standard in maths	55%	63%
Phonics Screening Check		
Number achieving expected standard in Y1	67%	-
EYFS		

% of pupils achieving GLD at end of EYFS	50% (4 out of 8)	-
*Comparison is made between the outcomes for PP pupils at the school and the national average for all pupils as the purpose of PP funding is to narrow the gap between pupils in receipt of pupil premium and all pupils nationally.		
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
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 (issues which also require action outside school, such as low attendance rates)		
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.	A significant number of persistent absentees are children eligible for PP (6 out of 11 pupils (54%) in 2016-17)	
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 (Desired outcomes and how they will be measured)		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.

Desired Outcome	Chosen action / approach Support for All (A), Targeted (T) or Other approach (O)?	Cost	New or continued activity?	Summary of activity and how we will ensure it is implemented well; including year groups & pupils (inc. proportions of pupils where necessary)	Desired outcomes & Success criteria (In addition to above)	Monitoring / Staff lead When, How, Who	Impact & Evaluation Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Lessons learned?
D	Speech and Language Therapist (A)	£7,800 (39 days @ £200 per day) July 2018	Continued	<ul style="list-style-type: none"> S&L therapist employed for one day per week by the school Support for pupils with S&L difficulties and contact/advice for parents Children and staff benefit from extra training and support around speech and language therapy programmes. Staff training and practical advice is provided by a therapist Implementation of speech and language therapy programmes Speech and language screening (all pupils in Reception) 1-1 support for pupils across school 	<ul style="list-style-type: none"> Improved language and communication skills of pupils Raise self esteem Trained staff in S&L interventions Improved information sharing at points of transition 	GW – Half termly meeting with SLT	100% of pupils assessed on entry into Reception. Supported and trained TA's in talk boost training. Supported and trained TA's and teaching staff in 'sign-a-long'. 12 children supported in reception. 5 children received support in year 1. Supported, advised or observed all vulnerable children across the school. Significant improvements were seen in terms of language and communication skills. Continue support in 2018-19
A, B & C	Intervention Groups (x4 afternoons per week) (A)	£23,000 (6 TA2's x 12 hours per week, 1,872 hours @ approx. £9.28 + on costs)	Continued	<ul style="list-style-type: none"> Focussed support in the afternoons for individuals and groups of pupils that may not meet ARE and/or PP in Y1-6 Timetable in place for targeted pupils. Closely monitor progress. Termly pupil progress meetings with staff. Training of TA2's in reading, writing and maths 		Pupil Progress Meetings (Termly - MK) TA2 discussions - termly Session drop ins – ½ termly - MK, GW & Class teachers	On the whole, progress of intervention groups is in line with or better than those children not identified for intervention. This is due to the careful monitoring, tracking and identification of selected pupils. This approach supports all pupils and not just

				<p>intervention.</p> <ul style="list-style-type: none"> Sessions linked to schools targets for reading, writing and maths. Appropriate resources purchased. Phonics intervention 		Pupil Data (Summer)	PP children. As a result, the gap between these two groups is still large. This will approach will continue for 2018-19 with more of a focus on PP children. Phonics data shows that 75% of PP children passed phonics screening check compared to 87% non-PP children with many of the targeted PP children passing the phonics check.
A & B	Reading Intervention (45 mins per day) (A)	Approx. £12, 528	New	<ul style="list-style-type: none"> TA to support class teacher during guided reading in Y1-6 Focus on particular groups / PP children Careful monitoring of reading books and book bands children are on 		Pupil Progress Meetings (Termly - MK) TA2 discussions - termly Session drop ins – ½ termly - GW & Class teachers Pupil Data (Summer)	Reading progress across the school has improved compared to 2016-17. Internal data shows that there are more children meeting age related expectations. Continue provision in place but need to improve monitoring of reading books children are on for 2018-19.
A&B	Third Space learning online maths 1-1 tutoring (T)	£3050	Continued	<ul style="list-style-type: none"> Previously, this 1-1 online maths tutoring system has proven successful – with 4/5 (80%) achieving age related expectations in maths in Summer 2017. Planned programme over a 9 month period. Identify children likely to respond well that are working towards at the end of Y5. Inform parents. Liaise with the online tutors to ensure progress is being made. Targeted 5 pupils in Y6 – 80% PP children 		Termly (MK & JB)	Only 2 out of 5 (40%) of pupils met expected standard in maths at the end of KS2 showing that this intervention had limited impact. Although the other children had shown good progress, progress wasn't good enough to meet ARE at the end of Y6. Going to stop using in 2018-19.
A & B	Easter Classes (A)	£900 + £30 provisions	Continued	<ul style="list-style-type: none"> Focus on reading, SPAG and maths 3 days of extra lessons linked to the specific areas of the curriculum in preparation for SATS Impact measure in place to measure how useful SATS are. 		End of classes – test – MK/JB	25/31 pupils attended the sessions Summative assessment before and after booster classes showed progress for all pupils. Sessions are worth repeating if financially viable.
	After school booster classes in maths and writing	£250 per term (x2 teachers) £1500	Continued	<ul style="list-style-type: none"> Approach has proven successful over the past few years Monitor progress of carefully identified pupils. Liaise with parents and keep register of attendance. 4-6 pupils attending each week 		GW, JB, ZM	Writing booster – 100% (8 pupils) of pupils were working at the expected standard by the end of the year Maths booster - 72% (8 out 11) of pupils were working at the expected standard by the end of the year Review for 2018 what support is required for support.
D & E	Social Skills Groups (approx. 1 afternoon per week) (A)	6 TA's x 2 hours per week = £5504 £145 resources	Continued	<ul style="list-style-type: none"> Sessions delivered once/twice per week for specific pupils – (including PP children) with specific social and emotional needs. Y1-6 Staff and SENCO to identify appropriate pupils Timetable sessions depending on the needs of the pupils in each class. Staff training. Appropriate resources purchased. 		Emotional Literacy Questionnaire (SH – Sept and July)	Improvements shown through the emotional literacy questionnaires for majority of the children. Fewer incidents of poor behaviour of focused pupils.
F	Subsidise trips (inc. residential) and curriculum enrichment (A)	£6000	Continued	<ul style="list-style-type: none"> School to subsidise visits and trips for pupils eligible for PP. Trips allow children to learn to cope in different situations and environments. Annual plan in place for a range of trips for all classes 		CJP/JS July 2018	All children were able to access trips and residential which has helped specific children develop independence skills and learn to cope in new situations. All children were able to access a broad and balanced curriculum.
All	SENCO (50%) (A)	£28,000	Continued	<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 		CJP, GW, MK July 2018	Progress made by majority of SEN pupils across the school is in line with other groups. In some classes progress of SEN children is well above other groups.

				<ul style="list-style-type: none"> • Performance management reviews • Monitoring of assessments • Meetings/Liaisons 			Behavioural issues have reduced over the past few years. There have been no exclusions for all pupils over the past 12 months.
E	Breakfast Club (A)	£4875 staffing £500 provisions	Continued	<ul style="list-style-type: none"> • Free breakfast club for all pupils • Opportunity to eat breakfast, socialise with friends, complete homework, be on time for school and be ready for school. • Support pupils that are persistently late / incentive for poor attendance. • Available for all pupils (Y1-Y6) • Register kept to monitor attendance. • Promote to parents regularly 		Monitor numbers of pupils ½ termly (SN) Pupil questionnaire Summer term	Approximately 40% of pupils attending are Pupil Premium. Supported a number of pupils with attendance and getting into school on time. From September 2018 – new breakfast club that starts earlier and offers 50% discount to PP children.
A & B	Online internet educational subscriptions (A)	£1395 – Bug Club £550 – Mymaths £375 – Discover coding £84 – Showbie	Continued Continued Continued Continued	<ul style="list-style-type: none"> • Support pupils with reading, mathematics and computing skills. • Parental involvement and opportunity to learn at home with parents. • All pupils across the school access • Internet Star of the week to promote use • Weekly setting of tasks by class teachers • Parent workshops (termly) 		MK / SH Monitor numbers accessing (MK/SH/RA)	Over 70% of pupils access the bug club resource on a weekly basis. % of children accessing Mymaths has reduced recently. No longer works with new maths curriculum – white rose hub. Discontinue in 2018 Discovery coding is used by all pupils in school in the computing curriculum. Showbie is used on a weekly basis by 90%+ of pupils and also by a significant number at home.
D & E	Additional visits from Educational Psychologist (T)	5 days at £500 = £2,500	Continued	<ul style="list-style-type: none"> • Additional visits so that school's needs can be catered for • Additional visits ensure all children identified by class teachers and SENCO receive support. • Liaise closely with SENCO • Any actions by EP implemented. 		GW – termly report	Professional reports provided to inform EHC applications. Background information obtained by liaising with parents and teachers to inform future SMART targets. Concerns about children discussed and addressed with other professional liaisons. Assessments to inform of any diagnosis or conclusions. Child centred approach that has strengthened the teaching of SEND.
E	Absence and punctuality meetings / phone calls	£1100	Continued	<ul style="list-style-type: none"> • To support children and families that are persistently absent. • 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. 	Reduce the number of children that are persistently absent from school	GW/KB Dec 17, Apr 18, July 2018	Meetings take place on a half termly basis with carers of all PA children. The breakfast club was successfully used by a number of children to increase their attendance. A number of initiatives from attendance panels meetings made a significant impact on the attendance of some of the PA children. Attendance levels dropped from 96.2% to 95.7% with PA slightly increasing from 12 to 16. The largest dip was those children with an attendance between 95 & 99.9% and this will be a focus for 2018-19.
	Total Cost	£105,028					