



## Parkfield Primary School

### Pupil Premium Funding 2018-19

#### 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	2018-19	Total PP budget (Apr 2018 – March 2019)	£97, 860	Date of most recent PP Review	Sept 2018
Total number of pupils	210	Number of pupils eligible for PP	63 (As of Sept 2018)	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>EOKS2 (Y6 SATS data 2018 – 10 pupils)</b>		
% achieving expected level or above in reading, writing and maths	45%	70%
% meeting expected standard in reading	67%	77%
% meeting expected standard in writing	50%	80.4%
% meeting expected standard in maths	58%	77.8%
% meeting expected standard in GPS	58%	79.6%
Reading Progress Score	-2.16	0.31
Writing Progress Score	-0.92	0.24
Maths Progress Score	-5.79	0.31
<b>KS1</b>		
% meeting expected standard in reading	43%	75.5% (All pupils nationally)
% meeting expected standard in writing	57%	70% (All pupils nationally)
% meeting expected standard in maths	57%	76.2% (All pupils nationally)

Phonics Screening Check		
Number achieving expected standard in Y1	75% (6 out of 8)	82.6% (All pupils nationally)
Number achieving expected standard in Y2	50% (1 out of 2)	61.3% (All pupils nationally)
EYFS		
% of pupils achieving GLD at end of EYFS	28% (2 out of 7)	71.5% (All pupils nationally)

\*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)
D.	A higher proportion of PP children are on the SEND register than non-PP children. These children have specific barriers to learning related to their special educational need.

#### 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 (7 out of 15 pupils (46% in 2017-18))
F.	The school is in the 60 <sup>th</sup> – 80 <sup>th</sup> percentile interval for % of children eligible for FSM and in the 80 <sup>th</sup> – 100 <sup>th</sup> percentile interval for deprivation.

### 4. Desired outcomes (Desired outcomes and how they will be measured)

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"> <li>S&amp;L therapist employed for one day per week by the school</li> <li>Support for pupils with S&amp;L difficulties and contact/advice for parents</li> <li>Children and staff benefit from extra training and support around speech and language therapy programmes.</li> <li>Staff training and practical advice is provided by a therapist</li> <li>Implementation of speech and language therapy programmes</li> <li>Speech and language screening (all pupils in Reception)</li> </ul>	<ul style="list-style-type: none"> <li>Improved language and communication skills of pupils</li> <li>Raise self esteem</li> <li>Trained staff in S&amp;L interventions</li> <li>Improved information sharing at points of transition</li> </ul>	GW – Half termly meeting with SLT	

				<ul style="list-style-type: none"> <li>1-1 support for pupils across school (XX out of XX PP)</li> </ul>			
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"> <li>Focussed support in the afternoons for individuals and groups of pupils that may not meet ARE and/or PP in Y1-6</li> <li>Timetable in place for targeted pupils.</li> <li>Closely monitor progress.</li> <li>Termly pupil progress meetings with staff.</li> <li>Training of TA2's in reading, writing and maths intervention.</li> <li>Sessions linked to schools targets for reading, writing and maths.</li> <li>Appropriate resources purchased.</li> <li>Phonics intervention</li> </ul>		<p>Pupil Progress Meetings (Termly - MK) TA2 discussions - termly Session drop ins – ½ termly - MK, GW &amp; Class teachers</p> <p>Pupil Data (Summer)</p>	
A & B	Maths Intervention Groups (5x20 minute morning sessions per week) (A)	Approx. £2600 staff costs	New	<ul style="list-style-type: none"> <li>Linked to Maths Hub Research</li> <li>Immediate intervention after a Maths lesson for those pupils that require support in Y1-6</li> <li>Also includes sessions for focus pupils (PP/G&amp;T)</li> <li>Training of TA2's in delivering bespoke Maths interventions</li> </ul>		<p>Pupil Progress Meetings (Termly - MK) TA2 discussions - termly Session drop ins – ½ termly - MK &amp; Class teachers</p> <p>Pupil Data (Summer)</p>	
A & B	Reading Intervention (45 mins per day) (A)	Approx. £12, 528	New	<ul style="list-style-type: none"> <li>TA to support class teacher during guided reading in Y1-6</li> <li>Focus on particular groups / PP children</li> <li>Careful monitoring of reading books and book bands children are on</li> </ul>		<p>Pupil Progress Meetings (Termly - MK) TA2 discussions - termly Session drop ins – ½ termly - GW &amp; Class teachers</p> <p>Pupil Data (Summer)</p>	
A & B	Reciprocal Reading Project (A)	£1000  £3800 (Bug Club Comprehension) £100 - dictionaries	New	<ul style="list-style-type: none"> <li>Take part in EEF research project</li> <li>Looking to develop and improve guided reading practices across the school in Y3-6</li> <li>New guided reading scheme to be purchased</li> <li>Training of staff with new scheme</li> <li>Particular focus on more able children</li> <li>Focus of project is on children in each class that have poor comprehension skills (inc. PP children)</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading practices developed across the school</li> <li>Consistent approach with the different reading strategies in reciprocal reading</li> </ul>	<p>GW/MK Termly drop ins</p> <p>Teacher discussions and evaluations (Summer)</p> <p>Pupil Data (Summer)</p>	
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"> <li>Sessions delivered once/twice per week for specific pupils – (including PP children) with specific social and emotional needs. Y1-6</li> <li>Staff and SENCO to identify appropriate pupils</li> <li>Timetable sessions depending on the needs of the pupils in each class.</li> <li>Staff training.</li> <li>Appropriate resources purchased.</li> </ul>		<p>GW April 2019 &amp; July 2019 Pupil Interviews</p> <p>Emotional Literacy Questionnaire (SH – Sept and July)</p>	
F	Subsidise trips (inc. residential) and curriculum enrichment (A)	£1000	Continued	<ul style="list-style-type: none"> <li>School to subsidise visits and trips for pupils eligible for PP.</li> <li>Trips allow children to learn to cope in different situations and environments.</li> <li>Annual plan in place for a range of trips for all classes</li> </ul>		<p>CJP/JS July 2019</p>	
All	SENCO (50%) (A)	£28,000	Continued	<ul style="list-style-type: none"> <li>Oversee, coordinate and monitor the provision received by PP eligible children.</li> <li>Train staff to ensure high quality intervention is taking place</li> <li>Liaise with relevant outside agencies</li> </ul>		<p>CJP, GW, MK July 2019</p>	

				<ul style="list-style-type: none"> <li>• Performance management reviews</li> <li>• Monitoring of assessments</li> <li>• Meetings/Liaisons</li> </ul>			
D	Family Support (from Deputy DSL)	£2000	New	<ul style="list-style-type: none"> <li>• Support vulnerable families</li> <li>• Attend meetings such as CHIN, TAF, CP</li> <li>• Recording and communication of any actions</li> <li>• Purchasing additional uniform for families in need</li> <li>• Support with transport to and from school</li> </ul>		CJP – Termly report	
E	Breakfast Club (A)	£4875 staffing £500 provisions	Continued	<ul style="list-style-type: none"> <li>• Opportunity to eat breakfast, socialise with friends, complete homework, be on time for school and be ready for school.</li> <li>• Support pupils that are persistently late / incentive for poor attendance.</li> <li>• Available for all pupils (R-Y6)</li> <li>• PP pupils have 50% discount</li> <li>• Register kept to monitor attendance.</li> <li>• Invite eligible PP pupils</li> <li>• Promote to parents regularly</li> </ul>		Monitor numbers of pupils ½ termly (AR)  Pupil questionnaire (SN) Summer term	
A & B	Online internet educational subscriptions (A)	£1395 – Bug Club £550 – Mymaths £375 – Discover coding £84 – Showbie £1172 – Mathletics July 2018	Continued  Continued  Continued  New	<ul style="list-style-type: none"> <li>• Support pupils with reading, mathematics and computing skills.</li> <li>• Increased parental involvement</li> <li>• Opportunity to learn at home with parents.</li> <li>• All pupils across the school access</li> <li>• Internet Star of the week to promote use</li> <li>• Weekly setting of tasks by class teachers</li> <li>• Parent workshops (termly)</li> </ul>		MK / SH Monitor numbers accessing (MK/SH/RA)	
D & E	Additional visits from Educational Psychologist (T)	5 days at £500 = £2,500	Continued	<ul style="list-style-type: none"> <li>• Additional visits so that school's needs can be catered for</li> <li>• Additional visits ensure all children identified by class teachers and SENCO receive support.</li> <li>• Liaise closely with SENCO</li> <li>• Any actions by EP implemented.</li> </ul>		GW – termly report	
E	Absence and punctuality meetings / phone calls	£1100	Continued	<ul style="list-style-type: none"> <li>• To support children and families that are persistently absent.</li> <li>• Meetings help school find out any issues and help us support individual families.</li> <li>• Careful monitoring of PA.</li> <li>• Regular meetings between families and school.</li> <li>• Regular time planed in to make phone calls.</li> <li>• Action plan for attendance and punctuality.</li> </ul>	Reduce the number of children that are persistently absent from school	GW/KB  Dec 18, Apr 19, July 2019	
	Total Cost	£100,028					