

# Pupil premium strategy statement – Parklands Primary

1. Summary information					
<b>School</b>	Parklands Primary School				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	58,520	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	415	<b>Number of pupils eligible for PP</b>	39 + 9 ever 6	<b>Date for next internal review of this strategy</b>	Spring 2 2017
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	
<b>% achieving standard in reading at end of KS2 (expected at TA)</b>			<b>56% (56%)</b>	<b>65% (71%)</b>	
<b>% achieving standard in GPS at end of KS2 (expected at TA in writing)</b>			<b>78% (44%)</b>	<b>57% (59%)</b>	
<b>% achieving standard in Maths at end of KS2 (expected at TA)</b>			<b>56% (67%)</b>	<b>51% (73%)</b>	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	Limited social skills and engagement with social groups of pupils eligible for PP with SEND difficulties				
<b>B.</b>	Vulnerable families with pupils eligible for PP less likely to communicate need or less willing to access school family support worker				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>	Attendance rates for pupils eligible for PP who have medical needs related to SEND are below 88% (school average 97%).				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	
<b>A.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP			Working within Mastered at Year group programme of study	

<b>B.</b>	Open communication and signposted support through family support worker reduces EHA, CIN or FIP involvement for families of pupils eligible for PP	Reduced number of PP families on schools EHA, CIN or FIP register.
<b>C.</b>	Increased social skills, self-esteem and confidence in group activities within the classroom for pupils eligible for PP	Positive feedback from pupils/ teachers/parents on involvement in groups during class tasks
<b>D.</b>	Increased attendance rates for pupils eligible for PP	Overall PP attendance in line with 'other' pupils
<b>E.</b>	Develop phonic and reading skills for EYFS and KS1 eligible for PP	80% pupils at Year 1 achieving phonic screening. 92% pupils at Year 2 achieving phonic screening.

## 5. Planned expenditure

Academic year

2016 to 2017

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. 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	When will you review implementation?
Develop phonic and reading skills for EYFS and KS1 eligible for PP	CPD within school to share phonic skills. Developing resources across the phases. Packs made up for PP pupils to include EAL materials if appropriate for home/school liaison.	End of Yr2 phonic screening data shows that teaching across EYFS and KS1 has an impact. Therefore sharing through CPD good practice will impact on all pupils including those in receipt of PP	Monitoring by SMT Monitoring by Literacy co-ordinators	SMT Literacy Leaders Teachers TA	Termly review of phonic phases data Termly Pre-screening analysis

<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP</p>	<p>Staff training on move forward marking. School to School moderation work. Developed work within school assertive mentoring system. Purchase of school interactive maths scheme Lumio to motivate all pupils, especially PP to use and apply maths skills.</p>	<p>Improved verbal and written feedback linked to the PP child's assertive mentoring meeting will allow the pupils to make an impact on their own learning. Staff training on specific feedback verbally and in written form will ensure all know what is expected of them.</p>	<p>Assertive mentoring meetings. School to School reports. Monitoring of marking and impact on teaching and learning. Termly assessments Use of Lumio by pupils</p>	<p>SMT Class Teachers</p>	<p>4 assertive mentoring meetings a year. Termly assessments</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£4000</p>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Open communication and signposted support through family support worker	Increased hours for Family Support Worker to ensure that hours correspond to the needs of the families. 1:1 sessions for pupils with Family Support Worker.	8.30am start allows parents to contact before the start of school. FSW able to lead or co-ordinate with other professionals for TAF meetings Pupils value the 1:1 sessions and often praise these sessions in discussion with outside agencies.	FSW continues to keep timetable flexible to respond to needs. Developed communication with EHA co-ordinator and (Jackie Donegal)	FSW FSM team	During regular Family Support meetings
Higher rates of progress across KS2 for high attaining pupils eligible for PP	Weekly small group sessions in maths and literacy for higher attaining pupils with experienced teacher, in addition to standard lessons. Regular small group/1:1 sessions in maths and literacy with Teaching Assistant.	Meet pupils needs through targeted support Pace appropriate to pupils and small group allowing self-evaluation and pupil planning.	Communication between teachers to ensure progress maintained. Observations of sessions Work sampling Data	SMT	Termly Key monitoring points

Increased social skills, self-esteem and confidence.  Increased attendance rates for pupils.	Weekly small group sessions in maths and literacy with experienced Teacher Regular small group/1:1 sessions in maths and literacy with Teaching Assistant.	Meet pupils needs through targeted support Pace appropriate to pupils and small group allowing self-evaluation and pupil planning. Pupils self-esteem and confidence grows. Individual learning based on assertive mentoring.	Communication between teachers to ensure progress maintained. Observations of sessions Work sampling Data	SMT	Termly Key monitoring points
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**Total budgeted cost**    £43,081

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased social skills, self-esteem and confidence in group activities within the classroom for pupils eligible for PP. Increased attendance rates for pupils eligible for PP.	Child to participate in 8-10 week Forest School Programme	Exciting outdoor environment Pupil led with ownership of own learning High adult to child ratio Sense of belonging/teamwork	Level 3 trained Forest School trained staff Observation led planning Small easily achievable tasks	Head GD/SC	After each 10 week block of work

Increased social skills, self-esteem and confidence in group activities within the classroom for pupils eligible for PP.	To support educational visits, music tuition fees, attendance at PLACC (after school club), extra-curricular clubs and activities	Pupils gain the opportunity to develop social skills learnt at school in different but secure social settings such as on educational visits, extra-curricular clubs. Positive inclusion with peers will increase confidence and develop self-esteem.	Feedback from club leaders music instructors etc. Feedback from Pupils and parents.	SMT Bursar	Termly
<b>Total budgeted cost</b>					<b>15,439</b>

#### Review of Expenditure

Previous Academic Year 2015/2016

- Teaching Support £35,327  
*Three additional part-time teachers enable targeted intervention in literacy and numeracy in very small groups. This increases the pupils' confidence and they value the support they get. They make good progress enabling them to integrate back into their classes.*  
**68% pupils gained expected standard in reading, 70% in writing and 77% in maths**
- Teaching Assistant Support £13264  
*Three additional Teaching Assistants work with Pupil Premium pupils in small groups, pairs or on an individual basis. They deliver targeted support through small groups and specific interventions as required.*  
**68% pupils gained expected standard in reading, 70% in writing and 77% in maths**
- Contribution to Family Support Worker costs £10000  
*The Family Support Worker provides direct and indirect support for families, through the CAF process, Informal meetings with parents and signposting families to relevant agencies. The support worker also Supports pupils individually including those with either short or longer term needs and vulnerabilities Including those on a Child protection or Child in need plan.*  
**1 family stepped down from EHA, 3 families stepped down from CIN/FIP**  
**Family Support Worker hours to be increased to ensure further opportunity for 1:1 pupil support and parent sessions**

- School Activities

*This is used to enable Pupil Premium pupils to be actively involved in school life, succeed both Academically and socially and be supported at their most vulnerable times. The funds are used to contribute to the cost of Educational Visits, music tuition fees, Uniform costs, support attendance at PLACC (our after school care costs) and extra-curricular activity* £5,125.65

**Positive feedback from pupils, parents and staff about educational visits, especially about the residential trips where pupils displayed good leadership, organisational and motivational skills.**

**School contributions to music fees for pupil premium pupils has ensured the enhancement of pupils natural ability giving them the opportunity to perform in a brass band or strings group within school and at county level (for some). The fund has also allowed two PP pupils to attend a music based residential. The chance to play an instrument with a group develops self-esteem, confidence and social skills as well as their music gift. PLACC contributions ensured continuity of school placement for pupils and were used to support punctuality to school in the mornings. This contribution should be assessed regularly to ensure it is having a positive effect on school attendance and punctuality.**