

# Pupil premium strategy statement (primary)

1. Summary information					
School	Parklands Primary				
Academic Year	2017 - 2018	Total PP budget	£69,960	Date of most recent PP Review	N/A
Total number of pupils	412	Number of pupils eligible for PP	45	Date for next internal review of this strategy	6/11/17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National data to be added</i>
% achieving in reading, writing and maths	33%	%
% making progress in reading	+11%	%
% making progress in writing	-18%	%
% making progress in maths	-23%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor oral language skills in pupils eligible for PP impacts on emotional literacy, phonics, reading and spelling
<b>B.</b>	Pupils eligible for Pupil Premium are low performing at KS2 maths
<b>C.</b>	Pupils eligible for pupil premium are low performing at KS2 spellings
<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 pupil premium are below the target for all children of 96%

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for Pupil Premium	Positive feedback from pupils and parents. 6 FS score sheets
<b>B.</b>	To increase attendance rates for pupils eligible for Pupil Premium	Overall PP attendance improves to 96% in line with non-PP children
<b>C.</b>	Improve progress for higher attaining pupils	
<b>D.</b>	To transfer the use of spelling rules and patterns into independent writing	Work sampling shows regular evidence of spelling rules. Confirmed by LWs with pupils – termly

5. Planned expenditure					
Academic year	2017 to 2018				
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?
To transfer the use of spelling rules and patterns into independent writing	Staff training following staff meetings LA link to local school for S2S support Feedback to staff Cluster work through moderation and network meetings at Yr2 and Yr6	Feedback from end of KS2 moderation Pupils who have self-checking and self-regulation strategies make greater progress.	Timetabled staff meetings for English single plan. Discussion on PP pupils within this. Peer observations as S2S support Attendance at moderation meetings Time given for networking	English Lead SLT	Termly monitoring
Improve progress for higher attaining pupils	CPD on providing stretch for high attaining pupils.  Staff peer work on questioning.  Marking/Feedback policy updated and staff work to target PP pupils for editing skills in writing  Verbal and written explanations used within Maths to improve reasoning and problem solving in Maths	High ability pupils eligible for PP are making less progress than other high attaining pupils across Key Stage 2. S2S observations highlighted good Teacher questioning skills. Good practice to be shared. High ability pupils eligible for PP are making less progress than other high attaining pupils across Key Stage 2 in Writing.  Analysis of KS2 Maths papers showed pupils need for further development on reasoning and problem solving.	Timetabled staff meetings Staff book scrutiny with disadvantaged pupil group focus Timetabled peer observation work Training from Maths feedback	JR	Termly monitoring  Governor learning work/scrutiny higher attainers Autumn
<b>Total budgeted cost</b>					2,000

**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	When will you review implementation?
To increase attendance rates for pupils eligible for Pupil Premium	<p>Attendance meetings with parents of pupils eligible for PP to identify barriers. Award system for pupils and parents.</p> <p>FSW pupil/parent work Regular Mentoring sessions followed by homework opportunities. Investigate specific programme to help pupils overcome challenges eg Gain success in school by Tamba Roy</p>	<p>Previous work with parents was successful and targets were set in Summer term 17 for Autumn term. Award letters for parents, which began in Summer term gained positive response and were brought to meetings. Parent uptake of FSW has increased and school community value support. Assertive mentoring is discussed by parents and pupils as an opportunity for pupils to have ownership of learning. Regular sessions with a Pupil Premium mentor would allow pupil self-regulation.</p>	<p>Weekly Family Support Meetings to discuss families.</p> <p>Support and supervision for all staff involved in FSM</p> <p>Pupil surveys</p> <p>Learning walks</p>	<p>Family support Team</p> <p>FSW</p>	<p>Nov 2017, Feb 18, April 18, June 18</p> <p>Reports for Wellbeing governors</p>
Improve oral language skills for pupils eligible for Pupil Premium	<p>Small group guided reading sessions</p> <p>Staff training on developing oracy</p> <p>CPD – shared work on talking programme</p> <p>Small group support within classroom for feedback</p>	<p>Research shows that opportunities to listen to, read and discuss with challenge about books improves oral language skills and comprehension</p> <p>Two members of staff are trained in the talk programme. We want to train up further members of staff and share good practice across the school</p>	<p>Timetable organised to ensure staff have time allocations.</p> <p>Training selected from school cluster work.</p> <p>Peer observations</p> <p>School feedback</p>	JR	<p>Autumn 17, Spring 18, Summer 18</p> <p>Autumn 17, Spring 18, Summer 18</p>
<b>Total budgeted cost</b>					51,326

**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	When will you review implementation?
Improve oral language skills for pupils eligible for Pupil Premium	<p>Pupils to participate in 8-10 week Forest School programme</p> <p>To support educational visits, music tuition fees, attendance at PLACC (after school club), extra-curricular clubs and activities.</p>	<p>Exciting outdoor environment Pupil led with ownership of own learning High adult to child ratio Sense of belonging/teamwork</p> <p>Pupils gain the opportunity to develop and transfer oral language skills learnt at school in different but secure settings.</p> <p>Positive inclusion with peers, opportunities to take on lead role and become the expert within the school setting.</p>	<p>Level 3 trained Forest School staff Observation led planning Small easily achievable tasks</p> <p>Clubs vetted and monitored by School PLACC in regular contact/communication with school Feedback from club leaders, pupils and parents. Club performances and reward ceremonies.</p>	<p>GD/SC</p> <p>SLT/Bursar/ Music Lead</p>	<p>Termly</p> <p>Termly</p>
<b>Total budgeted cost</b>					£14,704

