

## **Pupil Premium Review Statement 2016-17**

Pupil premium funding is given to schools based on the numbers of pupils in the school who are eligible for Free School Meals (FSM). This additional funding includes all children who have been eligible for FSM within the last 6 years. Since its introduction in 2011 this funding has increased from £400 to £1320 per eligible child.

In 2016-17 66% of children at Park End Primary triggered this funding mechanism. This additional money is allocated to a range of initiatives and provision to ensure pupils make good levels of progress in learning, both academically and socially. The impact of the additional provision is accelerated progress in speaking and listening, accelerated progress in reading, accelerated progress in writing and accelerated progress in mathematics.

Historically, evidence from the end of Key Stage 2 results 2014 and 2015 demonstrated that children in receipt of pupil premium at Park End Primary made good progress and were broadly in line with others nationally achieving expected standard by the end of Key stage 2.

In 2016, the gap in performance between children in receipt of pupil premium achieving 'At Standard' by the end of Key Stage 2 and those not in receipt of pupil premium, both in school and nationally, significantly increased. The attainment of those children in receipt of pupil premium was significantly below 'Standard'.

The results at the end of KS2 in 2016 led to the school making one of its Key School Improvement Priorities for 2016-17 to address the under-performance of pupil premium children. The aim was to diminish the difference between the outcomes of pupil premium pupils and others nationally and increase attainment for pupil premium children.

At the end of KS2 in 2017 the results showed a significant decrease in the gap between the attainment and progress of the children in receipt of pupil premium and those who are not in receipt of pupil premium. The attainment of the children in receipt of pupil premium was broadly in line with all children nationally in writing and mathematics. The attainment of children in receipt of pupil premium in reading was below national for all children. Reading remains a Key School Priority.

Desired Outcome	Chosen actions and approaches	Estimated Impact	Impact Lessons learned	Cost
<b>1.Quality of Teaching for All</b>				
<p>Improved quality focussed teaching and time spent with class teacher.</p> <p>Individual and small group teaching for pupil premium children across school enhanced.</p>	<p>Additional teaching staff R,Y1,2,3,4,5,6</p> <p>Class share to develop pedagogy of teaching staff Opportunity for class teacher to deliver intervention to pupils at risk of underperformance. Use of provision mapping to monitor impact.</p> <p>Lesson study (peer mentoring) leading to a greater focus upon individual children in receipt of pupil premium and how to adapt teaching approaches to ensure the best outcome.</p>	<p>Improvement in progress and attainment of children in receipt of Pupil premium, diminishing the difference between their performance and the performance of all children nationally.</p>	<p>EOY pupil data for children in receipt of pupil premium <u>EYFS</u> GLD 58% (rise of 23% from 2016) Below national attainment of all children.</p> <p><u>End of KS1</u> Combined 41% (fall of 5% from 2016) Below attainment of all children nationally</p> <p><u>End of KS2 results</u> Combined: 58% (rise of 23% from 2016) Below national attainment of all children</p>	<p>Additional teaching staff £168,160</p>

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To ensure high quality PPA delivered by specialist teachers.	Employment of Secondary ICT/MFL and Secondary PE teacher. Secondary PE teacher employed pm for NQT release.	Enriched curriculum and specialist lessons delivered during PPA time. Teachers were able to plan together and planning and assessment remains consistent throughout school.	The children in receipt of pupil premium were missing an English and a Maths lesson every two weeks. To prevent this, PPA for class teachers was altered to one afternoon each week.  Park End Primary was the most improved school in sporting achievements in 2016-17	£44780
Develop writing and spelling skills throughout school.	Introduction of RWInc in EYFS and KS1 EEF pilot school Resources purchased by school. Writing forms a large part of the scheme as it is introduced alongside the reading/ phonics  Targeted support 1-1 for pupils at risk of underperformance of achieving reading standard at end of KS1.	Improved % of children achieving GLD in EYFS, greater numbers passing the phonics test in Year 1 and Year 2.  Improved staff knowledge of phonics.	61% of children in receipt of pupil premium achieved GLD in writing. This is a rise of 21% from 2016.  79% pupils in receipt of pupil premium passed the phonics screen (above the performance of all children nationally)  There was an 8% increase in the percentage of children in receipt of pupil premium who achieved standard in writing at the end of KS1 (59.3%).  There was a 15% increase in the percentage of children in receipt of pupil premium who achieved standard in writing at the end of KS2 (79%).	£4,500

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			RWI coordinator observed phonics lessons that were good and outstanding.	
To enable all pupils in receipt of pupil premium to access educational visits without the worry of cost to parents.	<p>All topics begin with a memorable experience in order to shape children's understanding of the learning.</p> <p>Opportunity to develop social skills e.g. cooperation, teamwork and leadership through residential activities</p>	<p>To develop pupils vocabulary and widen knowledge and understanding of the world.</p> <p>To enable children to have access to residential visits without the concern of costs to families.</p> <p>Our aim is to ensure 100% of children attend a residential visit at least once.</p>	<p>Parental and pupil surveys indicate that our stakeholders feel we offer a wide range of exciting and varied opportunities for pupils.</p> <p>Curriculum is enhanced, ensuring all pupils have an understanding of the location and learning studied.</p> <p>Annual – Four residential visits to enable all children to access at least one visit.</p>	£30,000
To improve quality of mathematics lessons.	CPD whole school – developing fluency, reasoning and problem solving.	A consistent approach to teaching fluency, reasoning and problem solving across school. Increased teacher knowledge and confidence.	A greater percentage of good and outstanding lessons observed and an increase in the number of children in receipt of pupil premium achieving ARE throughout school in Maths (see EOY data). EYFS 75% achieved GLD in maths	£1000

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		Improvement in EOY results in mathematics	KS1 59.3% achieved national standard KS2 72% achieved national standard. All % an increase from 2016	
To develop wide range of 'learning to learn' skills. Perseverance, co-operation, critical thinking.	KS2 chess programme.	Improved links between school and parents, parents' training and competitions.	Children in Y3,5,6 weekly chess sessions. Child and parent interviews indicated the enjoyment and skills learnt. Pupil views (North East News July 2017)	£2,900
<b>Targeted Support</b>				
Improved targeting and provision of pupils at risk of underperformance	Associate leader (SIP) to work alongside SLT appointed. Access to quality resources PIXL.	Targeted children to achieve national standard in combined subjects	50% of targeted children achieved national standard in combined subjects Attainment of children in combined subjects will continue to be a whole school focus	£2500
To ensure all pupils with additional needs are correctly identified through robust assessment procedures.	Language and learning team employed half day per week.	SEND overview – children identified and strategies put into place. Case studies.	SEND report progress 2016-17	£6,555
Counselling service to provide emotional support for pupils.	Alliance Psychological service employed one day per week.	Children able to access learning Support and advice for parent	In 2016-17 there were positive outcomes for 12 children in receipt of pupil premium	£12,180

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		Staff training, guidance and advice.	All children who have accessed support are coping well in school. Positive response from parents School will continue to access a full-day support to cope with growing demands in school. Issues regarding accommodation of services will be addressed	
To improve punctuality and ensure all pupils are ready for the school day.	All children have access to free breakfast and sporting activities before school starts.	Children are ready to learn. Improved punctuality Alert at the start of day.	Attendance 2016-17 at 94.9%, an increase of just under 2% Over 100 children a day attend Breakfast club. It is free for all pupils and 80% of pupils who attend are PP children. Low income families also have access to free before school child care to enable them to work. Breakfast club is staffed by current staff team, ensuring children of all ages are familiar with staff.	£7000 – staffing costs
To enable KS1 and KS2 pupils at lunchtimes to access mobile devices to enhance learning.	iPad provision lunchtime computer club	In school tracking of pupil lunchtime behaviour incidents reduced when children have access to activities during unstructured periods. EEF evidence guidance-digital technology	20 pupils daily attend lunchtime iPad club	£39,600

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Improve quality of receptive and oral language in EYFS.	To invest in longer term change for pupil premium children through provision of 2 year old nursery Speaking and listening programme BLAST and targeted early intervention. High quality provision with 1:4 staffing ratio.	Early intervention research suggests improved attainment and opportunity for pupils to 'catch –up'.	Children in 2 year old nursery make rapid and sustained progress from low starting points in communication and language. 100% of children made at least expected progress, 60% made outstanding progress (6 steps per term), Language rich environment provided. Staff trained to deliver Derbyshire Language Screen to assess receptive language. Close relationship with Speech and Language Therapy service.	Initial set up cost to school £1888,000  Pupil premium contribution Cost £25,080
To ensure all in zone pupils have access to EYFS provision.  To ensure %s of pupils starting Reception in 2017 who are on track to achieve GLD is closer to national.	To invest in a longer term strategy we have increased our nursery provision from 78 to 104. This enables all pupils in catchment area to access early years teaching from 3 year old, enabling pupils to have up to 6 terms in nursery. In order to facilitate this nursery and reception required class based adjustments.	Early intervention Application to become research school with EEF leading on longitudinal study of impact of 2 and 3 year old education.	All in zone children from our waiting list were able to access Nursery provision for at least 2 terms.  30% of children attending Nursery started Reception in 2017 on track to achieve GLD in 2018 in the prime areas of learning.  There will be more of an impact once there are more children who have attended 5 terms of Nursery. Case studies indicate that children with 5 terms of Nursery achieve	Initial refurbishment costs £61,485

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			better outcomes than those attending 3 terms.	
Improve Year 6 mathematics outcomes.	Pupil premium children targeted half day per week for Achieving National Standard 18 pupils have been identified as requiring additional support in order to ensure they meet national standard.	2015-16 trial – achieving maths mastery adapted to provide bespoke support in areas of mathematics QLA identified as weaknesses F,D,P Reasoning Shape Geometry.	In 2017 72% of pupil premium children achieved national standard in mathematics (a rise of 13% from 2016).  Of the 18 targeted children, 15 achieved national standard (83%).	£7,500.
To target pupil premium pupils at risk of underperformance in reading.	Beanstalk 1-1 support x3 per week to support 12 pupil premium pupils.	To increase the numbers of children achieving national standard at end of KS2 (In 2016 there was a drop in the performance of children in receipt of pupil premium in reading)	In 2017 8/12 children (67%) who were at risk of underperformance achieved national standard in reading following support from Beanstalk. Reading will continue to be a focus in 2017-18	£1790
Improve KS2 outcomes for high prior attainment group to ensure they achieve greater depth.	After-school intervention Small group/1-1.	EEF toolkit Benefits of 1-1 and very small group tuition Target support Pupil premium children who achieved Level 3 at KS1.	In Maths 4/6 targeted children achieved greater depth at end KS2 In Reading 2/6 targeted children achieved greater depth at end KS2 In Writing 0/1 child greater depth at end KS2	£1500



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<b>Additional activities to promote community cohesion and family support</b>				
To work closely with families to continue to foster excellent relationships.	FAST Chess training	Outcomes from FAST programme over the last few years. Excellent family support and relationships developed.	Weekly FAST group self-sustaining. School contributes to trips and resources. Chess training has brought parents into school to take part in chess competitions	£1000