

Pupil Premium Strategy Statement 2018-2019

1. Summary Information					
School	Park Mead Primary School		Staff Lead: Mr Chris Elston		Governor: Mrs Julia Everitt
Academic year	2018/19	Total PP budget	£66714	Date of most recent PP review	Jan 2019
Total number of pupils	404	Number of pupils eligible for PP	55 (14%)	Date of next internal review of this strategy	July 2019

2. 2016-2017 Attainment Data				
Key Stage/Year group		Outcomes for Pupils not eligible for PP (Park Mead School)	Outcomes for All Pupils (National Average)	Outcomes Pupils not eligible for PP (National others)
EYFS (5 pupils)	40% achieving GLD (APS)	76%	72%	74%
KS1 – Year 1 (8 pupils)	38% achieving expected standard Phonics screening	69%	83%	80%
KS1 – Year 2 (5 pupils)	40% achieving expected standard in reading	60%	75%	79%
	20% achieving expected standard in writing	60%	70%	74%
	20% achieving expected standard in mathematics	58%	76%	80%
KS2 – Year 6 (11 pupils)	64% achieving expected standard in reading	85%	75%	80%
	45% achieving expected standard in writing	73%	78%	83%
	45% achieving expected standard in mathematics	81%	76%	81%
	45% achieving expected standard in RWM	71%	64%	70%

3. Barriers to future attainment	
In-school barriers	
1.	Literacy and Maths skills for PP pupils entering Reception and in KS1 are lower than those who are not PP
2.	Verbal communication skills of PP pupils entering Reception and in KS1 are lower than those who are not PP
3.	Attendance of PP pupils is lower than those who are not
4.	Ensuring full support is provided for disadvantaged children who are also EAL and/or children with Special Educational Needs
5.	PP pupils achieving the expected standard is lower than those who are not: KS1 the expected standard for phonics was achieved by 38% PP compared to 69% not PP. KS2 the expected standard for RWM was achieved by 45% PP compared to 71% not PP.
6.	Resilience of PP pupils when faced with a learning challenge is lower than those who are not.

External Barriers	
8.	Accessibility to timely relevant professional support for SEND – speech and language in particular.
9.	Group Vulnerability: 38% of disadvantaged cohort are also flagged for child protection issues including CLA. 15% are identified as Young Carers. Therefore the need for emotional literacy and mental health and social support is significantly high.

4. Outcomes			
		Desired outcomes and how they will be measured	Success criteria
A.	Learning and the Curriculum: Closing the gap	Higher levels of attainment for PP pupils in Reading, Writing and Mathematics in Year 2.	<ul style="list-style-type: none"> Interventions to support vulnerable groups identify progress made Tracking and monitoring of PPG Pupils to ensure they make progress in line with those who are not PPG Monitoring vulnerable groups using a direct comparison to identify strengths, weaknesses and next steps Interventions to specifically target areas for support identified in monitoring Increased pupil/staff ratios in EYFS for targeted support Additional booster lessons in core subjects to accelerate progress in Y5 & 6
B.		Higher levels of attainment for PP pupils in Reading, Writing and Mathematics in Year 6.	
C.		Accelerated Progress of PP pupils from Year 2 to Year 6	
D.		Higher % of PP pupils to achieve the expected standard in Y1 Phonics screening test	
E.		Higher proportion of PP children to reach GLD.	
F.		Improved attendance and reduced lateness for PP pupils. PP pupils' attendance to be at least in line with non PP pupils' attendance (2017/18: PP 92.96 Non PP 95.85) (2016/17: PP 92.5% Non PP 95.7 %)	<ul style="list-style-type: none"> DSL/HSLW to monitor attendance and liaise with parents/carers PP pupil attendance in line with those who are not
G.	Social & Emotional Support	Continued employment and support of Emotional Literacy Support Assistant (ELSA) to provide children with emotional and social resilience and promoting well being.	<ul style="list-style-type: none"> ELSA support to targeted vulnerable pupils through a range of strategies e.g. nurture group, social skills, cooking club, art therapy etc.
H.		Priority across school for pupils' pastoral and welfare needs with maintenance of robust safeguarding procedures and focus on pupil well being.	<ul style="list-style-type: none"> Number of pupils and parents accessing services increasing from 2016/17
I.		Continuing support for vulnerable families to enhance engagement with education and high aspirations for their children Families signposted to additional support according to need	<ul style="list-style-type: none"> Continued employment of HSLW to provide support for families Development of parental engagement programmes with high satisfaction rating from parents attending, including engagement programmes that focus on areas of SEND.
J.	Enrichment	Availability of access to opportunities for a wide range of curriculum enrichment activities within and without the school.	<ul style="list-style-type: none"> Opportunities for all to access to enrichment in all curriculum areas including music, art, sport and 'forest schools'.
K.		Access to all educational visits and visitors by subsidy/ full payment as appropriate	<ul style="list-style-type: none"> Funding made available to ensure emergency and longer term access to Extended School Provision for all disadvantaged pupils and others in need at any point

5. Planned expenditure

Academic Year 2018-2019

The three headings below enables us to demonstrate how we are using Pupil Premium to improve class practice, provide targeted support and support whole school strategies.

i. Quality first 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	Review date
High quality teaching and learning <i>ABCDEF</i>	To continue to recruit and retain high quality teaching and support staff to ensure that day to day teaching, including marking and feedback, meets the needs of every learner.	We want to offer the highest quality teaching to all pupils to ensure they reach their potential. Reflective monitoring and evaluation timetable which respond to training needs as identified. All teachers are asked to identify what went well and even better if in relation to their PM. NQTs have identified their strengths and training needs and a plan is built around this and SLT monitoring	Increased proportion of staff achieving good or outstanding lesson observations and monitoring CPD courses on 'excellent' teaching and learning strategies CPD tailored to meet the needs of staff as identified by SLT during monitoring and observations	SLT	XX
Focused use of Support Staff in lessons, and through high-quality intervention, to support progress of PP pupils <i>ABCDEF</i>	Teacher/ Support Staff training delivered through Coordinator INSET, 'SENDSCO clinics', specialist training and meetings.	INSET training materials, feedback forms, stakeholder voice. Improved outcomes for PP pupils, and all linked to training input and staff support. Teachers and support staff identifying small step targets for all. Trial use of technology to support identification of misconceptions, provide feedback in a new and more purposeful manner towards improved outcomes. ('Seesaw' app).	SENDSCO to monitor impact through Provision Map software data to evidence improved outcomes for SEND pupils against personalised targets and the impact of interventions and provisions linked to training. Y6 teachers to lead use of 'Seesaw' implementation and share successes with staff.	SENDSCO SLT Class teachers Support Staff	Termly
Improved fluency and depth of knowledge in maths <i>ABCE</i>	Whole school mastery approach to teaching and learning in mathematics. To include pre-teaching and precision teaching for individuals and small groups and same day feedback to address misconceptions	Interventions based on formative assessments made during the teaching process addressed outside the maths lesson to ensure pace of scheme is maintained and pupils start next step in line with peers.	Class teachers to identify pupils in need of follow up intervention or pre-teaching during teaching sequence. Improved outcomes are evident in pupil voice, phase and step assessment judgments, with progress evident in books.	NMC KD CF Class teachers	Termly

	identified in whole class teaching.	Interventions may be delivered by teachers to ensure that intervention is more responsive and a greater depth of subject knowledge is used to clear up misconceptions that are identified.	Increased use of CPA approach to ensure pupils have a solid foundation in a concept before they move onto abstract presentations		
Social communication of EYFS pupils to improve <i>ADEH</i>	Speech and language groups for pupils with particular needs. Social communication skills group for pupils below age related expectations.	Pupils enter the EYFS with communication skills lower than their peers and this hinders their progress towards achieving GLD and expected standard in Y1 phonics screening test.	Teacher assessments used to identify and tailor to meet the needs of pupils. Timetabled targeted groups from specialist ELKLAN trained Support Staff. Assessments monitored to track progress of targeted pupils and through close liaison and referral to Surrey school aged SaLT service as required.	SLT CH LC	Termly
Increased engagement and social communication of pupils in Foundation stage <i>ADEGH EFK</i>	'Moment to Moment' planning to be used to ensure that pupils interests are catered for.	'Moment to Moment' planning reflects the interests of the pupils and as their interests are catered for pupils become more engaged with the learning environment and access resources with greater motivation and independence.	Monitoring of provision planning / mapping to ensure that environment reflects the interests of the pupils	CB JD EYFS team	Termly
Improved respect and empathy for others <i>IKL</i>	Continuation of Buddy programme and expand to 'play leadership' roles.	Pupils will understand the effects of bullying on others, be able to setup games with resourcing for younger pupils during break and lunchtimes. Target applications for play leadership to include PP children and other vulnerable groups, including SEND.	Structured implementation of Peer mediator role to be developed within the school as part of the play leadership programme. Pupils become more aware of each other and respect the feelings of others. The number of playground incidents drops as pupils are engaged in more purposeful and directed play.	CB SLT	termly
Total budgeted cost: £3800					

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	Review date
ELSA provision <i>ABCDG</i>	Develop self-esteem and confidence of identified vulnerable pupils and remove social barriers e.g. nurture and social skills group	Vulnerable pupils perform less well than their peers and are less likely to take risks in their learning to problem solve and apply knowledge	Develop a register of pupils receiving ELSA support to monitor Increased self-esteem and confidence to actively participate in lessons and take risks in problem solving activities	BHD CE	June 2019
Lunchtime Play supervisor <i>FGH</i>	Ensure that all pupils have a safe and happy lunchtime	Vulnerable pupils often find lunchtime hard as it is too long without structure. This can lead to poor disruptive behavior.	Play leader to support pupils requiring 1 to 1 support to integrate with peers. Resources purchased to enhance play and structured play. Member of SLT to be on lunch duty daily	NMC CE CH	June 2019
ELSA provision <i>FGHI</i>	ELSA to monitor and carry out interventions for vulnerable pupils 1. Lego therapy 2. Art therapy Work with vulnerable families to identify support availability within the local area	Pupils who may or may not be on CP plans need to feel safe, secure and happy to be able to learn the pastoral teacher uses a variety of interventions to give our most vulnerable pupils a place and strategies to talk	ELSA will meet with class teachers and DSL to identify needs, devise a timetable. Use a variety of strategies to support pupils	BHD JD	June 2019 Half termly
Reading /mathematics interventions	Use of experienced staff to provide interventions <ul style="list-style-type: none"> • Reading comprehension • Project X • Power of one/two • SNAP • 5 Minute Box 	Experienced staff are able to ask higher level comprehension questions to ensure that pupils make progress Experienced staff are able to identify gaps in understanding and learning to be able to close them	Tracking of reading progress through standardised tests	CF NMC	June 2019 Half termly

Speaking and listening interventions ABCDE	Use of trained ELKLAN TAs and Teachers to deliver talking partners intervention to support vulnerable pupils	Pupils learn better when they feel confident, relaxed and happy within the environment. Talking partners allows pupils the opportunity to develop speaking and listening skills and improve social communication	Reports/observations written by TAs/teacher who took the intervention Monitored by SENDCO	CE Class teachers	Half termly
Attendance monitoring ABCDEFG	DSL/HSLW to monitor and track attendance of PPG. DSL to liaise with EWO to review effective methods to raise attendance for persistent absences.	Parental support offered by HSLW to communicate the link between <96% attendance and underachievement.	PP pupils' attendance to be in line with Non PP pupils' attendance and above national averages	JD (DSL) / CA (HSLW)	Half termly
Total budgeted cost				£58,485	

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	Review date
Improved completion of homework ABCG	Purchase Timestables Rockstars KS afterschool homework club established	Pupils enjoy time spent on computers therefore if they can complete homework on the computer they are more likely to complete it. If homework is not completed at home it is easily accessible from the school network.	Teachers are able to monitor whether homework has been completed.	KD ABay Teachers	Half termly
Improved participation in school events IH	Monitor which parents attend so that specific parents can be targeted	Encouraging parents to attend parents evenings and open mornings ensures that parents understand what is needed for their children to make progress	Teachers to track attendance at meetings and events Teachers to catch up with parents if they miss a parent meeting	Teachers	JUL 2019

Trip/activity payment support <i>GJK</i>	Provide a 50% subsidy for all activities and trips for PPG pupils to ensure participation	Pupils do not feel different to their peers and so emotional well-being and therefore engagement in school life and learning	Different payment requests identified in parental consent form	Admin	JUL 2019
SATs Breakfast club <i>GJK</i>	Ensure that pupils have a good breakfast before their SATs so that they are not hungry during the tests	Pupils who attend breakfast club begin the day more relaxed and ready for their tests	All year 6 are invited to breakfast club	ABay KD	MAY 2019
Total budgeted cost				£3650	