

Park End Primary Pupil Premium Strategy Statement 2018-2019

Park End Primary School is a larger than average Primary School. A large number of pupils are eligible for Pupil Premium funding. This funding is based on pupils eligible for Free School Meals at any point in the past 6 years. In 2018-2019, 61% of pupils trigger this funding mechanism, 5 are children looked after by the Local Authority. The additional funding is allocated to a range of initiatives to ensure pupils make good progress in learning, both academically and socially. There was a rise in the percentages of disadvantaged children achieving expected level or above in Reading, Writing, Maths and Combined at the end of KS2 in 2018; progress of children eligible for pupil premium has also improved over the last two years (see attainment table below).

1. Summary Information				
School	Park End Primary			
Academic Year	2018-2019		Date of most recent external review	February 2017
Total pupils	495 children	306 pupil premium	Date of next internal review	February 2019
Pupil Premium Grant	£380,000			

2. Current Attainment	KS2 2017	National 2017	KS2 2018	National 2018
	School Pupils eligible for pupil premium	National all	School Pupils eligible for pupil premium	National all
% achieving R,W,M combined	54.3%	61%	61.9%	64.4%
% achieved in standard reading	56.5% Progress -1.7	71%	63.8% Progress +2.7	75.3%
% achieved standard writing	78.3% Progress +1.2	76%	81.0% Progress +2.2	78.3%
% expected standard mathematics	71.7% Progress +1.0	75%	83.3% Progress +4.1	75.6%

3. In school and external barriers to future attainment for pupils eligible for Pupil Premium
a. Significantly below expected attainment on entry to Nursery
b. Speech and Language delay on entry to Nursery
c. Pupils eligible for pupil premium making less progress than others in school and national all by EOKS2. At risk of underperformance.
d. Limited experiences and knowledge and understanding of the world
e. Socio – economic deprivation

Desired outcome	Agreed approach and action	Evidence and rationale for choice	Effective implementation and impact to date	Staff lead	Review date and cost
Focus for Pupil premium spending					
To improve provision and support for vulnerable pupils.	To provide a counselling service to provide emotional support for pupils at risk and in times of need. 'Thrive Approach' Class teacher and Teaching Assistant targeting children at risk of underperformance due to their social, emotional and mental health. 'Toot Toot' App accessed by children to discuss issues in school with staff.	Whole school approach, can be delivered by staff with an established relationship with pupils. Can be monitored closely for impact.	90% of the children currently in line to receive the Thrive Approach are children in receipt of pupil premium.	SENDCO	July 2019 £31,045 (staffing)
Improve the performance of disadvantaged children in reading in EYFS.	Systematics synthetic phonics programme. Develop staff knowledge of phonics Resources to be purchased by school.	There was an increase in the number of children achieving the Early Learning Goal (ELG) in reading in 2018. 50% of 38 disadvantaged children (19 children) achieved the ELG in reading compared to 71% of the 41 non-disadvantaged children	The impact of the phonics programme has been a rise in the total number of children achieving the Early Learning Goal in reading in 2018, passing the phonics test and gaining at least the expected standard	S. Wallis SLE phonics	July 2019 £12,001 – resources/ staffing costs

		(29 children). A greater percentage of children passed the phonics test in 2018 (89%). At the end of KS1, the disadvantaged children performed broadly in line with the non-disadvantaged children. RWI will continue to be monitored by our Assistant Head/ SLE for phonics.	in reading at the end of KS1. Targeted 1-1 support is provided for pupils at risk of underperformance at KS1.		
Whole school priorities					
Improved quality focussed teaching and time spent with class teacher.	Additional teaching staff Y3,5,6 Class share to develop pedagogy of teaching staff in KS2 Opportunity for class teacher to deliver intervention to pupils at risk of underperformance. Lesson study	EEF toolkit Feedback Individual and small group teaching. Making good use of teaching assistants – OUP research indicates class teacher to maintain responsibility for all pupils.	Teachers are aware of who the children are in their class at risk of underachievement.	HT	July 2019 £250,366 (6 additional teachers and 2 unqualified teachers)
To increase percentage of pupils that achieve national standard in maths at KS1.	To improve quality of mathematics lessons. CPD whole school – Inspire Maths (KS1) (5 days)	65% of children achieved expected standard or above in maths, a difference of -10.4% with national. The disadvantaged children performed broadly in line with the non-disadvantaged children	achieved	Mathematics lead J O'Hara	July 2019 Inspire Maths. £5000

To improve attendance and punctuality and ensure all pupils are ready for the school day.	Free breakfast club for all pupils Food sponsored by Greggs/Bank of England.	Attendance 2017-18 94.0% (pupil premium 93.5%)	SLT monitoring the attendance of children within their Key Stage. Attendance meetings/ home visits/ liaise with other agencies.	L. Richardson N. Walker PSA	July 2019 £8400 24 days at SLE rate per year
To develop wide range of 'learning to learn' skills. Perseverance, co-operation, critical thinking.	KS2 chess programme.	EEF studies – chess in school Research indicates children accessing chess weekly same level of mathematical impact as mathematics lesson. NB Chess does not replace a mathematics lesson –it is additional Discussion with T.Martell EEF C.Morrell. Durham University Meta cognition.	Children in Y3, 5, 6 weekly chess sessions. Pupils have entered chess competitions. Parental engagement - parents have been trained and participated in chess lessons with pupils. Positive representation of school (BBC One Show – October 2018)	HT	July 2019 £3400
Targeted support					
To target pupil premium pupils at risk of underperformance in reading/writing/ maths.	Beanstalk readers 1-1 support x3 per week to support 12 pupil premium pupils. After school provision Easter school, days in February half term.	1-1 regular support for pupils who need support with various aspects of reading.	70% of pupils who accessed the intervention got National Standard in reading in 2018	A.Hampton. English lead.	July 2019 Cost £6237 (7 additional days of teaching in school holidays)