

Pupil premium strategy statement (primary)

1. Summary information					
School	Park Spring Primary School				
Academic Year	2017-18	Total PP budget	£175,560	Date of most recent PP Review	NA
Total number of pupils	399	Number of pupils eligible for PP	109	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	54%	67%
Progress score for reading	-1.74	+ 0.33
Progress score for writing	- 0.13	+0.17
Progress score for maths	+ 0.66	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Delayed language and vocabulary skills (speaking and reading skills)
B.	Delayed basic mathematics skills
C.	Low achieving PP children in reading at the end of KS2.
D.	17% of the PP cohort have identified personal, social or emotional needs, which are barriers to these children achieving their full potential, and if unsupported/addressed, will have a detrimental effect on their academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP is 94% (below the target for all children of 96%). This reduces school hours and causes them to fall behind on average.
F.	55 % of parents and families for pupils eligible for PP are known to school to be faced with, and coping with, a range of challenges in the home, including situations of crisis and are being supported by the inclusion team. A number of families find it difficult to work in effective learning partnerships with school> These factors impact on children's readiness for learning each and every day.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase vocabulary, reading and phonic achievement in EYFS and KS1.	% of pupils achieving ARE at the end of EYFS for CL and Reading will be closer to 'others' nationally

		<p>% of pupils passing phonic screening will be the same as 'others' nationally.</p> <p>% of pupils achieving ARE at the end of KS1 will be more in line with 'other' nationally.</p>
B.	<p>Increase rates of progress across all key stages in maths.</p> <p>Raise the % of pupils achieving ARE Related expectation at the end of Year R, Year 2 and Year 6</p>	<p>% of pupils achieving ARE at the end of each KS will be more in line with 'others' nationally.</p>
C.	<p>Accelerated learning for targeted children to narrow the gap between PP pupils and other pupils.</p>	<p>% of pupils achieving ARE at the end of KS2 will be more in line with 'others' nationally.</p>
D.	<p>Build on pupils' personal, social and emotional development through identified intervention and support in class during lessons.</p>	<p>Reduced incidents of emotional behavioural support for identified pupils.</p> <p>Less time out of class in inclusion areas thus increased learning.</p> <p>Improved mental well-being/ self-esteem.</p>
E.	<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 20% to 10% more in line with 'other' pupils.</p>
F.	<p>Engage all parents, develop and strengthen effective parent-school partnership working and family support so as to remove or lessen barriers to learning.</p>	<p>Parents more aware of and involved in their child's learning evidenced by: Higher percentage of children accessing home e-learning e.g. Lexia, Reading Eggs, Mathletics.</p> <p>100% attendance at Family Consultation meetings</p> <p>More Parents/carers in struggling families access a wider range of support including parenting classes (Webster Stratton and Leeds Rhinos Resilience in Families Project), Early Helps,</p>

5. Planned expenditure

Academic year

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?
Low achieving PP children in reading at the end of KS2.	Additional class in upper KS2 to ensure teaching of single year curriculum for reading and other core subjects.	<p>Success was evidenced in 2016-17. The school achieved a 35.3% improvement in reading in 2017 at the end of Key Stage 2 in comparison with 2016. 22% of children were assessed as working above the national standard in reading. This was a 21 percentage point rise from 2016.</p> <p><i>OFSTED Feb 2017</i> <i>You have given additional time to the leader of English to create a very structured scheme for reading and testing pupils' understanding of what is being read. When visiting lessons and analysing pupils' work, I found that your response is working effectively and current pupils read well and have a good understanding of what they are reading.</i></p>	Analysis of termly assessment data to identify progress of PP children. 6 weekly pupil progress reviews.	HT/DHT/KS 2 Leader	<p>January 2018</p> <p>April 2018</p> <p>July 2018</p>
Total budgeted cost					£38,315
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?

<p>Increase vocabulary, reading and phonic achievement in EYFS and KS1.</p>	<p>Additional Teacher 5 mornings in EYFS and KS1 boosting Rec and Year 1.</p> <p>Additional TA time to deliver</p> <ol style="list-style-type: none"> 1. booster before school 2. 1:1 Reading for those children who do not read at home 3. 1:2 phonic catch up (pm) <p>Purchase Lexia reading programme and provide TA support to deliver effectively.</p>	<p>School data for the past two years has shown PP premium children outperforming 'others' nationally in phonics.</p> <p>We want to provide extra support to continue to raise levels of attainment and progress. Small group intervention with highly qualified staff has been shown to be effective, as referenced in reliable evidence sources such as visible learning, John Hattie and the EFF toolkit.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Teaching and learning monitoring/ review</p> <p>Intervention Provision Map- including data/ progress reviews</p> <p>6 weekly pupil progress reviews/ data lock down</p> <p>Pupil Premium Governor monitoring visit.</p>	<p>EYFS/ KS1 leaders Inclusion Manager Intervention Teacher</p>	<p>Jan 2018 April 2018</p>
<p>Increase rates of progress across all key stages in maths. Raise the % of pupil achieving ARE related expectation at the end of Year R, Year 1, Year 2 and Year 6</p>	<p>Intervention Teacher boosting Rec and Year 1.</p> <p>Full time Maths intervention TA in Year 1 and Year 2.</p> <p>Maths leader supporting Year 6 maths daily</p> <p>After school booster for Year 6 with class teachers, maths lead and TA's.</p>	<p>School data has shown that this has had an impact on end of Key Stage results in 2017.</p> <p>We want to provide extra support to continue to raise levels of attainment and progress.</p> <p>Small group intervention with highly qualified staff has been shown to be effective, as referenced in reliable evidence sources such as visible learning, John Hattie and the EFF toolkit.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Teaching and learning monitoring/ review</p> <p>Intervention Provision Map- including data/ progress reviews</p> <p>6 weekly pupil progress reviews/ data lock down</p> <p>Pupil Premium Governor monitoring visit.</p>	<p>Maths Lead (DHT)</p>	<p>Jan 2018 April 2018</p>

Low achieving PP children in reading at the end of KS2.	Purchase Lexia reading programme and provide TA support to deliver effectively. Additional TA time for before school booster Purchase Lexia reading programme and provide TA support to deliver effectively. Alpha-to Omega programme delivered daily to identified pupils.	Small group intervention with highly qualified staff has been shown to be effective, as referenced in reliable evidence sources such as visible learning, John Hattie and the EFF toolkit. Success was evidenced in 2016-17 SATS results for those children who attended booster.	Intervention Provision Map- including data/ progress reviews 6 weekly pupil progress reviews/ data lock down Pupil Premium Governor monitoring visit.	Inclusion Manager. Lexia Lead	Jan 2018 April 2018
Build on pupils' personal, social and emotional development through identified intervention and support in class during lessons.	Inclusion team supporting most vulnerable children during lesson time. Small group nurture in both KS1 and KS2 Pupils accessing 1:1, 1:2 and small group intervention.	External visiting professionals commented on the effectiveness of school ethos/approach on high quality of behavioural/ pupil choices. The EFF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Reviewed by Inclusion governor through half termly meetings with HT and inclusion team. Pastoral reports- nurture and behaviour support intervention impact and outcomes.	Inclusion Manager Gov. monitoring schedule	Gov. Body Pupil Support Committee reports (termly).
Total budgeted cost					111,812
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?
Increased attendance rates	9 hours of FSW time dedicated to tracking and improving attendance. Inclusion team available to door knock and collect children. SLA with LA attendance team to support school in case work and fast track for identified families.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as key step. This is also an Ofsted Feb 2017 identified area for development. We have systems in place to support families with attendance, however, we did not have a robust approach towards challenging poor attendance despite support offered.	Procedures are in place to track PA's attendance daily with immediate intervention for absent pupils. Inclusion manager and HT monitor attendance weekly. Half termly inclusion meetings review current procedures in place. Regular communication with AIO. AIO to support school in holding attendance panels for identified families.	Inclusion Manager and Headteacher	January 2018 April 2018 July 2018

<p>Engage all parents, develop and strengthen effective parent-school partnership working and family support so as to remove or lessen barriers to learning.</p>	<p>Knowledge Organisers shared with parents at the beginning of every half term. Celebration events across the school to engage parents in children's learning. Parent Forum established and representing the views of parents from both economically thriving and disadvantaged families on school matters. 100% attendance at Family Consultation meetings Family Liaison Officer employed full time and support from Inclusion Team. Families have access to a wider range of support including parenting classes</p>	<p>Evidence is they are published on website. Attendance at events/ signing in sheets Signing in sheet to record those attended and minutes of meeting. Signing in sheets Parent feedback forms. We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as key step. This is Ofsted Feb 2017 identified area for development. Some parents need support to get the children in e.g. in times of illness</p>	<p>Monitoring Parent support from Inclusion team and FSW. Reports to governor's pupil support committee. Half termly inclusion meetings with HT and Chair of Governors Data on attendance at events</p>	<p>Inclusion Manager Family Support Worker</p>	<p>January 2018 April 2018 July 2018</p>
Total budgeted cost					29,278

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk