

# Pupil premium strategy statement (primary)

| 1. Summary information        |                            |   |         |   |          |
|-------------------------------|----------------------------|---|---------|---|----------|
| <b>School</b>                 | Park Spring Primary School |   |         |   |          |
| <b>Academic Year</b>          | 2018-19                    | <b>Total PP budget</b>                  | £171900 | <b>Date of most recent PP Review</b>                  | NA       |
| <b>Total number of pupils</b> | 408                        | <b>Number of pupils eligible for PP</b> | 130     | <b>Date for next internal review of this strategy</b> | Feb 2019 |

| 1. Attainment 2017-18  |   |   |   |  |
|--|---|---|---|--|
|  | <i>Park Spring pupils eligible for PP</i> | <i>Park Spring pupils not eligible for PP</i> | <i>Pupils eligible for PP (National average 2017)</i> | <i>Pupils not eligible for PP (National average)</i> |
| % achieving GLD (End of EYFS)                                | 57.1%                                     | 74.5%   | 56.6%   | 74.5%  |
| % passing the phonic screening (Year 1)                      | 84%                                       | 88%   | 72%   | 85%  |
| % achieving Age Related Expectations in Reading (End of KS1) | 50%                                       | 82%   | 62.5%   | 79%  |
| % achieving Age Related Expectations in Writing (End of KS1) | 50%                                       | 75%   | 55.4%   | 74%  |
| % achieving Age Related Expectations in Maths (End of KS1)   | 50%                                       | 82%   | 62.8%   | 80%  |
| % achieving Age Related Expectations in Reading (End of KS2) | 72%<br>Above: 16%                         | 56%   | 64%   | 80%  |
| % achieving Age Related Expectations in Writing (End of KS2) | 72%<br>Above: 12%                         | 78%   | 67%   | 83%  |
| % achieving Age Related Expectations in Maths (End of KS2)   | 52%<br>Above:12%                          | 78%   | 63%   | 81%  |
| % achieving Age Related Expectations in GPS (End of KS2)     | 72%<br>Above:20%                          | 68%   | 67%   | 82%  |
| % achieving Age Related Expectations in R,W& M (End of KS2)  | 44%<br>Above:8%                           | 56%   | 51%   | 70%  |
| <b>Progress score for reading</b>                            | -0.14                                     | -2.84   |   |  |
| <b>Progress score for writing</b>                            | -0.9                                      | -0.35   |   |  |
| <b>Progress score for maths</b>                              | -1.01                                     | -0.5  |   |  |

| <b>2. Barriers to future attainment of the pupil premium eligible cohort</b>                                      |  |   |
|---|--|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |   |
| <b>A.</b>   | Low achieving attainment of disadvantaged children at the end of EYFS, KS1 and KS2 in maths.   |   |
| <b>B.</b>   | Low achieving attainment of disadvantaged children in reading, writing and maths at the end of KS1   |   |
| <b>C.</b>   | Delayed language and vocabulary skills   |   |
| <b>D.</b>   | % 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.  |   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |   |
| <b>E.</b>   | Attendance rates for disadvantaged children is 95.4% (below the target for all children of 96%). 37% of disadvantaged children have been identified with attendance below 96%. This reduces school hours and causes them to fall behind on average.  |   |
| <b>F.</b>   | 34% of parents and families of disadvantaged children 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. |   |
| <b>3. Desired outcomes</b>  |  |   |
|   | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>A.</b>   | Accelerated learning for targeted children to narrow the gap between disadvantaged children and non-disadvantaged children in maths at the end of each key stage.  | % of pupils achieving ARE in maths at the end of each Key Stages will be more in line with 'others' nationally.<br>Pupils possess the age-related standard of 'number sense'<br>Maths lessons are 'learning efficient'  |
| <b>B.</b>   | Accelerated learning for targeted children to narrow the gap between disadvantaged children and non-disadvantaged children in reading and maths at KS1   | % of pupils achieving ARE at the end of each KS1 in reading, writing and maths will have improved by at least 10% (50% 2017-18)   |
| <b>C.</b>   | Reduced language deficit at the end of EYFS.   | % of pupils achieving ARE at the end of EYFS for CL will be closer to 'others' nationally.<br>Improved % of pupils achieving ARE at the end of Nursery 2 for CL.  |
| <b>D.</b>   | Build on children's' personal, social and emotional development through identified intervention and support in class.  | Identified children receive targeted support for specific behavioural or SEMH issues.<br>Identified children access whole class teaching more regularly<br>Improved mental well-being/ self-esteem.   |
| <b>E.</b>   | Increased attendance rates for disadvantaged children.   | Higher % of disadvantaged children with attendance above 96%<br>Through targeted support improve the attendance of disadvantaged children whose attendance was below 90% in 2017-18.  |
| <b>F.</b>   | Engage identified families to develop and strengthen effective family-school partnership, working with the families so to remove or lessen barriers to learning for the disadvantaged children.  | More parents/carers in struggling families access a wider range of support including parenting classes.<br>Appropriate outside agency support is identified, implemented and impacts on family life.<br>Identified families take a more active role in school life by attending events and family consultations<br>Implementation of the re-think model for supporting families |

| 4. Planned expenditure   |  |   |   |                    |   |
|--|--|---|---|--------------------|---|
| Academic year  |  | 2018-19   |   |                    |   |
| 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?    |
| Accelerated learning for targeted children to narrow the gap between disadvantaged children and non- disadvantaged children.   | Whole school CPD re Mastery in maths<br>Children mastering the basic number facts by defined fluency session<br>Majority of feedback given with lesson<br>Support by Maths lead for all year groups in planning maths lessons<br>Involvement in The Yorkshire Ridings Hub teacher research group, continued involvement in White Rose TRG (second year) and Sustaining Teaching for mastery<br>E-learning support<br>Purchase of times table rock stars for Y2 upwards and 100 Mathletics accounts for children underperforming in Maths or who have expressed an issue in using an account. . | EEF toolkit suggests that mastery teaching is a promising strategy for narrowing the attainment gap.<br>Recent test data analysis and in-school tracking suggests that all pupils do not have great enough fluency in the basic skills.<br>Lesson monitoring and work scrutiny would suggest that lessons were not efficient enough and did not provide the correct challenge and support for the new curriculum. | Learning Walks/<br>Analysis of termly assessment data to identify progress of disadvantaged children.<br>6 weekly pupil progress reviews. | HT/DHT/KS 2 Leader | January 2019<br>April 2019<br>July 2019 |
| <b>Total budgeted cost</b>   |  |   |   |                    | £13,482                                 |
| 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?    |

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| <p>Low achieving attainment of disadvantaged children at the end of EYFS, KS1 and KS2 in maths.</p>  | <p>Intervention Teacher boosting Rec and Year 1.</p> <p>Maths leader teaching in Year 5 and 6 daily</p> <p>Before school booster for Year 6 with class teachers and TA's.</p> <p>Full time Maths intervention TA in Year 1 and Year 2.</p> <p>3X Same Day Intervention with maths lead and Year 6 teacher.</p> <p>Year 2 After school booster with Year 2 teacher.</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>Early intervention in EYFS and Year 1 The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. EEF toolkit</p> <p>2017-18 shows a dip in attainment at the end of each key stage for maths.</p> <p>To build capacity for improvement, high skilled precision teaching to correct misconceptions or gaps in pupil's knowledge.</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<br/>April 2018</p> |
| <p>Accelerated learning for targeted children to narrow the gap between disadvantaged children and non- disadvantaged children in reading and maths at KS1</p> | <p>Full time Maths intervention TA in Year 1 and Year 2.</p> <p>Additional TA time to deliver</p> <ol style="list-style-type: none"> <li>1. booster before school</li> <li>2. 1:1 Reading for those children who do not read at home</li> <li>3. Same day intervention</li> </ol> <p>Purchase Lexia reading programme and provide TA support to deliver effectively.</p> | <p>2017-18 shows a dip in attainment in reading and maths at the end of each Key Stage 1.</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>KS1 Lead<br/>KS1 English Lead<br/>Maths Lead</p> | <p>Jan 2019<br/>April 2019</p> |

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| Improved communication and language skills for children in EYFS.   | Additional Teacher 5X1 hour in Reception<br><br>Vocabulary Gap programme<br><br>Talk Boost<br><br>Easy Peasy App – games for parents at home which support development of speech and language through parent-child interactions. | Evidence shows that delays in speech and language create significant barriers for disadvantaged pupils in accessing education. An estimated 50% of pupils from disadvantaged background have a language deficit.   | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.<br>Analysis of access to Easy Peasy App by families<br>Monitoring of pupils on Talk Boost intervention<br>6 weekly pupil progress reviews | EYFS/ KS1 leaders<br>Inclusion Manager<br>Intervention Teacher | Jan 2019<br>April 2019                              |
| Build on pupils' personal, social and emotional development through identified intervention and support in class during lessons. | Embed Mindmate curriculum.<br>Pupils accessing 1:1, 1:2 and small group intervention.<br>Small group nurture 3 times a week across both Key Stage<br>Inclusion team supporting most vulnerable children during lesson time.      | External visiting professionals commented on the effectiveness of school ethos/approach on high quality of behavioural/ pupil choices. The EEF 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.<br>Pastoral reports- nurture and behaviour support intervention impact and outcomes.   | Inclusion Manager<br>Gov. monitoring schedule                  | Gov. Body Pupil Support Committee reports (termly). |
| <b>Total budgeted cost</b>   |  |  |  |  | 131,253   |
| <b>iii. Other approaches</b>   |  |  |  |  |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>  | <b>When will you review implementation?</b>         |
| Increased attendance rates   | 9 hours of FSW time dedicated to tracking and improving attendance. Inclusion team available to door knock and collect children.   | 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.   | 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.                     | Inclusion Manager and Headteacher                              | January 2019<br>April 2019<br>July 2019             |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   | Continue to use the robust procedures and protocols that were developed in 2017-18.   | Systems that we put in place for 2017-18 saw attendance of disadvantaged children increase by 1.4%  | Regular communication with AIO through SLA to advise school on the next step. . AIO to support school in holding attendance panels for identified families.   |  |  |
| Engage identified families to develop and strengthen effective family-school partnership, working with the families so to remove or lessen barriers to learning for the disadvantaged children. | <p>Celebration events across the school to engage parents in children's learning.</p> <p>Parent Forum continued to represent the views of parents from both economically thriving and disadvantaged families on school matters.</p> <p>All non-attendees at Family Consultation to be followed up by class teacher.</p> <p>Development of the Rethink Formulation model for families in need.</p> <p>Family Liaison Officer employed full time and support from Inclusion Team.</p> <p>Families have access to a wider range of support including parenting classes</p> | <p>Approaches for 2017-18 have demonstrated positive results/improved home/school relationships and therefore will be continued in 2018-19.</p> <p>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.</p> <p>Reports to governor's pupil support committee.</p> <p>Half termly inclusion meetings with HT and Chair of Governors</p> <p>Data on attendance at termly parenting classes.</p> | Inclusion Manager<br>Family Support Worker | <p>January 2019</p> <p>April 2019</p> <p>July 2019</p> |
| <b>Total budgeted cost</b>  |   |   |   |  | Total 28,086   |