



Parsloes Primary School



Pupil Premium Strategy 2018-2019

Pupil premium strategy statement 2018-2019 (Primary)

1. Summary information						
School	Parsloes Primary School					
Academic Year	2018-2019		Total PP budget - £223,080		Date of most recent external PP Review	11/2016
Total number of pupils Year 1 - 6	463	Number of pupils eligible for PP Year 1 - 6	138	% of pupils eligible for PP Year 1 - 6	30%	Date for next internal review of this strategy July 2019
Total number of pupils Year 1	63	Number of pupils eligible for PP Year 1	15	% of pupils eligible for PP Year 1	24%	
Total number of pupils Year 2	76	Number of pupils eligible for PP Year 2	22	% of pupils eligible for PP Year 2	29%	
Total number of pupils Year 3	81	Number of pupils eligible for PP Year 3	24	% of pupils eligible for PP Year 3	30%	
Total number of pupils Year 4	80	Number of pupils eligible for PP Year 4	27	% of pupils eligible for PP Year 4	34%	
Total number of pupils Year 5	80	Number of pupils eligible for PP Year 5	25	% of pupils eligible for PP Year 5	31%	
Total number of pupils Year 6	83	Number of pupils eligible for PP Year 6	25	% of pupils eligible for PP Year 6	30%	

2. Attainment - 2017		
	<i>Pupils eligible for PP (2017 school data)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving expected in reading, writing and maths.	52%	39%
Average progress in reading at the end of KS2	2.8	---
Average progress in writing at the end of KS2	0.2	---
Average progress in maths at the end of KS2	0.9	---
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
3.1	Literacy skills (both reading and writing) are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	
3.2	Current school provision does not adequately meet the majority of the needs of the children entering KS1. This has a negative impact on their attitudes towards learning and progress.	
3.3	The social and emotional development (Thrive approach) with the pupil premium group (91% of this group access Thrive). This is having a detrimental effect on their academic progress and that of their peers.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
3.4	Attendance rates for pupils eligible for PP Year 1 – 6 – 93.9% (2017-2018) Attendance rates for non-Pupil Premium Year 1 – 6 - 96.5% (2017 – 2018) <i>School target is 96.5%</i>	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria

A.	A better transition from EYFS to KS1 which allows for children to remain engaged and achieving.	<p>Pupils eligible for PP will achieve 6 steps of more of progress in KS1.</p> <p>Children will maintain positive attitudes towards school and their learning.</p> <p>All staff to use Thrive approach to behaviour in a way which supports social and emotional development. Staff to be trained in this and regular reviews.</p>
B.	Higher rates of progress across KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as their other peers. In Year groups where the difference is substantial (Current Y6), the difference will diminish.
C.	Disadvantaged pupils will consistently display a positive learning attitude towards themselves, others and their own learning in all learning environments.	<p>Decrease in internal and external exclusions and a decrease in reds for pupils eligible for PP.</p> <p>All staff to use Thrive approach to behaviour in a way which supports social and emotional development. Staff to be trained in this and regular reviews.</p>
D.	Increased attendance rates for pupils eligible for PP.	Pupils eligible for PP have an attendance rate of 96.5% (school target).

5. Planned expenditure

Academic year		2018-2019				
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 to diminish the differences between disadvantaged pupils and their peers nationally.						
i. Quality of teaching for all						
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
B. Higher rates of progress across KS2 for pupils eligible for PP.	Using coaching to improve quality first teaching by the development of metacognition and self-regulation.	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. The potential impact of these approaches is high, they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The Education Endowment Foundation suggests that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Additional outstanding teacher in Year 2 and Year 6. Attainment and Progress will be impacted. Developing high quality CPD for staff to support with colleagues. Pupils will be clear how to take responsibility for their learning and develop their understanding of what is required to succeed. Presentations to Governors.	NL / SO	£58,980	Pupil Progress Meetings January 2019, April 2019 and July 2019
	Continued implementation of high quality feedback across the curriculum.	Progress needs to be sustained across the entire Key Stage. The EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Senior teachers as additional teacher in Year 2 and 6 with smaller classes to enable more focused work. Specific coaching of marking and feedback. Regular book scrutiny which involves teachers so that good practice can be identified and shared. Embedding of new school feedback policy. Year Group leaders to support embedding of quality marking within planning meetings.	NL		Pupil Progress Meetings January 2019, April 2019 and July 2019

	<p>Clear method of sharing data and Pupil Progress meetings which focus of attainment and progress of pupils. PP Lead:£10,034</p>	<p>Teachers need to be sure of expectations, gaps, strengths and weaknesses in order to focus provision on key marginal children and best teach to needs.</p>	<p>SLT and governors to reflect on impact of teaching and learning at an individual, group, class and cohort level.</p> <p>Year group leaders to analyse data and ensure that gaps are identified.</p> <p>Pupil premium focus for every progress meeting</p>	SO		<p>Pupil Progress Meetings January 2019, April 2019 and July 2019</p>
<p>A. A better transition from EYFS to KS1 which allows for children to remain engaged and achieving.</p>	<p>Creating a bespoke transition from EYFS to KS1 based on the needs of the current Reception.</p> <p>Teachers will ensure the good practice in EYFS of continuous</p>	<p>Studies of outdoor learning consistently show positive benefits on academic learning. (EPP)</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Consultant transition lead will ensure regular meetings take place with the EYFS lead and year 1 lead / teachers</p> <p>EYFS and KS1 SLT to liase</p> <p>Consultant to write a report regarding what is achieved and recommendations for each term</p> <p>Setting up two Year 1 outdoor classrooms / Purchase of resources</p>	<p>NJ</p> <p>KD / MW / SO</p>		<p>Pupil Progress Meetings January 2019, April 2019 and July 2019</p>
<p>C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.</p>	<p>AFA achieving wellbeing coach will deliver CPD to all staff in supporting the SEMH of all pupils</p>	<p>Teaching which targets social and emotional learning (SEL) seeks to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community (EEF)</p>	<p>Review of SEMH data (Thrive)</p> <p>Review of Achieving wellbeing programme (AFA)</p>	<p>MB</p> <p>KD</p>		<p>Annual Review 2018-2019</p>

ii. Targeted support						
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves, others and their own learning in all learning environments.	There are three 'Thrive' practitioners across the school. Pupils assessed for Thrive programme and given tailored support as necessary by	The Thrive approach is based on neuroscience and the body's stress-response system. Specific training has been given to the Thrive practitioners to build on these insights to offer a way of working with children and young people that supports the optimal development of their brains and nervous systems. 91% of children attending thrive are Pupil Premium	Class teachers given feedback by lead Thrive practitioner Close monitoring by SENCO Strategies used in Thrive group to be embedded in class. Whole school training (including all adults) has been given to staff.	SENCO (MB) SS - LM JW - LM	£72,399.00	Pupil Progress Meetings January 2019, April 2019 and July 2019 Thrive assessments
	LM / Thrive practitioners / SSA support within class / EP support with key children to support self-esteem, resilience and develop good learning behaviours.	The EEF suggests that SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	Closely monitored by Class Teacher, Year Group leader and Phase leaders. Monitored through observations, data and book scrutinies. PSW will support parents who need support to ensure children reach full potential EP support will focus on PP pupils Parent Gym workshops twice a year	SENCO (MB) PSW EP		Pupil Progress Meetings January 2019, April 2019 and July 2019
B .Higher rates of progress across KS2 for pupils eligible for PP.	Using structured interventions and programmes (including PIXL) to ensure that pupils reach expected at the end of the year.	High quality, structured interventions have been shown to have a positive impact on progress (DISS project) and can target key areas of concern such as writing development and reading.	Class teacher to liase with Intervention CS Close monitoring by year group leader / phase leader Ensure all staff are trained. Intervention CS to attend PIXL conference	NL		Pupil Progress Meetings January 2019, April 2019 and July 2019

iii. Other approaches

Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?	
D. Increased attendance and punctuality rates for pupils eligible for PP.	Daily monitoring by PSW of PP pupils' absences LM / PSW to have greater involvement with consistently late or absent pupils Working with key families.	If children are not in school, their attainment cannot be improved. NFER briefing for school leaders identifies addressing attendance as a key step.	Fortnightly attendance team meetings – attendance lead and PSW to discuss attendance cases and work with PP families	Deputy Head (KD) Office manager PSW Attendance - SLA	£91,699.00	Termly – 2018 - 2019	
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves, others and their own learning in all learning environments.	Using structured conversations to overcome barriers to learning	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g EEF Toolkit suggest that improving communications with parents/carers and strengthening parent engagement can be consistently associated with pupil's success.	Refresher of structured conversations AFA – wellbeing coach will monitor structured conversation passports	KD (Deputy Head)			Termly – 2018 - 2019
	Using Speech and Language Interventions to overcome barriers to learning	We want to support pupils with speech and language needs to have access to the curriculum	Speech and language Interventions	SENCos Speech therapist – SLA Speech intervention support staff			Termly 2018 - 2019

	Re-development of outdoor learning environments EYFS / Year 1 (as above) / Infant and Junior playground	Studies of outdoor learning consistently show positive benefits on academic learning. (EPP)	Pupils attitudes to learning improve Behaviour at lunch time is good	LP / KD		July 2019
	Offering a broad and balanced curriculum of creative lessons including Art, Music, PE and Spanish	Studies of pupils who have a creative and engaging curriculum show that pupils attitudes to learning improve and they are able to transfer these skills to other areas of the curriculum	Specialist teachers will have regular opportunities to liase with staff and senior leaders Lesson will be monitored with a continuous view to develop pupils attitudes to learning Trips to include Blackrock with PSW – no cost Brilliant Club – no cost Mosaic Workshops – no cost	KD PSW J and C leads J&C teachers Music lead		
	Midday training to enhance the use of outdoor environment at lunch time	Studies of outdoor learning consistently show positive benefits on academic learning. (EPP)	Daily focus on the outdoor learning environment by all midday staff Weekly meeting middays with lunchtime lead regarding playground role	SS KD		Termly – 2018 - 2019

Total cost – 223,077.20

A. Review of expenditure				
Previous Academic Year		2017-2018 (£211,200)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved literacy skills in Lower KS2.	Incorporating Power of Reading to ensure engagement and enjoyment of reading for children.	<p>Mixed impact</p> <p>The curriculum has been continued to be adjusted around texts for all year groups. This has been very successful in some year groups and this shows in the data. Learning walks (both internal and external) have shown that there are consistent approaches within Year groups and phases. The learning walks have frequently shown very good attitudes for learning. Due to the cancellation of the Power of Reading course, training was limited for those who were booked on it.</p>	Continue with this and ensure that high quality texts are engaging. This will fit in with the focus on the curriculum.	£0
B .Higher rates of progress across KS2 for pupils eligible for PP.	<p>Continued implementation of high quality feedback across the curriculum.</p> <p>£36,790</p>	<p>Mixed impact</p> <p>At the end of KS2, this was particularly successful with Reading and GD Maths. 70% of PP children were at the expected level for Reading and 24% of PP achieved the above expected level for Reading. GD Maths for the cohort was also an area of success for the individualised feedback and learning as the percentage achieving the above expected level increased by 7% to 25% of the cohort.</p>	This seemed to be most effective in Reading. Will continue next year – especially in Writing.	£36,790

B .Higher rates of progress across KS2 for pupils eligible for PP.	Clear method of sharing data and Pupil Progress meetings which focus of attainment and progress of pupils. PP Lead:£10,034	Mixed impact Upon reflection at the end of the year, it was clear that teachers had a good understanding of their pupils' gaps, strengths and weaknesses. However, this has still not resulted in consistently higher rates of progress for pupils eligible for PP.	Teachers to take more of a leading role in discussions in PP meetings.	£10,034
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	Focus on development of positive relationships with parents, £6,250 AFA	There has been a steady decrease in reds given to the children eligible for PP. Each term has seen a decrease in behaviour incidents involving children in the school and those who are eligible for PP funding. However, they are still over represented in the reds, and so this needs to continue to be a focus. A parental engagement survey has been created and used at some events to ensure that positive relationships with parents are fostered.	This will be a continued focus for next year with the focus of well-being.	£6,250

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	Nurture groups Colin Merrin trained selected TA's in social skills programme to deliver 1:1. £16,368	Positive impact Thrive training was given to all members of staff. This has meant that the practices in the social skills programme are beginning to be embeded throughout the school by all staff. The majority of the children who have been involved in the Thrive groups have shown very good progress and the impact of this is analysed by the SENCO on a termly basis.	This will be a whole school focus next year.	£16,368

C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	TA support within class with key children to support self-esteem, resilience and develop good learning behaviours. £44,633	Mixed impact With key children, the progress is very accelerated and positive learning behaviours are becoming more consistent. However this is not yet consistent.	This will be a continued focus for next year.	£44,633
A. Improved literacy skills in Lower KS2.	Using structured interventions and programmes (1stclass@writing, Reading Gladiators) to ensure that pupils reach expected by year end. £31,257	Lower impact	This approach will not continue	£31,257
B. Higher rates of progress across KS2 for pupils eligible for PP.	Using structured interventions and programmes (Arithmetic and PiXL) to ensure that pupils reach expected at the end of the year. £26086	Lower impact	This approach will not continue	£26,086

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Higher rates of progress across KS2 for pupils eligible to PP.	Achievement for All – strengthening relationships with parents and wider community. £6,250 AFA PP Lead:£7392	Mixed impact Structured conversations have been undertaken with 2 children from each class. This has had positive impact with parents and will continue next year. Events such as the Christmas Bazaar, Royal Wedding Celebration and the Summer Fete were well attended by parents and the wider community.	Will continue to strengthen links with the community and parents. Structured conversations will be a continued focus for next year with the focus of well-being.	£13,642

<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Use of PSW to monitor pupils and follow up quickly on absences. Working with key families if necessary. £23,040</p>	<p>Positive impact</p> <p>PSW has worked with over 80 families and has been closely involved with many families. Unfortunately, there is still a difference between the attendance rates of children eligible for PP and those not eligible for PP.</p>	<p>This approach to continue next year.</p>	<p>£23,040</p>
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