

Pupil Premium strategy statement: Parkside Community Primary School



1. Summary information					
School	Parkside Community Primary School				
Academic Year	2018/19	Total PP budget	94,400	Date of most recent internal PP Review	July 18
Total number of pupils	93	Number of pupils eligible for PP	62	Date for next internal review of this strategy	March 2019

What is Pupil Premium?

Pupil Premium is additional funding given to schools in England to raise the attainment of pupils from low income families and close the gap between them and their peers. The funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. This is known as 'Ever 6 FSM'.

Schools will also receive funding for children who have been 'Looked After' (in Local Authority care), were adopted from care on or after 30 December 2005, or left care under a special guardianship or residency order, and children of service personnel.

Why was Pupil Premium introduced?

Pupil Premium was introduced in April 2011. The Government believed that it is the best way to address the current underlying inequalities in the academic performance of children eligible for Free School Meals (FSM) and their wealthier peers by providing additional support to the pupils who need it most.

How much funding does Parkside Community Primary School receive?

- In 2017-2018 the allocation of Pupil Premium funding is £81,000
- In 2018-2019 the allocation of Pupil Premium funding is £94,400

The table below shows the amount of children per year group who will receive Pupil Premium funding for the academic year 2018/19. In total 66.6% of children at Parkside Community Primary School receive Pupil Premium funding.

Sept 2018-19	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Total Pupils	6	10	14	14	22	11	16	93
Pupils who receive Pupil Premium	5	6	19	10	14	7	11	62
Percentage of pupils who receive Pupil Premium	83.3%	60%	64.2%	71.4%	63.6%	63.6%	68.7%	66.6%

Pupil Premium: A rationale for Parkside Community Primary School.

Parkside Community Primary School is committed to ensuring that all children have equal life chances. We recognise that many children come to us from low socio-economic backgrounds and we are dedicated to ensuring that this is never a barrier to learning. We have the highest aspirations of ALL children and use the Pupil Premium effectively to ensure that disadvantaged children receive the same entitlement as their non-disadvantaged peers. These are our key principles for diminishing the difference between disadvantaged and non-disadvantaged children.

1. Achievement gaps between any groups in any subject are viewed as symptoms, rather than problems themselves. We constantly strive to improve teaching for all.
2. We know the specific barriers of our disadvantaged children and plan to overcome these accordingly.
3. We remember that 'limited experience' is not the same as 'low ability'. We invest heavily in Early Years, and the transition into Year 1, to give the children as many experiences as possible. All members of staff have high expectations from the very beginning.
4. We instil a love of learning and give children the confidence to do it. We provide a broad and balanced curriculum with particular investment in the Arts and Sport to develop confidence and build cultural capital.
5. Our children learn most when they are in the classroom with the most qualified adults. External interventions are used with caution and only when needs cannot be met within the classroom.
6. Teaching and Learning always comes first. Teachers have ownership of their practice and every member of the school is part of a professional learning community, constantly seeking to improve.

Key Questions for consideration

In our relentless drive to ensure that there is no difference between the most disadvantaged children and their peers, we continually ask and review the following key questions:

- 1) What are the specific needs of the most disadvantaged children at Parkside Community Primary School?
- 2) What do we want the outcomes to be for these pupils?
- 3) Which strategies are going to be most effective in ensuring educational excellence for all, in particular the most disadvantaged?
- 4) How will the impact of the strategies be monitored and what are the success indicators?
- 5) What impact are the strategies employed having on the achievement of the disadvantaged children?

How does the school spend this money?

The Governors, Senior Leadership Team (SLT) and all members of teaching staff monitor the attainment and progress of children very carefully. All children's progress is discussed at termly progress meetings and where additional support is deemed necessary. Pupil Premium is frequently used to increase the opportunities that we are able to offer.

Funding is predominantly targeted at the improvement in attainment and progress in English and Maths as well as pupil well-being, but Parkside Community Primary School recognises the need to provide a varied and stimulating curriculum, especially within the Arts and Sport, and provides a range of opportunities to all of our children using Pupil Premium.

Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). We have high expectations of our teachers and provide them with a strong level of support and professional development opportunities to constantly improve their practice.

We have embedded a robust monitoring system based on termly tracking to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance.

Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium. The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning.

End of Key Stage 2 Current attainment							
	All Pupils at Parkside 2018	National	Pupils eligible for PP Parkside 2018	Pupils eligible for PP National	National pupils not eligible for PP	Progress at Parkside	PP Progress nationally
% of pupils achieving the expected standard in reading, writing and maths	25	64	18	Not yet available (Kent 50%)	Not yet available	N/A	N/A
% of pupils achieving the expected standard in reading.	63	75	73	Not yet available (Kent 63 %)	Not yet available	-1.2	-0.8 Kent
% of pupils achieving the expected standard in writing.	38	78	27	Not yet available (Kent 68%)	Not yet available	-7.1	-0.3 Kent
% of pupils achieving the expected standard in maths	44	76	36	Not yet available (Kent 61%)	Not yet available	-5.0	-1.3 Kent

2. 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.	Oral language skills and (PSED in Reception) are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	Some pupils eligible for PP have lower attainment and progress than non PP children nationally in reading, writing and maths.
C.	Children with poor SEMH. This slows progress and attainment in all subject areas.
D.	Children have limited home experiences and resources(e.g. books) or have financial restraints leading to non participation.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Attendance rates for pupils eligible for PP are below the target for all children (96%) This reduces their school hours and can cause them to fall behind.
F	Poor parental engagement. This reduces the amount of support children receive at home

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills and PSED for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	Pupils eligible for PP make rapid progress by the end of reception so that most make age related expectations.
B.	Pupils eligible for PP will have similar attainment and progress to non PP children nationally in reading, writing and maths	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, writing and maths, therefore diminishing the difference by the end of Key Stage 2
C.	Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Children will have improved SEMH, allowing them to make progress in line with their peers.
D.	Pupils eligible for PP will have the same opportunity as all pupils	Equal participation in events, activities and extra-curricular activities
E.	Improved attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 94.3% to 96% in line with 'other' pupils.
F.	Improved parental engagement. Increasing the amount of support children receive at home and the participation in school events	Parents will have increase participation within their child's learning journey. Children will receive increased support at home.

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 Expertise	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills and PSED in reception	Speech and Language TA employed by the school	Investment in a S and L TA will boost oral language skills and improve reading and writing in the longer term. S and L TA to support teacher and TA CPD	S and L TA to receive relevant training and resources. Monitoring		March 19 June 19
B. Improved attainment in reading, writing and maths	Staff update training on high quality feedback Training on consistence use of Handwriting Training on new assessment system and moderation Precision teaching training	Staff training on high quality feedback – EEF Toolkit – High quality feedback is an effective way to improve attainment Consistent legible handwriting ensure all children’s writing can be understood and read. Accurate assessment and moderation ensures that pupils next steps can be identified and lessons pitched at the correct level. Precision teaching has proven to have high impact of the progress of pupils with SEN	<ul style="list-style-type: none"> • Courses selected using evidence of effectiveness. • Using Inset days and staff meetings • Feedback embedded in feedback/ marking policy • Lesson monitoring <ul style="list-style-type: none"> • Training for staff • Resources given to all class teachers • Monitor the effectiveness of the intervention 	English and Maths lead English lead,	March 19 March 19
C. Improved SEMH	Positive behaviour training - in line with an updated behaviour policy. Rewards linked with school values	Positive learning behaviour leads to increased well-being, progress and attainment.	Ensure staff and pupils are fully aware of the behaviour policy. Monitor. Launch of rewards linked to school values.	SLT	July 19
Total budgeted cost					£5,000

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?
A. Improved oral language skills and PESD in reception	1-2-1 and small group provision and employment of S and L therapist x 1 month	Small Group work and 1-2-1 tuition from highly qualified staff has proven to have an impact on attainment and accelerate progress – seen in reliable evidence sources such as in Visible Learning by John Hattie and the EEF toolkit.	Lesson monitoring and Pupil Progress meetings	Foundation leader and SLT	March 19
C. Improved attainment in reading, writing and maths	Smaller class sizes in year 2 and 6	Smaller class sizes have had an impact on attainment from experience as pupils receive more 1-2-1 and small group ‘teacher time’.	Lesson monitoring and Pupil Progress meetings	SLT, Maths and English Lead	March 19
	1-2-1 and small group provision Additional Teaching Assistants to provide opportunities for focussed 1-2-1 or group work with targeted children (focus on well-being)	Small Group work and 1-2-1 tuition from highly qualified staff has proven to have an impact on attainment and accelerate progress – seen in reliable evidence sources such as in Visible Learning by John Hattie and the EEF toolkit.	Extra teaching time and preparation time paid for out of PP budget, not on a voluntary basis to ensure high quality Impact overseen by English and Maths leader and SLT	SLT	March 19
D. Improved SEMH	Employ a Well-being manager	Removing barriers to learning improves wellbeing, involvement, progress and attainment Some children need extra support to improve their learning behaviours. They support children with all aspects of school life from class based learning to developing positive social interactions with peers. They have a particular focus on the social and emotional well-being of the child and support is offered either in group or 1:1 sessions. The mentors provide a nurture classroom to support children and prepare them for learning in the classroom	Monitor the impact and select suitable pupils. Engage with parents and pupils before intervention begins to address any concerns or questions	SENCO/ SLT	March 19

E. Improved attendance rates for pupils eligible for PP	Employ a Well Being manager – has the role Of FLO Transport to school paid for when appropriate. Rewards for good and improved attendance	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Some families are not able to, for various reasons, transport themselves to school. Improved attendee reduces the amount of school and learning missed.	Regular monitoring of attendance data by SLT Regular monitoring of attendance data by SLT Regular monitoring of attendance data by SLT	SLT, FLO SLT, FLO SLT	March 19
Total budgeted cost					£85,000
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 ?
C. Improved SEMH	Lunchtime clubs - football futures, drawing club, lego etc	Children have a range of clubs and activities to use at lunchtime/ break time. This reduces boredom and increases well being Clubs can provide targeted children with support to develop social and communication skills and improve SEMH.	Training and supervision of cover staff.	SLT	March 19
D. PP Pupils will have the same opportunity as all pupils	Heavy subsidised educational visits Workshops and experiences in school to engage and enrich the curriculum	All children are entitled to equal opportunity of experiences. Some PP children do not get the same opportunity outside of school to access a range of experiences so the school provides these, such as 'History off the page'.	Ensure educational visits and experiences will have a positive impact on attainment, progress and SEMH.	SLT SLT	March 19 March 19
E. Improved attendance rates for pupils eligible for PP	Fully subsidised (some fully funded) breakfast club	Children who have a good start to the day, including a healthy breakfast, are more conducive to learning.	Invite children who may need support with morning routine and lack a positive start to the day.	SLT	March 19
G. Improved parental engagement	Parental Workshops/ assemblies and 'Stay and Play/ Learn' sessions to engage parents	High levels of parental engagement with school allow for more effective support at home to help improve attainment and progress.	Dates to be given to parents well in advance. Timings of sessions to be at the start or the end of the day to fit in with parent 'pick ups'.	SLT and DLs	March 19
Total budgeted cost					£10,000

5. Review of expenditure				
Previous Academic Year		2017-18		
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
Improved attainment in reading, writing and maths	A range of staff training to improve quality First teaching including teaching of: <ul style="list-style-type: none"> • Phonics • Spelling • Rapid maths 	Staff received input about how to effectively teach phonics, spelling and rapid maths. The impact was monitored through book looks and pupil responses. A consistent approach is seen, and the children are aware of next steps and this has led to improved editing of own work by pupils. Staff are becoming more pro-active in the production of pure sounds in phonics work and promote this with all pupils. Precision teaching has been used to improve the spelling of words with some pupils with entry and exit data showing a good impact from this intervention. There is a consistent approach to the teaching of mathematics across the school so all pupils have	Continue approach and ensure all new staff are aware of school strategies and receive training in them	
Improved SEMH	Emotional health and Wellbeing Team - 1:1 and small group interventions	A range of interventions have taken place, including, counselling, emotional literacy, Behaviour interventions/social skills, Sensory Circuits, Social and Emotional Aspects of Learning, Mentoring in class and Parental engagement. Targeted children are able to settle more quickly and access class learning. A member of staff attended Emotional Literacy Support Assistant (ELSA) training and set up intervention sessions for groups and individual children.	Member of staff has now moved on so will identify and look to train another.	
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
Improved attainment in reading, writing and maths	Smaller class sizes in year 6 Additional Teaching Assistants to provide opportunities for focussed	25% of children (disadvantaged 18%, national 64%) at the end of Key Stage 2 achieved combined reading, writing and maths. 63% of all children (disadvantaged 73%, national 75%) achieved the expected standard in reading	Continue approaches – new teachers appointed in key year groups to ensure high quality first teaching	

	1-2-1 or group work with targeted children (Increased TA ratio in year 6)	38% of all children (disadvantaged 27%, national 78%) achieved the expected standard in writing 44% of all children (disadvantaged 36%, national 76%) achieved the expected standard in maths. Progress for all children in reading was -1.21, writing -7.08 and maths -4.98. Progress for disadvantaged pupils was -2.38 in reading, -8.07 in writing and maths -6.69.		
Improved SEMH	Use of strategies with children to promote SEMH. Employment of a Well Being manager	Trained staff have worked with a range of children and families to break down SEMH barriers to learning. They have given support at school and home and some of our families have found their support invaluable. Provision for vulnerable children continues, especially those with emotional and behavioural needs. The Well Being manager, situated in the 'Learning Support Unit', allowed children with emotional and behavioural needs to have the opportunity to discuss their feelings and are not put in situations which could cause issues to arise. The Well Being manager was part of a pilot scheme, with two other schools, that enabled Early Help and other referrals to be expedited more quickly and families felt supported by the school in this process. The pilot tightened the link between Safeguarding and family support.	Extend the use when required Continue strategy	
Improved attendance rates for pupils eligible for PP	Employ a Well Being manager to work with families to improve attendance	There is improved engagement and attendance from families due to improved communication. Much time is saved due to our ability to communicate with a greater number of our families. Attendance of disadvantaged children is improving but continues to be a priority.	Continue strategy	
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
PP Pupils will have the same opportunity as all pupils	All educational visits subsidised by the school Workshops and experiences in school to engage and enrich the curriculum	All school trips are subsidised by the school which means that all children can have access to high quality learning experiences outside of the classroom. Trips are intrinsically linked to the curriculum and these opportunities 'bring learning to life'. A range of educational workshops and experiences have taken place throughout the year, linked to the topics or themed weeks. Children have been engaged in workshops by animal experts, actors and scientists, showing them that skills and knowledge gained at school can be applied to the wider world. These events have been used as a stimulus for writing across the curriculum and teachers report high levels of engagement during and following these events.	Continue approach Continue and extend approach where necessary.	
Improved attendance rates for pupils eligible for PP	Fully subsidised breakfast club	Children who have a good start to the day, including a healthy breakfast, are more conducive to learning. This has led to more children being focussed and ready to learn in the morning.		

6. Additional detail