

Pupil Premium strategy statement: Parkside Community Primary School



PARKSIDE
Community Primary School

1. Summary information					
School	Parkside Community Primary School				
Academic Year	2019/20	Total PP budget	88,440	Date of most recent internal PP Review	July 19
Total number of pupils	87	Number of pupils eligible for PP	59	Date for next internal review of this strategy	March 2020

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 2019-2020 the allocation of Pupil Premium funding is £88,440
- 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 2019/20. In total 67.8% of children at Parkside Community Primary School receive Pupil Premium funding.

Sept 2019-20	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Total Pupils	10	8	14	10	13	20	13	86
Pupils who receive Pupil Premium	5	7	10	5	11	13	9	58
Percentage of pupils who receive Pupil Premium	50%	87.5%	71.4%	50%	84.6%	65%	69.2%	67.4%

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 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 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							
	<i>All Pupils at Parkside 2019</i>	<i>National</i>	<i>Pupils eligible for PP Parkside 2019</i>	<i>Pupils eligible for PP National</i>	<i>National pupils not eligible for PP</i>	<i>Progress at Parkside</i>	<i>PP Progress nationally</i>
% of pupils achieving the expected standard in reading, writing and maths	47	65	31	Not yet available <i>(Kent 52%)</i>	Not yet available	N/A	N/A
% of pupils achieving the expected standard in reading.	53	73	38	Not yet available <i>(Kent 62%)</i>	Not yet available	2.23	<i>-0.8 Kent</i>
% of pupils achieving the expected standard in writing.	65	78	54	Not yet available <i>(Kent 70%)</i>	Not yet available	3.5	<i>-0.5 Kent</i>
% of pupils achieving the expected standard in maths	59	79	46	Not yet available <i>(Kent 65%)</i>	Not yet available	2.42	<i>-1.5 Kent</i>

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 and self-confidence.
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
G	Poor lifestyle choices, such as poor diet, inactivity and health

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.
G.	Improved lifestyles, exercising and eating healthy foods.	Parents and children will recognise the need for a healthy lifestyle and will enjoy taking part in regular exercise and have healthier options for packed lunches.

4. Planned expenditure					
Academic year	2019/20				
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	Staff trained in assessing speech and language, supporting children as needed.	Investment in a Speech and Language programme, Language and Speech Link, training for all staff in completing assessments and delivering programmes.	TA's to receive relevant training and resources. Monitoring	SLT and EYFS Lead	March 20 June 20
B. Improved attainment in reading, writing and maths	Staff update training on high quality feedback Training on Guided Reading and Comprehension Training on 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 Effective strategies for focused Guided Reading. Strategies for SPAG teaching. Accurate assessment and moderation ensures that pupil's 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	Courses selected using evidence of effectiveness. Using Inset days and staff meetings Feedback embedded in feedback/ marking policy Lesson monitoring Training for staff Resources given to all class teachers Monitor the effectiveness of the intervention	English and Maths lead English lead,	March 20 March 20
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. Children will take pride in their school and understand the values, building confidence, well-being and resilience.	Ensure staff and pupils are fully aware of the behaviour policy. Monitor. Launch of rewards linked to school values.	SLT	July 20
Total budgeted cost					£5,000

ii. Targeted support

September 2019

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 PSED in reception	1-2-1 and small group provision as needed with intervention TA.	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 reviews.	EYFS Lead and SLT	March 20
B. Improved attainment in reading, writing and maths	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. Training in Guided Reading and SPAG toolkit.	Lesson monitoring and Pupil Progress reviews. 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, Maths and English Lead SLT	March 20 March 20
C. Improved SEMH	Employ a Well-being TA	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 nurturing environment 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 20

E. Improved attendance rates for pupils eligible for PP	Employ a Learning Mentor.	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.	Regular monitoring of attendance data by SLT	SLT	March 20
	Transport to school paid for when appropriate.		Regular monitoring of attendance data by SLT	SLT	
	Rewards for good and improved attendance	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	SLT	

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 20
D. PP Pupils will have the same opportunity as all pupils	Heavily subsidised educational visits	All children are entitled to equal opportunity of experiences.	Ensure educational visits and experiences will have a positive impact on attainment, progress and SEMH.	SLT	March 20
	Workshops and experiences in school to engage and enrich the curriculum	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'.		SLT	March 20
E. 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.	Invite children who may need support with morning routine and lack a positive start to the day.	SLT	March 20
F. Improved parental engagement	Parental Workshops/ assemblies and 'Stay and Play/ Learn' sessions to engage parents and class assemblies.	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 CT	March 20
G. Improved lifestyles, exercising and eating healthy	Improved lifestyles, exercising and eating healthy foods.	Parents will have access to workshops and taster session to help understand the importance of a healthy lifestyle, through	Workshops and taster sessions to be arranged at a convenient time for parents to attend.	SLT	March 20

foods.		food and exercise, and understand the positive impact this has on their children. Some PP children do not have access to a healthy lifestyle.	Parents to be invited to afterschool sporting sessions.		
Total budgeted cost					£10,000

5. Review of expenditure

Previous Academic Year	2018-19
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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 oral language skills and PSED in reception	Speech and Language TA employed by the school	Children were assessed and referred for speech and language support as needed. Programmes were shared with the teachers and teaching assistants and were delivered. Teachers were able to access advice when needed and the best approaches with the children. Language link was shared with staff.	Staff have been trained in delivering Language Link screening and some Speech and Language support.	
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	47% of children (disadvantaged 31%, national 65%) at the end of Key Stage 2 achieved combined reading, writing and maths. 53% of all children (disadvantaged 38%, national 73%) achieved the expected standard in reading 65% of all children (disadvantaged 54%, national 78%) achieved the expected standard in writing 59% of all children (disadvantaged 46%, national 79%) achieved the expected standard in maths. Progress for all children in reading was 2.23, writing 3.5 and maths 2.4. Progress for disadvantaged pupils in reading was 1.94, writing 3.5 and maths 1.84.	Continue approaches. Focus on raising standards in reading particularly and maths for disadvantaged pupils using interventions TAs.	
Improved SEMH	Positive behaviour training - in line with an updated behaviour policy.	Behaviour Policy has been reviewed and staff have all had an input in it. There is a whole school approach to rewards and sanctions that is reviewed regularly to ensure the children's needs are being met. Staff have a positive approach to dealing with behaviour.	Staff will continue with incentives and arrangements made, reviewing and amending the policy as needed. Look into restorative training. Implement a consistent	

	Rewards linked with school values	The staff have completed training with specialist teachers in supporting SEMH needs. Values have a higher profile across the school.	approach across the school. Continue with training staff to ensure SEMH needs are being met. Focus on one value a week celebrating children achieving this as part of celebration assembly.
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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 oral language skills and PESD in reception	1-2-1 and small group provision and employment of S and L therapist x 1 month	Speech and Language supported identified children that needed supporting and provided examples of activities that developed children's communication effectively. Training was provided for staff to identify the children's needs specifically in Speech and Language. The school invested in the Language Link programme to screen the children and identify ways to support them.	Staff to complete screening and deliver programmes as needed. Fund resources and Language Link and Speech Link programme.	
Improved attainment in reading, writing and maths	Smaller class sizes in year 2 and 6 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)	47% of children (disadvantaged 31%, national 65%) at the end of Key Stage 2 achieved combined reading, writing and maths. 53% of all children (disadvantaged 38%, national 73%) achieved the expected standard in reading 65% of all children (disadvantaged 54%, national 78%) achieved the expected standard in writing 59% of all children (disadvantaged 46%, national 79%) achieved the expected standard in maths. Progress for all children in reading was 2.23, writing 3.5 and maths 2.4. Progress for disadvantaged pupils in reading was 1.94, writing 3.5 and maths 1.84.	Continue approaches – new teachers appointed in key year groups to ensure high quality first teaching	
Improved SEMH	Employ a Learning Mentor 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 Learning Mentor 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.	Staff will continue with incentives and arrangements made. HoS and SENCo will work with vulnerable families building links with the families.	

		The staff have completed training with specialist teachers in supporting SEMH needs.	Introduce extra-curricular events to support families as needed. Continue with training staff to ensure SEMH needs are being met.	
Improved attendance rates for pupils eligible for PP	Employ a Learning Mentor has the role Of FLO Transport to school paid for when appropriate. Rewards for good and improved 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 and rewards. Attendance officer to liaise with families, HoS to support.	
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
Improved SEMH	Lunchtime clubs - football futures, drawing club, lego etc	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 Learning Mentor 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 staff have completed training with specialist teachers in supporting SEMH needs.	Staff will continue with incentives and arrangements made. HoS and SENCo will work with vulnerable families building links with the families. Introduce extra-curricular events to support families as needed. Continue with training staff to ensure SEMH needs are being met.	
PP Pupils will have the same opportunity as all pupils	Heavily subsidised educational visits Workshops and experiences in school to engage and enrich the curriculum	All school trips are heavily 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 (some fully funded) breakfast club	Children attend and have a nutritious breakfast and club. Children are focussed and ready to learn. Children enjoy the sporting activities that are offered. Attendance has improved for some families.	Continue supporting vulnerable families, ensuring we are targeting children.	
Improved parental engagement	Parental Workshops/ assemblies and 'Stay and Play/ Learn' sessions to engage parents.	Parents are beginning to show an interest in attending sessions with children and support their learning. There has been good attendance at productions and parents evenings.	Continue support ensuring plenty of notice is given for parents to attend.	

6. Additional detail