

## Park House Primary School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Park House Prima				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£21,120	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	214	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP Y6= 3</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	33%	79%(60%) – Sept 2017
% achieving expected standard in reading	33%	82% (66%)
% achieving expected standard in writing	33%	82% (79%)
% achieving expected standard in maths	33%	96% (75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A.</b>	SEN
<b>B.</b>	Inference skills

C.	Lack of self esteem/ confidence issues leading to potential issues around social interaction.	
<b>External barriers</b>		
D.		
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children achieve at least in line with national average in reading, writing and maths combined.	Early identification and focus on the weaker curriculum area (reading, writing or maths) with focused intervention
B.	PP children achieve age related expectations in reading at end KS2	Focus on teaching inference skills in class or as an intervention strategy for children making slower progress.
C.	Children experiencing difficulties in their emotional well-being are supported through nurture and counselling.	Children feel supported through difficult times and are able to focus on their learning.

## 5. Planned expenditure

Academic year

2017/18

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?
Improved inference skills for all the children in school	Continuing whole school CPD in teaching of reading. DCC training for all staff and in depth training for those staff involved in the intervention.	Long standing and LA recommended intervention that has proven impact based on historical data.	Dual school training in February. LA will come in to QA lessons 6/8 weeks after training. Monitoring through lesson observations, talking to children, children's work, and progress data.	Literacy leader & HT	February 2018 July 2018  £3000 training and staffing costs

Outcomes for PP children are at least in line with all other children in reading and higher ability children achieve their potential.	Children are carefully assessed and progress tracked. Teachers are aware of PP children. Swift intervention takes place to accelerate progress at any stage if child slows, matching intervention to needs of child at that point of development.	Catch up reading programme used as a one to one intervention. Proven improved progress in reading.	Monitoring through lesson observation, children's work and their feedback, and data.	HT/TA	May 2018  Costings for TA support at 10 hrs per week = £6000
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Increased number HA achieve above expected	Mastery approach	Targetted support during mastery sessions for HA PPG pupils to address difficulties and to extend as needed. Two hours additional group support sessions for HA PPG pupils weekly with skilled TA.	Lesson observation, books, progress data	Deputy Head	July 2018 HLTA costs x 4 hr per week - £3120
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<b>Total budgeted cost</b>					£12,120
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**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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PP children achieve outcomes in line with others and with national average in maths	Intervention groups which are reactive to issues that are identified in mastery sessions.	Experienced teaching assistants working at the upper end of KS 2 have had significant impact in this area in previous years. They are becoming more skilled in supporting a mastery approach and are skilled in spotting common mistakes and supporting children to improve.	Monitoring lessons, children's work & data including reading ages and diagnostic test.	HT/TA	March 2018 July 2018 1hr LM/HLTA intervention in Y6 = £780
Nurture group support for most vulnerable	Time to talk group. Counselling for individuals and dedicated LM time. P4YP FRW ½ day per week.	Already shown success last year but children not yet at end KS2. In particular supporting vulnerable pupils.	Monitoring groups, talking to children about confidence, and data tracking.	HT/LM	May 2018 LM support group weekly - £3780
Improved progress for high attaining pupils	Twice weekly small group sessions in maths for high-attaining pupils with highly experienced and effective HLTA.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to have significant impact.	Impact overseen by maths coordinator.	HLTA Y6	Mar 2018 2 x 1hr HLTA support weekly - £1560
<b>Total budgeted cost</b>					£
<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>

Additional targeted teaching input GPS.	Y6 booster classes twice weekly in GPS.	Previous approach successful in light of new curriculum and SATs	Continue approach		July 2018 £1560
Additional targeted teaching input mathematics.	Y6 Booster classes in mathematics.	Previous approach successful in light of new curriculum and SATs	Review of mastery teaching to HA part of implementation		July 2018 £1560
Continuation of Lexia learning software and additional programs to support basic skills	At least weekly dedicated support in guided reading time for those PPG pupils and others in reading to address skills	This is a programme that is used nationally and locally and which is reported having significant impact in addressing need.	Monitored by English co-ord and HT.		July 2018 £ 3000
<b>Total budgeted cost</b>					<b>£ 24360</b>

6. Review of expenditure				
<b>Previous Academic Year</b>		<b>2016-2017 £18,480</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure that PPG children make similar progress and outcomes as their peers in mathematics.	Introduction of mastery teaching across KS2 and Booster groups.	33% of PPG pupils met the expected standard.	The interventions worked successfully with 1 out of the 3 children making the expected standard. The two pupils that did not make the standard made good progress but were working from a very low baseline.	£3500

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional targeted teaching input maths	Y6 Booster classes 2 morning per week	33% of PP children attending achieved expected level (100). Expected progress was within the confidence band @ -0.01	Continue	£2000
Additional targeted teaching input writing	Y6 booster classes 2 morning per week	33% of PP children attending achieved expected level (100). Expected progress was in the confidence band @0.29	Continue	£2000
Additional targeted teaching in reading	Y6 Booster classes 2 morning per week.	33% of PP children achieved the expected standard. Expected progress was in the confidence band @ - 1.72	Continue	£2000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Support for vulnerable pupils.	Counselling. Art Therapy. Time to Talk	Increased confidence. Children settle well to lessons.	The benefits to these sessions are emotional as well as academic.	£3000
PP children in all classes supported 25 hours per class.	In class TA support in Maths & English	Outcomes in attainment and progress showed that the school was performing slightly above national and well in comparison with its statistical neighbours	Ensure that interventions are well planned and focussed where they will have the most impact.	£6000 plus additional from delegated budget.  Total - £18500

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**7. Additional detail**

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