



Pupil premium strategy statement for 2016-17:

1. Summary information					
School	Park Lane Primary and Nursery School				
Academic Year	2016/17	Total PP budget	£51,000	Date of most recent PP Review	n/a
Total number of pupils	408	Number of pupils eligible for PP	43	Date for next internal review of this strategy	March 2017
2. Attainment for 2015-16 (48 pupils)					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% who made at least expected progress in reading, writing and maths			75%		
% who made at least expected progress in reading			81%		
% who made at least expected progress in writing			77%		
% who made at least expected progress in maths			85%		
3. Barriers which could reduce pupils’ future attainment					
Barriers in school					
A.	Some pupils who are eligible for PP are making less progress than non-PP pupils in their class. This prevents them from making their maximum amount of progress.				
B.	Reduced engagement of pupils eligible for PP has been noticed in Upper KS2. This prevents them making their maximum amount of progress.				
C.	Identified pupils eligible for PP did not make the progress they were capable of making. This prevents them from making their maximum amount of progress.				
Barriers outside school					
D.	Attendance rates for several pupils eligible for PP are well below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.				
E.	Not all families who are eligible to receive PP are claiming it. The funding is there to support each child to help them achieve their full potential.				
4. Desired outcomes					
	What we hope will happen			How it will be measured (Success criteria)	
A.	Higher rates of progress across KS2 for all pupils eligible for PP.			Pupils eligible for PP make as much progress as all non-PP pupils, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).	

B.	Improved engagement of pupils eligible for PP in Upper KS2	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Improved attainment of identified pupils eligible for PP whose progress and attainment was less than expected last year	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Attendance for all pupils eligible for PP is at least 96%	Attendance of pupils eligible for PP is as good, or better, than pupils who are not eligible.
E.	All families who are entitled to receive PPF do so	Increase seen in the number of pupils in Reception and Key Stage 1 who claim the funding to which they are entitled.

5. Planned expenditure for the academic year 2016-17

i. Quality of teaching for all pupils

Desired outcome	Chosen action / approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A. Improved progress all pupils	SLT monitoring by classroom observations, work scrutiny, appraisal objectives with clear progress and attainment expectations CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to use a small number of relevant teachers and highly trained TAs to provide stretch and encouragement for these pupils.	Regular cycle of classroom monitoring to ensure level of challenge Regular work scrutiny by SLT with and without pupils Regular monitoring of use of identified maths strategies Use INSET days to deliver training.	PP lead	March 2017
B. Improve engagement of pupils eligible for PP in Upper KS2	Planning and delivery of lessons closely monitored to ensure all pupils remain engaged CPD on teaching and planning expectations Out-of-school provision planned	The progress of pupils eligible for PP slows as they move through Key Stage 2. We want to ensure this becomes accelerated progress by establishing extra sports clubs and providing access to extra tutoring sessions outside the school day.	Use of external sports provider to run additional out-of-school/holiday clubs for eligible pupils Provision of mini i-pads for identified pupils, enrichment activities/trips out, breakfast club, uniform, school equipment, daily fruit, sports clubs, catch-up clubs led by teachers Impact and effectiveness monitored by PP Lead and SLT.	PP Lead	March 2017

Total budgeted cost £13,000

ii. Targeted support for identified pupils

Desired outcome	Chosen action/approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
C. Individual mentoring system established for identified pupils	Two-weekly 1 to 1 sessions with PP lead and pupil (and parent involvement regularly) to remove barriers to learning	We want to provide extra support to make sure our pupils keep up with homework, understand what is happening in lessons, can access IT etc. We want to make sure the parents of our pupils understand what is expected by school and to give them support as much as we can. The more we can work together, the more chance of success.	Set up mentoring meetings with all pupils eligible for PP, inviting parents to initial meetings with regular review meetings. PP lead to monitor homework provision and completion, academic progress, attendance, reading book record, maths skills progress.	Pupil Premium Lead	Mar 2017
Total budgeted cost					£20,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
D. Increased attendance rates for hard-to-reach families	Part time family worker employed to monitor pupils and follow up quickly on absences. First day response provision. Part time attendance lead employed to liaise with all schools in MAT, office staff and families	We can't improve attainment for children if they aren't actually attending school. A joint approach will ensure that all siblings from hard-to-reach families can be monitored effectively.	Thorough briefing of support worker about existing absence issues. PP/attendance lead, support workers, heads etc. from all schools in the MAT will collaborate to ensure school processes work smoothly together. Fortnightly monitoring of attendance data and sending out attendance letters. Meet with families as soon as any attendance concerns occur.	Pupil Premium/ Attendance lead	March 2017
E. Ensure that PPF is claimed by all eligible families	Use family worker, children's centre staff, Inclusion TA, class teachers, office staff, PP lead to raise profile of PPF	Face to face contact has been proved to be the most efficient way of reaching our families. Once trust has been built up, it is a case of changing perceptions about PPF, and not for it to be seen as a hand-out but an entitlement.	Frequent texts, emails, letters to eligible families reminding them of what is available to support their child. High profile messages put on website and newsletters.		March 2017
Total budgeted cost					£18,000

6. Review of expenditure for 2015-16									
Previous Academic Year		2015-16 (Pupil Premium Grant to school = £61000)							
i. Quality of teaching for all									
Desired outcome	Chosen action/approach	Actual impact: (% who made expected or more than expected progress last year)					Lessons learned	Cost	
Improved attainment and progress in Y1 to Y6 Expected progress is 5 points for Y1 pupils and 6 points for Y2 and above.	Small group support groups for reading, spelling, grammar and punctuation, writing and maths. Groups led by teachers, HTLAs and TAs	Year	Reading	Writing	Maths	Overall	As the year progressed we moved away from specific additional interventions (although these remained for some pupils) and moved towards more small-group teaching just before the start of a lesson, and some extra practice after the end of a lesson. The pupils then understood why they were being given the extra support, as it linked in to the work they were doing in the classroom. This approach was felt to be effective and will be used again next year.	Staff cost: £20,000	
		1	100%	100%	100%	100%			
		2	78%	89%	100%	78%			
		3	100%	100%	100%	100%			
		4	57%	71%	57%	57%			
		5	50%	33%	50%	33%			
ii. Targeted support									
Desired outcome	Chosen action/approach	Actual Impact:					Lessons learned	Cost	
Improved attainment and progress in Year 6	One to one and small group work delivered by closing the gap teacher based on errors and mistakes in pupil's work. Specialist maths teacher working with all Y6 pupils eligible for PP 2x week	Year	Reading	Writing	Maths	Overall	This seemed to be most effective when taught just before or just after a lesson – particularly in maths. We will continue this next year. We will also develop the amount of time spent in giving non-academic support (eg social skills, internet use) following several issues which have occurred during the past year.	Feb – July 2.5 days per week £21.000 (closing gap teacher) Sept – March 1.5 days per week £10,000 (maths teacher)	
		6	94%	81%	100%	81%			
iii. Other approaches									
Desired outcome	Chosen action/approach	Actual Impact:					Lessons learned	Cost	
Ensure that all pupils eligible for PP are able to participate fully in school activities, have the correct equipment and uniform	Use of some of PP allocation to provide school uniform, PE kit and personal school equipment. To use some of PP allocations to pay for day trips, residential trips	All pupils who were eligible for PP and who wished to do so, attended a residential and day trip. No-one was unable to go because of cost. Pupils who needed them were provided with new pencils cases, felt tips, notebooks, new trainers or plimsolls, a new drinks bottle or PE kit and bag, new school tops, trousers, sweatshirts and fleeces.					This was reasonably successful and really appreciated by the parents who became involved. Despite reminding eligible families regularly, many still felt unaware of this option and would have done so if better informed. This has become one of our target areas for next year.	School trips: £5100 Uniform: £300 Personal equipment etc: £400 IT equipment: £900	

Ensure that all pupils eligible for PP are able to access additional resources, clubs, music lessons, enrichment trips out into the local environment	Use some of the PP allocation to pay for breakfast club, music lessons, extra swimming sessions, theatre trips, trips into local area	<p>Music lessons for four children eligible for PP funding were paid for.</p> <p>Letters offering the use of PPF to pay for day trips and residential trips were given out to all eligible families. We will continue to be pro-active to ensure as many parents as possible take up their entitlement as not all eligible families did.</p>	<p>Very successful and appreciated by families. We have fewer numbers of pupils eligible for PP in the Early Years and Key Stage 1. We need to increase the profile of PPF with the parents of younger pupils to make sure all those who are eligible receive the grant. We feel there is some confusion created by the Infant Universal Free School meals and have this as one of our target areas for next year.</p>	<p>Music lessons: £450 Breakfast club: £2600 Trips into local area: £300 Milk + fruit: £1700</p>
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Review of desired outcomes for 2016-17		March 2017
	<i>What we hope will happen</i>	<i>What has been done so far</i>
A.	Higher rates of progress across KS2 for all pupils eligible for PP.	<ul style="list-style-type: none"> • 43% pupils in KS2 are at expected or more than expected levels for reading, 51% for writing and 49% for maths • 74% have made expected or more than expected progress in reading while 77% have made expected or more than expected progress in writing and 66% in maths
B.	Improved engagement of pupils eligible for PP in Upper KS2	<ul style="list-style-type: none"> • The introduction of a new curriculum has had positive feedback from the pupils. All pupils spoken to report that lessons are more fun now.
C.	Improved attainment of identified pupils eligible for PP whose progress and attainment was less than expected last year	<ul style="list-style-type: none"> • Classroom observations, work scrutiny and 1 to 1 mentoring are ongoing regularly by the attendance lead on identified pupils who did not make expected progress last year. Friendships, family circumstances, emotional wellbeing are as important as academic success in these sessions
D.	Attendance for all pupils eligible for PP is at least 96%	<ul style="list-style-type: none"> • Current attendance rate for all pupils eligible for PP is 94.0% • 74% of those pupils have an attendance rate of 95% or above • 7 attendance letters have been sent out so far to parents of pupils eligible for PP • One pupils has successfully completed an attendance contract and now attends school every day
E.	All families who are entitled to receive PPF do so	<ul style="list-style-type: none"> • Whole school colour flier sent out Jan 2017 with details of eligibility • Separate flier sent to families in Y2 in Feb 2017 reminding parents that meals are not funded in Y3 • Separate sealed sheets sent out to parents of pupils who are eligible for PP for all day trips, residential trips

