

Pupil Premium Strategy Statement 2018-19:



1. Summary information					
School	Park Lane Primary and Nursery School				
Pupil Premium school lead	Mr Rob Litten		Governor with responsibility for PP	Ms Sally Collier	
Academic Year	2018/19	Total PP budget	£54,120 Pupil Premium £6900 LAC	Date of most recent PP Review	July 2018
Total number of pupils	407	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Feb 2019 July 2019

2. Attainment for 2017-18 (35 pupils)		
	<i>Pupils eligible for PP 2017-18</i>	<i>Pupils not eligible for PP</i>
% who made at least expected progress in reading	66%	66%
% who made at least expected progress in writing	69%	74%
% who made at least expected progress in maths	71%	69%
% who reached or exceeded the expectations for their age in reading	71%	82%
% who reached or exceeded the expectations for their age in writing	74%	83%
% who reached or exceeded the expectations for their age in maths	71%	85%

3. Barriers which could reduce pupils' future attainment	
Barriers in school	
A.	The impact of some pupil's Special Educational Needs, Disabilities and working memory prevents the secure retention of information and skills that is essential for making good progress in mathematics and English.
B.	Social and emotional difficulties affect some pupil's ability to concentrate and fully engage with their learning.
Barriers outside school	
C.	Parents not fully engaged in ensuring that homework, revision tasks and the school's expectation of frequent reading at home is completed.
D.	Attendance Rates for several pupils eligible for PP are below the school's minimum expectation of 96%

4. Desired outcomes		
	<i>What we hope will happen</i>	<i>How it will be measured (Success criteria)</i>
A.	By July 2019, 90% of PPF pupils to be working at or exceeding the expected standard for their age (excluding SEND pupils with cognitive impairments). At least 90% of PPF pupils will be making the expected rate of progress in English and Mathematics	End of Year assessments writing, reading and mathematics will show that at least 90% of PPF pupils meet or exceed the expected standard and have made at least the expected rate of progress.
B.	Adults supporting pupils with their social and emotional difficulties are able to develop effective strategies that result in these pupils being fully engaged in their learning. This will result in this group of pupils making improved progress in maths and English.	The number of recorded behavioural and emotional incidents markedly decreases and progress in English and mathematics improves.
C.	The provision of a homework club and additional 1:1 reading with pupils who are not reading at home will compensate for the lack of support at home.	Homework registers and home reading records will show that there is a marked increase in homework being completed to a high standard and reading at home is much more frequent.
D.	The provision of frequent 'absence interviews' with a view to identify why attendance isn't as good as it could be will result in bespoke support for pupils that will secure improved attendance. The attendance of pupils entitled to pupil premium will improve to 96%.	Monthly attendance reviews will show that the attendance of pupils entitled to pupil premium is improving and that year end average for this group is 96% or higher.

5. Planned expenditure for the academic year 2018-19					
Desired outcome	Chosen action / approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Staff lead	How much will it cost?
By July 2019, 90% of PPF pupils to be working at the expected standard for their age (excluding SEND pupils)	Regular 1 to 1 and small group teaching with teachers and teaching assistants to secure 'good' progress and improved attainment. Using Question Level Analysis to gaps in pupil knowledge and subsequent 'over learning' opportunities.	Pupils report that they can't remember information from previous lessons. Targeted group support throughout last year identified gaps in learning in key areas. The use of regular group catch-up sessions resulted in improved results in English and maths skills in end of term assessment tests.	Regular and frequent monitoring by senior leaders. Half termly reviews of pupil progress data. Termly assessment of pupil progress and attainment using Pixl and historic SATs	SLT Pupil Premium Lead	HLTA 1 3days £14286 HLTA 2 4 days 15,712 Teacher 1 £17193)

Desired outcome	Chosen action/approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Staff lead	How much will it cost?
Adults supporting pupils with their social and emotional difficulties are able to develop effective strategies that result in these pupils being fully engaged in their learning. This will result in this group of pupils making improved progress in maths and English.	The flexible deployment of an HLTA to respond to pupils in emotional distress and to lead regular sessions focusing on the prevention of emotional distress by using relaxation techniques such as mindfulness.	At Park Lane teachers, support staff and pupils report that it is difficult to engage with learning when a pupil is distressed and becoming disruptive. There is extensive research evidence documenting how mindfulness and relaxation techniques can support children and adults with regulation of emotions.	A journal will kept by the staff leading the project detailing the number of behavioural and emotional incidents; the views of pupils involved in the project and the impact it is having on their academic progress.	HLTA 1	TA: 1 day £3928
The provision of a homework club and additional 1:1 reading with pupils who are not reading at home will compensate for the lack of support at home.	The deployment of an HLTA to lead a weekly homework club and to ensure that all PP pupils are reading regularly and have access to appropriately challenging and enjoyable reading materials	At Park Lane reading at home for some pupils markedly decreases across Key Stage 2. Homework for some pupils is often incomplete, poorly presented There is extensive research evidence documenting how frequent reading improves the speed at which a child can read and their understanding of what is read. Homework being to a high standard will provide pupils with additional opportunities to consolidate basic skills in English and mathematics.	Homework registers and home reading records will show that there is a marked increase in homework being completed to a high standard and reading at home is much more frequent. Monitoring by the project lead will ensure that pupils are quickly identified and supported.	HLTA 1	TA: 1 day £3928
The provision of frequent 'absence interviews' with a view to identify why attendance isn't as good as it could be will result in bespoke support for pupils that will secure improved attendance . The attendance of pupils entitled to pupil premium will improve to 96%.	The deployment of an HLTA to work alongside senior leaders in challenging and supporting parents and pupils to improve attendance at school.	Pupils with poor levels of attendance find it difficult to make the same rate of progress as their peers that have very good attendance. The absence interview will be supportive and will focus on identifying useful strategies to improve attendance. The interviews will be weekly until attendance improves.	Frequent monitoring by the pupil premium lead will provide continuous evaluation.	HLTA 1	TA: 1 day a week £3928

All pupils are able to attend extra-curricular trips and residential stays	<p>Pupils entitled to PPF whose parents are unable to pay the full price of a school trip will agree with a senior leader how much they will pay towards the cost.</p> <p>This will be needs assessed by the school</p>	<p>At Park Lane we know that some parents have difficulty in paying the total cost of a school trip or a residential.</p> <p>The school wants all children to attend residential and for all trips to be financially viable.</p>	A senior leader will oversee the allocation of funding to individual families based on need and ability to pay		Ed Visits £2000
All children to feel happy and safe at school.	<p>A small fund is necessary to use with specific families at times of acute financial difficulty.</p> <p>A small fund for items such school uniform, shoes, washing powder enables the school to offer some support.</p>	At Park Lane meetings with some of our parents has revealed that there is sometimes acute financial difficulty underlying poor attendance for example. Being able to help in a practical way at a difficult time has proven to be very successful on a number of occasions.	A senior leader will oversee the allocation of funding to individual families based on need and ability to pay		Pastoral Care £250
All PPF children to have free milk as a part of a healthy balanced diet	Provision of free milk to all PPF pupils.	A healthy balanced diet is essential to a child's development.	A senior leader will oversee the allocation of funding to individual families based on need and ability to pay and ensure that the milk is being used by the entitled families.		Milk £1400
Total funding Total budgeted cost					£61,020 £62,685

Review Dates: February 2019
July 2019

6. Review of expenditure for 2017-18 (PPF for 2017-18: £51,000)								
i. Quality of teaching for all pupils								
Desired outcome	Chosen action/approach	Actual impact (% who made expected or more than expected progress during 2017-18)					Lessons learned	Cost
Improved 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		The use of highly trained staff in small groups just before or just following a classroom session proved to be the most effective strategy for improving both attainment and progress made. The large whiteboards in all teaching areas outside the classroom proved invaluable for both teaching and to enable pupils to show their workings to the group. The PPF pupils in Year 3 are working at above the expectations for their age, but did not make increased progress. They will be targeted next year. The progress of PPF pupils in Y4 matched the progress made by the other Year 4 pupils.	Closing gap teacher for 2 days per week working in Y5 for June and July 2018 Cost: £5500 TA time 3x week to provide group catch-up sessions in basic English and maths skills (Y1 to Y5) Cost: £10,000 (TA time) SENCo (1 hr per week) Cost: £1500 Total cost: £17,000
ii. Targeted support for identified pupils								
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. Use of CP trained TA (DS) based in Y6 all year to provide pastoral care	% who made expected or more than expected progress: Year Reading Writing Maths 6 63% 100% 100% 8 pupils % who reached age related expectations or above: Year Reading Writing Maths 6 13% 63% 50% 8 pupils					The decision was made to only use experienced Y6 teachers to provide small group support. Timetabling these just before or just following a classroom session proved to be the most effective strategy for improving both attainment and progress. The TA based with Y6 was one of the designated CP members of staff which meant she was on-hand to provide individual support for our vulnerable pupils throughout the year. This included advice on safety issues. Any issues which arose were then dealt with quickly as well as ensuring easy sharing of knowledge.	Closing gap teacher (CC) for 2 days per week with Y6 pupils Sept 2017-June 2018 Cost: £9,000 Teacher (VI) for 2 days per week with Y6 pupils Sept 2017-June 2018 Cost: £9,000 Total: £18,000

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.	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, but the majority of parents did not take up the offer of uniform and equipment. Despite regular fliers, letters and emails sent out throughout the year, the number of new eligible pupils was very limited.	School trips: Uniform: PP SEND resources: PP Lead Cost: £5,000 Total: £5000
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, swimming sessions, theatre trips, trips into local area To use some of PP allocations to pay for day trips, residential trips	Music lessons for one child eligible for PP funding were paid for. 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. We will continue to be pro-active to ensure as many parents as possible take up their entitlement as not all eligible families did.	Very successful and appreciated by families. The number of parents who take up the offer is steadily increasing each year. We have fewer numbers of pupils eligible for PP in the Early Years and Key Stage 1. The introduction of Infant Universal Free School meals continues to confuse parents about claiming PPF, despite regular contact from school. The numbers of parents claiming PPF for their children is reducing each year.	Breakfast Club Milk and fruit Music lessons: Total: £
				Final total spend: £51000