

# Pakeman Pupil Premium Grant Expenditure: Report: 2012/13

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## Context of School

Pakeman Primary School is a one and a half form entry school in Islington. We have a Nursery and provide extended provision from 8am to 6.00pm each day. We also have a Saturday School, which is funded by Shine and hosts pupils from four other local primary schools.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

At Pakeman we have high percentages of FSM, SEN and EAL pupils. However we see our diverse community as a strength and we are committed to ensuring that the challenges we face are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised targeted support so that our children can flourish.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

## Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment are lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide interventions which predominantly focus on improving feedback, developing metacognition and self-regulation and increasing parental engagement. We will set up a system of lead teachers across each phase to increase the % of outstanding teaching across the school, share best practice and provide targeted support and intervention for pupils. In addition to this we will focus on earlier intervention, increasing interventions on offer in lower KS2 and KS1. We will also introduce an Assertive Mentoring System, as well as establishing a post of responsibility for Developing Children as Leaders, with the aim of supporting children in taking more responsibility for their own learning and helping them to plan, monitor and evaluate their learning so that they have a better understanding of their next steps.

## Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	311
Total number of pupils eligible for PPG	242
<b>Total amount of PPG received</b>	<b>£145782</b>

## Nature of Support 2012/13

Focus on Learning in the curriculum	84%
Focus on social, emotional and behaviour	6%
Focus on enrichment beyond the curriculum	4%
Focus on families / Community	6%
<b>Curriculum Focus:</b>	
Increase % of children working at age related expectations in reading, writing and maths	

## Record of Pupil Premium Grant spending by item/project 2012/13

Year Group	Item/project	Cost	Objective	Outcome																								
5/6	One to one tuition in maths and English	£16,500	One to one targeted support in English and maths	<p>Children more confident in contributing to class discussions. Can talk more confidently about where they are and next steps for improvement.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Average Point Score Progress for targeted children in year 6</th> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">Maths</td> </tr> <tr> <td style="text-align: center;">4.0</td> <td style="text-align: center;">5.7</td> </tr> </table>	Average Point Score Progress for targeted children in year 6		Writing	Maths	4.0	5.7																		
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Lead teacher	£29,441	<p>Team teaching and planning</p> <p>Provide modelled lessons and opps to share good practice</p> <p>Support effective use of data and gap analysis</p> <p>Provide targeted CPD</p> <p>Develop and support consistency across the team by implementing Pakeman Practice and Expectations and ensuring quality monitoring and evaluation takes place</p> <p>Providing targeted support / intervention for pupils to address underachievement</p> <p>Ensuring effectiveness of support staff</p>	<p>Evidence collected shows more consistent implementation of practice and expectations</p> <p>Lesson observations show that adults have been well deployed and are effective in supporting children in making good progress and in encouraging independence</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">% of children working at or above age related expectations from year 5 to 6</th> </tr> <tr> <th></th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Maths</th> </tr> <tr> <td style="text-align: center;">End of year 5</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">End of year 6</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">94%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Average Point Score Progress in year 6</th> </tr> <tr> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Maths</th> </tr> <tr> <td style="text-align: center;">3.2</td> <td style="text-align: center;">4.3</td> <td style="text-align: center;">5.6</td> </tr> </table>	% of children working at or above age related expectations from year 5 to 6					Reading	Writing	Maths	End of year 5	75%	75%	75%	End of year 6	86%	94%	94%	Average Point Score Progress in year 6			Reading	Writing	Maths	3.2	4.3	5.6
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Boosters – 3 teachers	£1440	Programme of revision for SATs	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="6" style="text-align: center;">KS2 SATS results for Pupil Premium Children</th> </tr> <tr> <th></th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">GPS</th> <th style="text-align: center;">Maths</th> <th style="text-align: center;">RWM</th> </tr> <tr> <td style="text-align: center;">LEVEL 4</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">87%</td> </tr> <tr> <td style="text-align: center;">LEVEL 5</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">21%</td> </tr> </table>	KS2 SATS results for Pupil Premium Children							Reading	Writing	GPS	Maths	RWM	LEVEL 4	87%	96%	87%	96%	87%	LEVEL 5	30%	26%	61%	52%	21%	
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Enrichment Activity	£675	Shakespeare Workshop: Hamlet	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Average Point Score Progress for PP children in year 6</th> </tr> <tr> <th style="text-align: center;">Speaking and Listening</th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> </tr> <tr> <td style="text-align: center;">4.4</td> <td style="text-align: center;">3.2</td> <td style="text-align: center;">4.3</td> </tr> </table>	Average Point Score Progress for PP children in year 6			Speaking and Listening	Reading	Writing	4.4	3.2	4.3																
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Early morning Reading Support-	£466	Small group reading support	4.3 points progress																									
3/4	Small group support in reading and writing	£5760	Small group support in reading and writing	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Average Point Score Progress in year for groups in year 3 and 4</th> </tr> <tr> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Maths</th> <th style="text-align: center;">Writing</th> </tr> <tr> <td style="text-align: center;">6.5 (yr 3)</td> <td style="text-align: center;">5.6 (yr 3)</td> <td style="text-align: center;">3.8 (yr 4)</td> </tr> <tr> <td></td> <td style="text-align: center;">3.4 (yr 4)</td> <td style="text-align: center;">3.2 (yr 4)</td> </tr> </table>	Average Point Score Progress in year for groups in year 3 and 4			Reading	Maths	Writing	6.5 (yr 3)	5.6 (yr 3)	3.8 (yr 4)		3.4 (yr 4)	3.2 (yr 4)												
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3/4	Lead Teacher	£15767	As Team Leader above	<table border="1"> <tr> <td colspan="3">Average Point Score progress for pupil premium children in year 3</td> </tr> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>4.1</td> <td>4.4</td> <td>4.1</td> </tr> </table> <table border="1"> <tr> <td colspan="3">Average Point Score progress for pupil premium children in year 4</td> </tr> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>3.2</td> <td>3.5</td> <td>3.8</td> </tr> </table> <p>Need to address slower progress in year 4 form some pupils</p>	Average Point Score progress for pupil premium children in year 3			Reading	Writing	Maths	4.1	4.4	4.1	Average Point Score progress for pupil premium children in year 4			Reading	Writing	Maths	3.2	3.5	3.8							
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	Early morning Reading Support-	£466	Small group reading support	3.8 points progress																									
1/2	One to one tuition in years-	£4176	One to one targeted support in English and maths	Increased confidence increased attainment in English and maths (Assessment Data)																									
	Lead Teacher	£15767	As Team Leader above	<table border="1"> <tr> <td colspan="4">KS1 SATS results for Pupil Premium Children</td> </tr> <tr> <td></td> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>LEVEL 2</td> <td>82%</td> <td>86%</td> <td>89%</td> </tr> <tr> <td>LEVEL 3</td> <td>14%</td> <td>7%</td> <td>14%</td> </tr> </table> <table border="1"> <tr> <td colspan="3">Average Point Score progress for pupil premium children in year 2</td> </tr> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>5</td> <td>5.1</td> <td>5</td> </tr> </table> <p>Phonics scores Year 1 results increase from 47% in 2012 to 73% in 2013</p>	KS1 SATS results for Pupil Premium Children					Reading	Writing	Maths	LEVEL 2	82%	86%	89%	LEVEL 3	14%	7%	14%	Average Point Score progress for pupil premium children in year 2			Reading	Writing	Maths	5	5.1	5
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	Small group support in reading and writing 1/2 and 5/6	£9330	Small group support in reading and writing	Increased attainment in reading and writing (Assessment Data) All children progress 2 sub levels + (Assessment Data)																									
EYFS	Additional TA in EYFS	£12729	Targeted for targeted children with significant SEN	SEN children settle well and make good progress (Discussion, Observations and Assessment Data)																									
	Lead Teacher	£7274	As Team Leader above	<table border="1"> <tr> <td colspan="4">% of children at 2 or 3 for GLD</td> </tr> <tr> <td></td> <td>Reading</td> <td>Writing</td> <td>Number</td> </tr> <tr> <td>2013</td> <td>46%</td> <td>46%</td> <td>50%</td> </tr> <tr> <td>Gap</td> <td>3%</td> <td>3%</td> <td>1%</td> </tr> </table> <p>Performance of FSM in line with other children in cohort</p>	% of children at 2 or 3 for GLD					Reading	Writing	Number	2013	46%	46%	50%	Gap	3%	3%	1%									
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Whole school	Assertive Mentoring	£4000	Assertive mentoring for children – to set clear targets for pupils and have individual mentoring sessions with pupils. They discuss their learning and get feedback on the quality of their work and how to make it better	This still needs to be developed. Children have been introduced to RAG rating and are more able to talk about their next steps for learning but mentoring session still need to be embedded.																									
	Developing children as leaders	£2535	Staff member issued with a post of responsibility for developing opps for children to lead their own learning	Children have taken a range of leadership responsibilities throughout the school. They have helped in terms of organising lunchtimes and playtimes and also have run a range of clubs for younger children.  The next step is to develop an accreditation process so they can build their leadership skills.																									

Year Group	Item/project	Cost	Objective	Outcome									
Whole school	Enrichment Project: Developing Thinking Skills	£1866	Puzzle Day  Games / Puzzles to develop thinking	Worked very well for building team working / collaborative skills and for recognising that learning is about perseverance.  We have invested in a range of games for each class across the school and for extended school. Some older children now lead games club for other children at lunch times.									
	4x children on school residential Yr 6 school trip subsidy	£860 £665	Children offered residential place in multi-activity centre	Trip was cancelled – this was spent on providing places for children on whole school day trips.									
	VRH – £510 per voluntary reader x 8	£4080	Individual reading support	Average point progress for voluntary reading children Year 6 - 4.5 progress Year 5 - 4.2 progress Year 4 – 3.0 progress Year 3 - 4.0 progress Year 2 – 4.0 progress									
	Targeted Extended School Places- 5 at £15 per week x 39- 2925 2 at £5 per week- 390	£3315	Places provided in Breakfast club and in after school provision	Children have a good start to the school day with a healthy breakfast. They arrive to school on time and are able to make a positive start to the school day.  Children have taken part in a range of enrichment activities. They are developing increasing confidence and are more willing to participate in whole class sessions.									
	Additional Language Assessment and EP support	£1500	Targeted speech and language support and educational psychology assessments	Staff have been provided with clear strategies for supporting individual children so individual needs are better met.									
	Homework Club	£2340	Homework sessions focused on supporting targets	<table border="1"> <tr> <th colspan="3">Average Point Score progress for pupil premium children attending regularly</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td>4.1</td> <td>4.4</td> <td>4.6</td> </tr> </table>	Average Point Score progress for pupil premium children attending regularly			Reading	Writing	Maths	4.1	4.4	4.6
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Reading	Writing	Maths											
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Family Support Work (50%)	£7000	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning	Much of this work has focused on family work to support parents in crisis and to support parents in extending their own skills and in helping children at home. Courses are well attended and have received very positive feedback.										
	<b>TOTAL:</b>	<b>£148418</b>											

<b>Total PPG received</b>	£145,782
<b>Total PPG expenditure</b>	£148,418
<b>PPG remaining</b>	£-2636

## Performance of disadvantaged pupils at end of KS2

	2013	2012	2011
% of Pupil Premium Children achieving level 4 in reading	88%	81%	57%
% of Pupil Premium Children achieving level 4 in writing	96%	91%	42%
% of Pupil Premium Children achieving level 4 in maths	96%	92%	71%
% of Pupil Premium Children making 2 levels progress in english	94%	100%	82%
% of Pupil Premium Children making 2 levels progress in maths	100%	100%	94%

## Narrowing the Gap between FSM and other children

	Reading Gap	Writing Gap	Maths Gap
<b>2013</b>	+7	+6	+12
<b>2012</b>	-7	-3	-3
<b>2011</b>	-7	-12	-9

## Other Supporting Evidence of Impact

We are delighted to have been named as “**National Primary School of the Year**” for raising attainment of disadvantaged pupils. This was in recognition of the outstanding attainment and progress that our children have made.

The gap between our FSM children and other children has been significantly narrowed and in some cases they are outperforming other children.

### **Islington Gazette Article : Islington primary school goes from best in London to best in country for its Pupil Premium programme**

*Teachers and schoolchildren were this week “lost for words” at being crowned the best primary school in the country for the way it makes use of the Pupil Premium – extra Government funding targeted at disadvantaged children.*

*In May, Pakeman Primary School was announced the best school in London after the regional round.*

*But this week, the school in Hornsey Road, Holloway, was crowned national champion by Deputy Prime Minister Nick Clegg at a prestigious ceremony, receiving a trophy and £10,000.....*

*Mr Clegg, who spearheaded the Pupil Premium scheme after announcing it in 2010, paid tribute to the “creative” way Pakeman has used the funds to transform lives.*

*He added: “It’s head teachers at schools like Pakeman Primary who are working hard to come up with ideas to make a real difference to pupils, so it’s great that we are recognising what works best.”*

*About 70 per cent of Pakeman pupils qualify for free school meals under Government rules, meaning the school will this year receive more than £200,000 extra.*

### **TEACH Magazine Article October 2013**

*Over the last couple of years things have changed for the better at Pakeman, and it hasn’t been the money alone that has made the difference.*

*But if Nick Clegg were to seek proof that one of his party's flagship policies was having its intended impact, he needn't look any further. The judges of the 2013 Pupil Premium Awards certainly didn't, awarding the school their 'Primary School of the Year Award' at the beginning of July in recognition of the effect its spending has had on children and parents.*

*And there has been no shortage of spending, the 2012/2013 academic year saw Pakeman receive just shy of £140,000. This year, that figure has risen to £220,000, prompting Lynne and her team to return to the wish list as they expand their efforts to respond to the significant educational and social issues that pass through the gate every day.*

*Of course, the reality of the Pupil Premium is that the more you have to spend, the more you're likely to have to spend it on, and the real story at Pakeman is not the amounts involved but the holistic approach that is translating money into meaningful results: in purely academic terms, in 2012, 94 per cent of KS2 children at the school achieved a combined Level 4 in English and maths, and 100 per cent made two levels of progress. But reducing the equation to percentage points seems to rather under-value the work staff are doing to open children's minds to the world around them, and support their parents to continue the good work at home..*

### **Other Developments / Initiatives**

- Introduction of P4C across the school – supporting greater participation, confidence, thinking and debating skills
- Outstanding behaviour achieved through revision of whole school approach - introduction of “It's Good to be Green” scheme and introduction of restorative justice
- Saturday school, funded by SHINE / Richard Reeves Foundation, providing targeted places for 60 children across 4 local schools
- New ICT infrastructure, including the use of ipads and green screen technology, allows ICT to be delivered in classes
- New building (“The Lodge”) to facilitate improved teaching of individuals and small groups especially in reading with increased numbers of voluntary readers working in the school
- Art Therapists, based at school, providing support for children with social, emotional and behavioural issues
- Children acting as “leaders” across the school in a variety of roles – new coordinator post and child leaders' accreditation
- Leading Parent Partnership awarded in recognition of excellent partnership working with parents
- Increased uptake of extended school provision
- Increased sports provision in school time – golf, squash, football and a new school sports coordinator

## **Implications for Pupil Premium Spending in 2013-14**

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

### **Key Principles**

***Building Belief*** - We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

***Analysing Data*** - We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

**Identification of Pupils** - We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

**Improving Day to Day Teaching** - We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

**Increasing learning time** - We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
  - Early mornings and after school
  - Saturdays
  - Easter holidays

**Individualising support**

*"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."*

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
  - Beanstalk – volunteer readers
  - School Home Support
- Providing extensive support for parents
  - to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money)
  - to support their children's learning within the curriculum
  - to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (e.g. providing Turkish GCSE classes)



**Going the Extra Mile** - In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### **Funding Priorities**

This year our aim is to further increase the percentage of outstanding teaching across the school through our "Team Leader Model" which has placed an additional non-class based teacher across each phase in. We also want to raise standards in reading, by enthusing children to become avid readers and will develop a new school library, extend reading resources and focus on improving home reading.

In addition we are adopting a new whole school approach to supporting children in developing their skills as writers and will be focus on developing children's speaking skills to support this through the use of ICT – film making, web conferencing and podcasting. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially at KS1 and in the EYFS.

To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and through providing targeted parents' meetings to support them in helping children at home. A range of sessions will be on offer such as Managing money, Getting Back to Work, ESOL and developing maths skills using Numicon. We will also extend our crèche provision to increase attendance at events.

Our Children as Leaders coordinator will ensure that there are a range of opportunities for children to develop their leadership skills and introduce a system or accreditation for children.