

CONTEXT

Pakeman Primary School is a one and a half form entry school in Islington. We have a Nursery, 2+ centre and provide extended provision from 8am to 6.00pm each day. We also have a Saturday School, which is funded by Shine (Richard Reeves Foundation) and hosts pupils from four other local primary schools.

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and 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. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

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. Our school motto 'Excellence for All and Excellence from All' reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect (Please see our Optimistic School Charter).

Our population (Raise Online 2015):

The school is located in an area of high social deprivation and have a high percentage of children are eligible for pupil premium, which brings some complex challenges. However, staff are committed to ensuring that these challenges 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.

"There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen to go the 'extra mile', and the school deploys its resources well, particularly to provide extra support and intervention for pupils and families who may face significant difficulties and barriers to learning. As a result, any gaps between groups are closing rapidly."

"All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school's good organisation and strong, shared vision underpin its good capacity to continue moving forward." (Ofsted 2011)

Recent Initiatives / Improvements:

We have worked hard to improve provision since our last inspection, please see the summary of improvements listed below:

- School named as "**NATIONAL PRIMARY SCHOOL OF THE YEAR**" in Pupil Premium Awards 2013 for raising attainment of disadvantaged pupils – PP pupils meeting and exceeding national at KS2
- **PROGRESS FOR ALL PUPILS** is excellent with high proportions of pupils making more than expected progress compared to national
- **PROGRESS OF DISADVANTAGED PUPILS** outstrips all pupils (both nationally and at school)
- **KEY GROUPS (EAL / SEND)** make exceptional progress by the end of KS2
- **ATTAINMENT** is above 2015 national (86% reading, writing and maths combined level 4+)
- **EXCEPTIONAL PERSONAL DEVELOPMENT AND ATTITUDES TO LEARNING** enable children to move confidently with the right skills to the next stage in education
- **SAFEGUARDING** is highly effective

- **HIGH LEVELS OF PARENTAL ENGAGEMENT** is an area of high challenge
- School has **CAPACITY AND EXPERTISE TO SUPPORT OTHER SCHOOLS** nationally, particularly in raising attainment of disadvantaged pupils
- School has **SUBSTANTIAL TRACK RECORD IN IMPROVING OUTCOMES** for pupils in an area of high challenge.
- **EQUALITY OF OPPORTUNITY** underpins British Values and provides children with best life chances
- New **SCIENCE/ART LAB** to raise aspirations and build specific expertise in Science and Art
- Newly developed **PROVISION for 2 YEAR OLDS** for early intervention, development of language and development of strong parental relationships
- The School is an **“OPTIMISTIC SCHOOL”** –with a positive culture of high expectations in which everyone can reach their full potential
- **RISING ROLL** and school a **“FIRST CHOICE SCHOOL”** of parents
- **EXCELLENT SAFEGUARDING** (audit February 2012)
- **EXCELLENT BEHAVIOUR** – “It’s Good to be Green” and restorative justice supporting purposeful climate for learning
- Team Leaders (an additional non-class based teacher) established across each key stage (EYFS, KS1, KS2) has resulted in **IMPROVED QUALITY OF TEACHING**, greater consistency in practice and higher expectations thus reducing within school variance
- Introduction of workstreams has resulted in **INCREASED IMPACT OF MIDDLE LEADERS**
- Art Therapists, based at school, providing **IMPROVED SUPPORT FOR CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL ISSUES**
- **HOST SCHOOL OF SATURDAY SCHOOL**, funded by SHINE/Richard Reeves Foundation, providing targeted places and additional learning hours for 60 children across 5 local schools – Improved attitudes to learning, increased rates of progress / improved transition / supporting social and emotional skills
- **INCREASED OUTCOMES IN READING** - New library and teaching space to support teaching of reading and 1:1/small group interventions and extensive new reading resources
- New building (“The Lodge”) facilitates **IMPROVED TARGETED SUPPORT FOR INDIVIDUALS AND SMALL GROUPS**, especially in reading, with increased numbers of voluntary readers working in the school
- **INCREASED UPTAKE OF EXTENDED SCHOOL PROVISION**
- Leading Parent Partnership awarded in recognition of **EXCELLENT PARTNERSHIP WORKING WITH PARENTS**
- Financial - School FMSiS and SFVS ensures **GOOD VALUE FOR MONEY** - used as example of best practice by local education authority
- **EXTENDED PARTNERSHIP WORKING** with Futurezone (a collaboration of 17 local schools), Duncombe Primary School and Mount Carmel Secondary School, Music First, Shine, Beanstalk, Hornsey Road Children’s Centre and Families First. Collaboration with the Institute of Education to improve practice and develop a research based culture
- **EXTENSIVE INVESTMENT IN AND DEVELOPMENT OF PEOPLE** - CPD: Mindsets - Carole Dweck, Formative Assessment – Shirley Clarke, Outstanding Teaching Programme (KS2), Power of Reading, Philosophy for Children, CAME, ECERs Training (EYFS environments), Workstreaming, Leadership training, ERASMUS International Professional Development Study on More Able Provision
- **BROADER USE OF RESEARCH TO INFORM DECISION MAKING AND POLICY** – Sutton Trust Toolkit interventions, within school variance and Carol Dweck’s Mindsets, Pre-teaching, Metacognition
- **IMPLEMENTATION OF P4C ACROSS THE SCHOOL** – supporting greater participation, confidence, thinking and debating skills
- **CHILDREN ACTING AS “LEADERS”** across the school in a variety of roles – new coordinator post and child leaders’ accreditation
- **INCREASED HIGH QUALITY SPORTS PROVISION** – golf, squash, football and a new school sports coordinator
- **BEST PRACTICE ACCREDITATIONS** include: Financial Management in School; Healthy School Mark; Arts Mark (Gold); Science Mark (Silver); Sports Mark (Silver); Sing Up (Gold); Active Mark; Leading Parent Partnership Award; Core Offer in Extended School Provision; Pupil Premium Award and Schools Financial

Value Standard, SSAT Educational Outcomes Award.

- **IMPROVED COMMUNICATION WITH PARENTS AND WIDER COMMUNITY** – School website / text 2 parents / newsletter / targeted meetings

However, we are not complacent and are relentless in our drive for continual improvement. We belong to a cluster of schools providing support and challenge for each other and we regularly invite the LEA / external consultants to conduct school reviews on specific areas for improvement. We welcome this challenge so that we continue to develop our school and our standards further.

OBJECTIVES OF PUPIL PREMIUM SPENDING

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been 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. For children who start school with low attainment on entry, our aim is to ensure that they make excellent progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making:

- Parental engagement (LPPA)
- Importance of quality first teaching (Sutton Trust)
- Within school variance (David Reynolds)
- Feedback and Peer Tutoring (Education Endowment Foundation Toolkit).
- Pre-teaching

This year our school priorities are to:

- Ensure **ATTAINMENT IN READING** is in line with or above national standards at each key benchmark
- Ensure **ATTAINMENT IN WRITING** is in line with or above national standards at each key benchmark
- Improve children’s **PROBLEM SOLVING AND REASONING SKILLS**
- Increase **LEVELS OF CHALLENGE** to meet the demands of the new curriculum
- Provide **HIGH QUALITY PROVISION IN SCIENCE**
- Provide **HIGH QUALITY OUTDOOR LEARNING EXPERIENCES**

We will continue with our whole school approach to supporting children in developing their skills as readers and writers by focusing on developing children’s speaking skills through the use of ICT – film making, writing blogs and broadcasting using our radio station. 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.

In addition we will continue to strengthen parental engagement in learning, through increasing the support on offer for parents (skills sessions, training in the curriculum and targeted parents’ meetings).

Out training for staff this year will include a focus on reading, creative writing, problem solving and reasoning, higher order thinking and metacognition.

PUPILS ON ROLL

Total number of pupils on roll (FTE age 4 and over)	300
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NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED

Total number of pupils on roll (FTE age 4 and over)	300
Total number of pupils eligible for PPG	206
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£271,920

NATURE OF SUPPORT 2016/17

Focus on Learning in the curriculum	83%
Focus on social, emotional and behaviour	7%
Focus on enrichment beyond the curriculum	6%
Focus on families / Community	4%
Curriculum Focus:	
Increase % of children working at age related expectations in reading, writing and maths	

Attainment for 2014-15 (This will be updated in November with 2015-16 data once Raise Online is released)

	Pupils eligible for PP (36 pupils)	Pupils not eligible for PP (6 pupils)
% achieving expected level 4+ in reading	92%	100%
% achieving expected level 4+ in writing	92%	80%
% achieving expected level 4+ in maths	92%	80%
% achieving expected level 4+ in reading, writing and maths	86%	80%
% making expected progress in reading	97%	100%
% making expected progress in writing	100%	100%
% making expected progress in maths	100%	100%

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17					
Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
5/6	Boosters HA and LA (after school) Boosters (Saturday and Easter School)	£16,300	Previous data analysis of interventions has shown excellent rates of progress for children in year 6 The EEF toolkit has been used to select some interventions such as 1:1 tuition, digital learning and small group tuition.	Maximising Learning time through after school, Saturday and holiday provision. Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision	Increased attainment and progress in English and maths at KS2
	One to one tuition and small group in maths and English	£14,582		Development maths and English skills through one to one and small group targeted support in English and maths	Increased confidence (Discussion) Increased attainment in reading, writing and maths (Assessment Data)
	Shakespeare Workshop	£1,580		Extending cultural experience and opp to enjoy work of Shakespeare Build creativity and language skills Building confidence and enthusiasm of staff to bring Shakespeare into the classroom	Support Language development. Increase attainment in reading and writing (Assessment Data)
	1:1 Tuition in reading and writing	£6,400		To develop children's reading and writing skills	Raise attainment in reading and writing
	Maths Tutoring:	£3,650		Increasing maths skills: Online one to one tutoring to increase maths skills	Increased attainment in maths of targeted pupils
	Higher Level Maths / Writing Project	£2,800		Improving subject knowledge - higher level maths / writing teaching Increasing high level attainment in maths	Increased attainment at level 5+ in writing and maths
	Small group support in reading	£4,900		Small group support in reading, writing and maths	Increased attainment in reading (Assessment Data) All children make expected / more than expected progress Attainment at key benchmarks is in line with or above national
3/4	Small group support in reading	£4,900	Previous data has been analysed for small group interventions and children have made excellent progress. We will therefore continue with this intervention this year.	Small group support in reading, writing and maths	Increased attainment in reading and writing (Assessment Data) All children make expected / more than expected progress Attainment at key benchmarks is in line with or above national

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17

Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
	Shakespeare Workshop	£570	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition.	Extending cultural experience and opp to enjoy work of Shakespeare Build creativity and language skills Building confidence and enthusiasm of staff to bring Shakespeare into the classroom	Support Language development. Increase attainment in reading and writing (Assessment Data)
1/2	Boosters HA and LA	£2,300	Previous evidence has shown that children attending boosting make excellent progress. The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition.	Maximising learning time through after school provision Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision	Increased attainment and progress in English and maths at KS1
	Small group support	£4,700		Small group support to extend skills in phonics, reading, writing and maths	Increased confidence Increased attainment in English and maths (Assessment Data)
EYFS	Targeted support for EYFS pupils	£13,334	The EEF highlights the benefit of early years and oral language interventiosn. This intervention has been used to target low levels of language skills and poor communication.	Improving basic language skills and building vocabulary Building basic literacy and numeracy skills Build social and emotional skills so children are more ready to learn	Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data)
	Additional TA in EYFS	£8,694		Targeted support for children with SEN	SEN children settle well and make good progress Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data)

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17

Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
Whole School	Team Leaders (Including release of EYFS Team Leader)	£57,500	<p>Research shows that within school variance can have a negative effect in progress, especially for disadvantaged pupils.</p> <p>Team leaders will support greater consistency in teaching as well as developing some of the more effective interventions as highlighted in the EEF toolkit – feedback, metacognition, collaborative learning, 1:1 tuition and targeted parent work.</p>	<p>Addressing within school variance:</p> <ul style="list-style-type: none"> - Ensuring consistent implementation of practice and expectations - Improving monitoring and evaluation <p>Ensuring Quality first teaching:</p> <ul style="list-style-type: none"> - Team teaching and planning - Modelled lessons - Provide targeted CPD <p>Sharing best practice:</p> <ul style="list-style-type: none"> - Release for staff to share best practice - Modelled lessons <p>Ensuring more accurate data:</p> <ul style="list-style-type: none"> - Supporting effective use of data and gap analysis - Moderation <p>Ensuring Effective interventions</p> <ul style="list-style-type: none"> - Providing targeted support / intervention for pupils to address underachievement - Ensuring effectiveness of support staff <p>Increasing engagement of parents in learning:- Targeted parents’ meetings</p>	<p>Increased percentage of good / outstanding teaching (Lesson observations)</p> <p>Consistent implementation of practice and expectations across school (Lesson observations / Monitoring file)</p> <p>Other adults provide effective support (Lesson observations of support staff / Discussion)</p> <p>Increased % of children working at or above age related expectations (Assessment Data)</p> <p>All children make expected / more than expected progress (Assessment Data)</p>
Whole School	Assertive Mentoring	£5,300		<p>Improving feedback: Assertive mentoring</p> <ul style="list-style-type: none"> – setting clear targets for pupils – having individual mentoring sessions with pupils to discuss their learning, provide quality feedback and develop clear, next steps for improvement – Engaging parents more fully in learning – Informing whole, small, group, one to one teaching based on detailed gap analysis 	<p>Children understand clearly what they are trying to learn, and what is expected of them (Discussion, Lesson observations, Mentor files/ profiles)</p> <p>Children take ownership of their own learning and are fully involved in deciding what needs to be done next (Discussion, Lesson observations, Mentor files/ profiles)</p> <p>All children make expected / more than expected progress (Assessment Data)</p>
Whole school	Peer Mentoring	£1,300	Peer mentoring has been highlighted in the EEF toolkit as having a positive impact on progress.	<p>Improving feedback: Older learners support younger learners taking responsibility for:</p> <ul style="list-style-type: none"> - aspects of teaching 	<p>Improved confidence Pupils achieve targets and all children make expected / more than expected progress (Assessment Data, Lesson</p>

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17

Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
				- evaluating their success - providing feedback.	observations)
	Developing children as leaders	£5,145		Extending opps to build leadership skills: Staff member issued with a post of responsibility for developing opps for children to lead their own learning	Children have a range of leadership responsibilities throughout the school Children take responsibility for leading their own learning Children are able to assess own leadership skills through development of a leadership portfolio
	Library Development: Additional resources	£3,000		Raise the profile of reading, increase reading skills, especially for boys and struggling readers	Increased attainment in reading
	Residential Yr 6 school trip subsidy	£2,500	Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)	Extending experiences and building confidence: Children offered residential places in multi-activity centre	Increased self confidence Greater independence Better team-working, collaborative skills Improved social skills
	VRH	£6,740	Previous analysis of school data has shown that children working with a reading volunteer make more than expected progress.	Support on a one-to-one basis, to provide pupils with their full attention and support to: - improve reading level - increase overall confidence - inspire a lifelong love of reading - increase range of reading materials	Improved confidence and attitudes to reading Improved attainment in reading
	Now Press Play - Interactive Headphones	£2,395	This has been chosen to support children's language as well as to broaden their experiences.	To bring the curriculum to life by making learning exciting, engaging and relevant To ignite children's imaginations and support improved standards in writing	Increase attainment in speaking and listening and in writing
	Art Therapists	£2,000	In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	To support children with emotional problems and to improve communication	Increased confidence, more positive attitudes to learning and improved communication
	Targeted Extended School Places-playcentre	£5,070	Past experience has shown us that through providing targeted places before and after school,	Improving attendance and punctuality Improving social skills Places provided in Breakfast club	Children have a good start to the school day with a healthy breakfast (Discussion / Observations)

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17

Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
	and breakfast club		children's attendance and attitudes to learning have improved.	and in after school provision	Children take part in a range of enrichment activities (Discussion, Observations, Attendance register)
	Additional Language Assessment and EP support	£3,500	EEF toolkit identifies oral language interventions as having a positive impact.	Development of language skills: Targeted speech and language support and educational psychology assessments	Clear strategies provided for better ways to support individual children (Observations)
Whole School	SEN Support (Additional 2 days)	£14,332	EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact.	Provide earlier intervention – Develop basic literacy and numeracy skills – Individualising support	Increased progress of targeted pupils
	EAL support	£23,796		Develop language skills, Support transition of new joiners to the school, especially in development of early language and building friendships	Increase in attainment and progress of EAL pupils
	Reading Club	£2,850	Previous analysis has shown that reading and times tables intervention groups have resulted in children making excellent progress.	Extending learning time: Daily reading club to develop reading skills and foster a love of reading	Children attending show a more positive attitude to reading. They enjoy reading to one another. Children read regularly at home and enjoy talking about the texts they are reading. Children meet targets and all children make expected / more than expected progress (Assessment Data)
	Times Tables Club	£1,452		Extending learning time: Daily times tables clubs to develop mental maths ability	Children are supported to learn their tables. Weekly records show improvements in tables skills.
	Family Support Work	£14,000	Targeting / supporting parents has been a successful intervention for us in previous years. It has resulted in better attendance and in children making improved progress.	Supporting parents to overcome barriers to children's learning and Increasing engagement of parents in learning. Increasing attendance. Targeted family work, provision of family learning opps and focused work on improving attendance and punctuality.	Improved attendance (Attendance analysis) Reduction in the % of Pas (Attendance Analysis) Children of targeted families make expected / more than expected progress (Assessment Data) Increased attendance of parents at family learning sessions.
	Targeted Parents Meetings	£1,500		Increasing engagement of parents in learning	At least 10 parents are seen in each year group Targeted children make

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17

Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
					accelerated progress
	Creche provision	£1,625		Supporting parents to attend family learning sessions Increasing parental engagement in children's learning	Attendance at family learning events is high (15-22 parents)
	Bilingual support days – Turkish and Somali	£19,952		Supporting the development of children's language skills. Improving communication with parents of EAL pupils.	Children develop English language skills quickly when they join the school. Turkish and Somali children make good progress
Whole school	Metacognition / Cognitive Acceleration	£1,500	The EEF identifies that meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	Continue to provide training for staff in cognitive acceleration: Concrete Preparation: Explore understanding and engagement needed for higher order thinking. Social construction: Explore the issues arising from group work and ways to ensure their success. Cognitive Conflict: Explore the role of conceptual questions and the rationale for making learning difficult. Metacognition: Explore how to help pupils develop their understanding of themselves as learners. Bridging: How do we link learning beyond the immediate and recognise transferable skills. Planning for higher order thinking Teachers to review plans that specifically aim to develop higher order thinking alongside subject knowledge.	Staff are more confident in developing higher order thinking, creating cognitive conflict, making links in learning and helping children to understand themselves as learners.
	School radio station	£1,500	To provide more collaborative learning experiences as outlined in the EEF toolkit.	Using ICT to raise attainment and develop key skills: communication, reading, writing, working with others, problem solving and performance skills	Broadcasts will be shared on new website Increase in children's confidence and improved attainment in speaking and listening, reading and writing.
	Junior Librarian Online	£1,384		Improve home reading and engage parents in reading at home	Children and parents regularly access and read e-books at home.
	ARTIS	£9,500	This has been chosen to support children's positive attitudes to	Increase children's language and communication skills by using drama, dance and music	Children's language and communication skills improve

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17					
Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
			learning, their well being and to broaden their experiences as well as to build vocabulary and language skills		
	TOTAL:	£273,551			

TOTAL PPG RECEIVED	£271,920
TOTAL PPG EXPENDITURE	£273,551
PPG REMAINING	£-1631

IMPACT OF PUPIL PREMIUM SPENDING 2016-17

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed half termly as assessment data is gathered and input / follow up is put in place if an intervention is not having the desired impact.

In 2016-17, we will use a range of data to analyse impact of spending:

- End of key stage 1 and 2 data
- Phonics outcomes
- EYFS data
- Current Attainment and Progress Data
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks
- Stakeholder feedback