

Pakeman Pupil Premium Grant Expenditure: Report to Governors: 2015/16

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 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 2014):

The school is located in an area of high social deprivation and have a high percentage of children are eligible for FSM, 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
- Increased attainment and progress across the school
- Rising roll and school a "first choice school" of parents
- Development of school library to raise profile of reading in the school and support improved attainment in reading
- Introduction of non class-based team leaders across each phase (5/6, 3/4,1/2 and EYFS) developing greater consistency in practice and expectations through addressing within in school variances and

resulting in consistently good quality of teaching and increased percentages of outstanding teaching

- Excellent safeguarding audit (February 2012)
- Improved support for higher ability pupils through extension of interventions provided and collaborative maths project with local primary and secondary schools
- Leading Parent Partnership Award for excellent engagement with parents – 2013
- Successful implementation of whole school behaviour scheme – “It’s Good to be Green” resulting in excellent behaviour across the school both inside and outside of the classroom
- Introduction of Assertive Mentoring (including termly mentoring sessions for each child) so children are able to talk confidently about where they are and know what their next steps for improvement are.
- Increased number of children taking a lead in the school through development of new posts of responsibility
- New 2 year old centre
- Art Therapists, based at school, providing support with social, emotional and behavioural issues
- New ICT infrastructure, including the introduction of iPads, allowing ICT to be delivered in classes
- Increased uptake of extended school provision
- Introduction of work-streaming including the development of role of middle leaders in driving school improvement planning
- Shine on Saturday School, funded by Richard Reeves Foundation (successful bid for £180,000), providing targeted places for 60 children each week from 5 schools
- Financial - School FMSiS and SFVS used as example of best practice by local education authority
- Building of “The Lodge” (successful bid from Goldman Sachs) to facilitate improved teaching of individuals and small groups especially in reading with increased numbers of voluntary readers working in the school
- 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
- Extensive 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
- Collaboration with the Institute of Education to improve practice and develop a research based culture – Lesson study / peer tutoring
- Increased sports provision– golf, squash, football
- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Mark (Gold); Science 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.

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, our headteacher has trained as an Ofsted inspector and we regularly invite the LEA 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 accelerated 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).

This year our school priorities are to:

- Continue to increase the quality of day to day teaching through increasing the percentage of **OUTSTANDING TEACHING** across the school using our “Team Leader Model” which places an additional non-class based teacher across each phase.
- Increase % of children who meet / exceed the expected standard in **PHONICS**
- Raise attainment in **WRITING**
- Increase the % of **CHILDREN EXCEEDING EXPECTATIONS**
- Embed the **NEW CURRICULUM**
- Develop an effective system of **ASSESSMENT WITHOUT LEVELS**
- Enhance provision in the **EYFS** through enhancing outdoor learning and developing of a 2 year old centre
- Narrow the gap for **KEY GROUPS**– new joiners, persistent absentees and SEN

We will continue with our new whole school approach to supporting children in developing their skills as 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 phonics, writing, peer and self-assessment, higher order thinking, metacognition and developing cognitive conflict.

PUPILS ON ROLL

Total number of pupils on roll

333

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED

Total number of pupils on roll

333

Total number of pupils eligible for PPG

219

Amount of PPG received per pupil

£1,320

Total amount of PPG received

290,890

NATURE OF SUPPORT 2014/15

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%

Curriculum Focus:

Increase % of children working at age related expectations in reading, writing and maths

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2015/16

Year Group	Item/project	Cost	Objective	Outcome
5/6	Boosters HA and LA (after school) Boosters (Saturday and Easter School)	£15,500	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	£13572	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	£1550	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 writing	£4400	To develop children's writing skills	Raise attainment in writing
	Maths Tutoring:	£3850	Increasing maths skills: Online one to one tutoring to increase maths skills	Increased attainment in maths of targeted pupils
	Higher Level Maths / Writing Project	£2500	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 writing and maths	£4700	Small group support in reading, writing and maths	Increased attainment in reading and writing and maths (Assessment Data) All children make expected / more than expected progress
3/4	Small group support in reading writing and maths	£4700	Small group support in reading, writing and maths	Increased attainment in reading and writing (Assessment Data) All children make expected / more than expected progress
	Shakespeare Workshop	£550	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	£2500	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	£4700	Small group support to extend skills in phonics, reading, writing and maths	Increased confidence Increased attainment in English and maths (Assessment Data)

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2015/16

Year Group	Item/project	Cost	Objective	Outcome
EYFS	Targeted support for EYFS pupils	£13334	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	£8694	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)
Whole School	Team Leaders (Including release of EYFS Team Leader)	£79700	<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	£5700	<p>Improving feedback:</p> <p>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>

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2015/16

Year Group	Item/project	Cost	Objective	Outcome
Whole school	Peer Mentoring	£1500	Improving feedback: Older learners support younger learners taking responsibility for: - aspects of teaching - evaluating their success - providing feedback.	Improved confidence Pupils achieve targets and all children make expected / more than expected progress (Assessment Data, Lesson observations)
	Developing children as leaders	£5375	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	£3000	Raise the profile of reading, increase reading skills, especially for boys and struggling readers	Increased attainment in reading
	Residential Yr 6 school trip subsidy	£2500	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	£5940	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	£2395	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	£2000	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 and breakfast club	£5070	Improving attendance and punctuality Improving social skills Places provided in Breakfast club and in after school provision	Children have a good start to the school day with a healthy breakfast (Discussion / Observations) Children take part in a range of enrichment activities (Discussion, Observations, Attendance register)
	Additional Language Assessment and EP support	£2500	Development of language skills: Targeted speech and language support and educational psychology assessments	Clear strategies provided for better ways to support individual children (Observations)

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2015/16

Year Group	Item/project	Cost	Objective	Outcome
Whole School	SEN Support (Additional 2 days)	£12732	Provide earlier intervention – Develop basic literacy and numeracy skills – Individualising support	Increased progress of targeted pupils
	EAL support (Extra 2 days + resources)	£23796	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	£2340	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	£1452	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	£14000	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	£1500	Increasing engagement of parents in learning	At least 10 parents are seen in each year group Targeted children make accelerated progress
	Creche provision	£1625	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	£16952	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
	Pre-Teaching Project <i>(In collaboration with the Institute of Education)</i>	£1500	To support a small group of teachers to engage in school-based research around the impact of pre-teaching in Maths. - Accessing relevant research - Developing a research question - Using the LCLL’s Impact Framework to plan for and analyse impact, plan and carry out the research, review impact and present findings to staff.	Staff are confident in conducting effective action research. Children benefit from the pre-teaching: - they are more confident to participate - they can support others - they make good progress

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2015/16

Year Group	Item/project	Cost	Objective	Outcome
Whole school	Metacognition / Cognitive Acceleration	£1500	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	£3000	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	£1384	Improve home reading and engage parents in reading at home	Children and parents regularly access and read e-books at home.
	Development of new website	£750	Engaging parents in children's learning and improve home learning and writing skills	The website is used effectively to share news about learning across the school. Children respond to blogs and complete home learning
	Additional Teacher (2x part time summer term)	£13673	1:1 and small group work across the school to support targeted children to develop reading, writing and maths skills.	Targeted children make accelerated progress.
	TOTAL:	£292434		

TOTAL PPG RECEIVED	£290890
TOTAL PPG EXPENDITURE	£292434
PPG REMAINING	£-1544

IMPACT OF PUPIL PREMIUM SPENDING 2015-16

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 2015, we will use a range of data to analyse impact of spending:

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

The charts below will be updated based on KS2 outcomes.

PERFORMANCE OF DISADVANTAGED PUPILS AT END OF KS2					
	2015	2014	2013	2012	2011
% of PP pupils achieving level 4 in reading (National pupil premium)	91% (82)	91% (82)	86% (78)	81%	57%
% of PP pupils achieving level 4 in writing (National pupil premium)	91% (76)	88% (76)	95% (73)	91%	42%
% of PP pupils achieving level 4 in maths (National pupil premium)	91% (78)	94% (78)	96% (77)	92%	71%
% of PP pupils achieving level 4 in reading, writing and maths (National pupil premium)	85% (67)	78% (67)	86% (63)	92	52
% of PP pupils making 2 levels progress in English	100%	100%	94%	100%	82%
% of PP pupils making 2 levels progress in maths	100%	97%	100%	100%	94%

KS2 ROLLING AVERAGE: PUPIL PREMIUM						
% at level 4c+	2009-11	2010-12	2011-13	2012-14	2013-15	Increase over time
Reading	62	62	75	86	89	+27
Writing	56	69	77	95	95	+39
Maths	71	75	86	94	88	+17
RWM combined	44	59	71	84	84	+40

NARROWING THE GAP			
Gap between PP PUPILS and ALL PUPILS nationally at KS2			
	READING GAP	WRITING GAP	MATHS GAP
2015	0	+4	0
2014	0	+15	+8
2013	+4	+13	+11
2012	-6	+10	+6
2011	-7	-12	-9