

Pakeman Pupil Premium Strategy Statement 2017-18

1. Summary information

School	Pakeman Primary School				
Academic Year	2017-18	Total PP budget	£250,800	Date of most recent PP Review	Autumn 2017
Total number of pupils	353	Number of pupils eligible for PP	199	Date for next internal review of this strategy	Summer Term 2018

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 we are therefore 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 2016):

The school is located in an area of high social deprivation and we have a high percentage of children 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)

2. Current attainment

	<i>Pupils eligible for PP (your school)</i> 36 pupils	<i>Pupils not eligible for PP (national average)</i> 6 pupils	National %
% achieving in reading, writing and maths	67%	67%	61%
% making progress in reading	72%	100%	71%
% making progress in writing	81%	100%	76%
% making progress in maths	78%	67%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) - Data sourced from Raise Online 2016

A.	High levels of deprivation –70% of pupils are eligible for FSM compared to 25% nationally. The school’s deprivation indicator is 0.41, which is significantly higher than the national average of 0.21.
B.	Social care needs – 16% of families supported historically or currently by Social Care, which is a significantly high figure. Parents need support from school to help them to address their needs and to support their children’s learning.
C.	Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.
D.	Diversity – 87% of children from minority ethnic families; 69% speak English as an additional language. Some of the children need targeted support in order to catch up with their peers in terms of language and oracy.
E.	Starting points – assessment on entry to the foundation stage shows many children have poorly developed communication skills, little or no English, and poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children.
F.	Mobility - the school has high mobility, putting it in the lowest quintile for stability, with many children arriving from overseas, often with no English and little/no prior formal education.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	KS2 – Close gap in attainment between pupil premium and non pupil premium pupils	Gap narrows between pupil premium and non-pupil premium pupils
B.	KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national	Attainment is in line with or above national at end of KS1 and EYFS
C.	Increase percentages of disadvantaged pupils working above national at all key benchmarks	An increased % of children achieving greater depth across the school
D.	Years 1, 3, 4 and 5 - Children make good progress and meet FFT targets set	Year 1, 3, 4 and 5 children make good progress and meet the ambitious FFT targets set
E.	Children in key groups make good progress	Children in key groups make good progress and the gap between them and their peers closes
F.	Better support mental health and social and emotional needs of disadvantaged children and their families	Children with mental health, social and emotional issues make good progress
G.	Increase parental engagement for disadvantaged pupils	Increased attendance of parents at curriculum events / workshops Evidence of parents engaging more effectively with learning and as a result the targeted pupils make good progress

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2017/18

Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
5/6	Boosters HA and LA (after school, Saturday and Easter School)	£16,400	<p>Previous data analysis of interventions has shown excellent rates of progress for children in year 6</p> <p>The EEF toolkit has been used to select some interventions, such as 1:1 tuition, digital learning and small group tuition.</p>	Maximising learning time through after-school, Saturday and holiday provision. Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision	<p>Outcome A - KS2 - Close gap in attainment between pupil premium and non pupil premium pupils</p> <p>Outcome C - KS2 - Increase percentage of disadvantaged pupils working above national at all key benchmarks</p>
	3 additional teaching staff	£58,750		Development of maths and English skills through one-to-one and small group targeted support in English and maths	<p>Outcome D - Year 5 children make good progress and meet the ambitious FFT targets set</p> <p>Improved language development</p>
	Shakespeare Workshop	£1,580		<p>Extending cultural experience and opportunity to enjoy Shakespeare's work</p> <p>Building creativity and language skills</p> <p>Building the confidence and enthusiasm of staff to bring Shakespeare into the classroom</p>	
	Maths Tutoring:	£7,920		<p>Increasing maths skills:</p> <p>Online one-to-one tutoring to increase maths skills</p>	
	Higher Level Maths / Writing Project	£4,500		<p>Improving subject knowledge - higher level maths / writing teaching</p> <p>Increasing high level attainment in maths</p>	
	Action Tutoring	£4,000		<p>The EEF toolkit has been used to select some interventions such as 1:1 tuition, digital learning and small group tuition.</p>	
	Intervention support	£3,500	<p>Previous data has been analysed for small group interventions and children have made excellent progress. We will therefore continue with this intervention this year.</p>	<p>Intervention support in reading, writing and maths</p>	<p>Outcome D - Year 3 and 4 children make good progress and meet the ambitious FFT targets set</p>

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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 opportunity to enjoy Shakespeare's work Building creativity and language skills Building the confidence and enthusiasm of staff to bring Shakespeare into the classroom	Improved language development
1/2	Boosters HA and LA	£2,300	Previous evidence has shown that children attending booster classes make excellent progress.	Maximising learning time through after-school provision Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision	Outcome B – Attainment is in line with or above national at the end of KS1 Outcome D – Year 1 children make good progress and meet the ambitious FFT targets set
	Intervention support	£7,300	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition.	Small group support to extend skills in phonics, reading, writing and maths	Phonics scores are in line with or above national
EYFS	Introduction of Wellcomm	£400	The EEF highlights the benefit of oral language intervention for EYFS. 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	Outcome B – Attainment is in line with or above national at end of EYFS Outcome E – SEN children (including mental health and social and emotional issues) make good progress
	Additional TA in EYFS	£8,694		Targeted support for children with SEN	

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Whole School	Team Leaders Release to support improved teaching and learning and to ensure quality assurance	£5,500	<p>Research shows that within-school variance can have a negative effect on 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>Outcome A – Close gap in attainment between pupil premium and non pupil premium pupils in maths</p> <p>Outcome B – Attainment is in line with or above national at each key benchmark</p>
Whole School	Additional Writing Moderation	£2,000		<ul style="list-style-type: none"> – Quality assurance of writing and provision of next steps for improvement 	<p>Outcome A –KS2 - Gap narrows in writing between pupil premium and non pupil premium pupils.</p> <p>Outcome B –Attainment in writing is in line with or above national at the end of KS1 and EYFS</p> <p>Outcome C An increased % of children achieving greater depth in writing across the school</p> <p>Outcome D – Year 1, 3, 4 and 5 children make good progress in writing and meet the ambitious FFT targets set</p>

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Whole school	Library development: Additional resources	£3,500	<p>Evaluation of reading materials identified that children needed access to more challenging texts and to read a wider range of texts.</p> <p>Many children do not have access to these reading materials at home.</p>	<p>Ensure children are exposed to challenging texts in order to meet the demands of the new curriculum</p> <p>Raise the profile of reading, increase reading skills, especially for boys and struggling readers</p>	<p>Outcome A – KS2 - Gap narrows in reading between pupil premium and non pupil premium pupils.</p> <p>Outcome B –Attainment in reading is in line with or above national at end of KS1 and EYFS</p> <p>Outcome C – An increased % of children achieving greater depth in reading across the school</p> <p>Outcome D –Year 1, 3, 4 and 5 children make good progress in reading and meet the ambitious FFT targets set</p>
	Trip subsidies	£2,500	<p>Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)</p>	<p>Extending experiences and building confidence:</p> <p>Children offered residential places in multi-activity centre</p>	<p>All children develop increased self confidence, greater independence</p> <p>All children develop better team-working, collaborative skills and improved social skills</p> <p>Outcome F – Children with mental health, social and emotional issues make good progress</p>
	Beanstalk	£6,740	<p>Previous analysis of school data shows that children working with a reading volunteer make more than expected progress.</p>	<p>Support on a one-to-one basis, to provide pupils with their full attention and support to:</p> <ul style="list-style-type: none"> - improve reading level - increase overall confidence - inspire a lifelong love of reading - increase range of reading materials 	<p>Outcome A –KS2 - Gap narrows in reading between pupil premium and non pupil premium pupils.</p> <p>Outcome B –Attainment in reading is in line with or above national at end of KS1 and EYFS</p> <p>Outcome C –An increased % of children achieving greater depth in reading across the school</p> <p>Outcome D –Year 1, 3, 4 and 5 children make good progress in reading and meet the ambitious FFT targets set</p> <p>Children’s confidence and attitudes to reading improve</p>
	Now Press Play - Interactive headphones	£2,395	<p>Chosen to support children’s language and to broaden their experiences.</p>	<p>To bring the curriculum to life by making learning exciting, engaging and relevant</p> <p>To ignite children’s imaginations and support improved standards in writing</p>	<p>Increase attainment in speaking and listening and in writing</p>

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	Art Therapists	£2,000	The EEF Toolkit shows that interventions such as this have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment.	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	£9,080	Past experience has shown us that though providing targeted places before and after school, children's attendance and attitudes to learning have improved.	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	£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	Outcome E and F – SEN children (including mental health and social and emotional issues) make good progress
Whole School	SEN science sessions	£1,400	A need for additional support for children with social, emotional and mental health needs has been identified in the school	To increase confidence, self esteem and help better engage children in learning	Outcome E and F – SEN children (including those with mental health, social and emotional issues) make good progress Targeted children develop increased self confidence, greater independence and resilience All children develop better team-working, collaborative skills and improved social skills
	SEN support (additional 2 days)	£19,500	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	Outcome E and F - Children with SEN (Including those with mental health, social and emotional issues) make good progress Targeted children develop increased self confidence, greater independence and resilience All children develop better team-working, collaborative skills and Improved social skills
	EAL support	£23,796		Develop language skills, support transition of new joiners to the school, especially in development of early language and building friendships	Outcome E – EAL children make good progress Targeted children develop increased self confidence, greater independence and resilience

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	Early morning reading comprehension 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	Outcome A – KS2 - Gap narrows in reading between pupil premium and non pupil premium pupils. Outcome B –Attainment in reading is in line with or above national at end of KS2 Outcome C – An increased % of children achieving greater depth in reading across the school Children’s confidence and attitudes to reading improve
	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 times 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 opportunities and focused work on improving attendance and punctuality.	Outcome G Improved attendance (Attendance analysis) Reduction in the % of PAs (Attendance analysis) Increased attendance of parents at curriculum events / workshops Parents are more engaged in their children’s learning and, as a result, pupils make good progress
	Targeted Parents’ Meetings	£1,500		Increasing engagement of parents in learning	Outcome G –Parents are more engaged in their children’s learning and, as a result, pupils make good progress
	Creche provision	£1,625		Supporting parents to attend family learning sessions Increasing parental engagement in children’s learning	Outcome G – Parents are more engaged in their children’s learning and, as a result, pupils make good progress
	Bilingual support days – Turkish and Somali	£19,952		Supporting the development of children’s language skills. Improving communication with parents of EAL pupils.	Outcome E –Children with EAL make good progress Targeted children develop increased self confidence, greater independence and resilience
	GL Assessment	£5,700		Evidence from previous interventions show that	Improve feedback to pupils about next steps

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			interventions that teach to the gap are more effective	Make better use of gap analysis to inform teaching and interventions	<p>Outcome B –Attainment is in line with or above national at end of KS1 and EYFS</p> <p>Outcome C –An increased % of children achieving greater depth across the school</p> <p>Outcome D –Year 1, 3, 4 and 5 children make good progress and meet the ambitious FFT targets set</p> <p>Children’s confidence in taking tests improves</p>
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.	<p>Continue to provide training for staff in cognitive acceleration:</p> <p>Concrete Preparation: Explore understanding and engagement needed for higher order thinking.</p> <p>Social construction: Explore the issues arising from group work and ways to ensure success.</p> <p>Cognitive Conflict: Explore the role of conceptual questions and the rationale for making learning difficult.</p> <p>Metacognition: Explore how to help pupils develop their understanding of themselves as learners.</p> <p>Bridging: How do we link learning beyond the immediate and recognise transferable skills?</p> <p>Planning for higher order thinking Teachers to review plans that specifically aim to develop higher order thinking alongside subject knowledge.</p>	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	<p>Broadcasts will be shared on new website</p> <p>Increase in children’s confidence and improved attainment in speaking and listening, reading and writing.</p>

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	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 learning, their well-being and to broaden their experiences, and build vocabulary and language skills	Increase children's language and communication skills by using drama, dance and music	Children's language and communication skills improve Outcome F – Children with mental health, social and emotional issues make good progress
	TOTAL:	£258,788			

TOTAL PPG RECEIVED	£250,800
TOTAL PPG EXPENDITURE	£258,788
PPG REMAINING	-£7,988