

## Pakeman Pupil Premium Strategy Statement 2018-19

1. Summary information					
<b>School</b>	Pakeman Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£234,960	<b>Date of most recent PP Review</b>	Autumn 2018
<b>Total number of pupils</b>	338	<b>Number of pupils eligible for PP</b>	178	<b>Date for next internal review of this strategy</b>	Summer Term 2019

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 :**

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)*

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability) - Data sourced from Raise Online 2016</b>		
<b>A.</b>	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>B.</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.	
<b>C.</b>	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.	
<b>D.</b>	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.	
<b>E.</b>	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.	
<b>F.</b>	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.	
<b>G.</b>	Some inconsistencies in the teaching of maths	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	KS2, 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 KS2, KS1 and EYFS
<b>B.</b>	KS2 – Close gap in attainment between pupil premium and non-pupil premium pupils	Gap narrows between pupil premium and non-pupil premium pupils
<b>C.</b>	Increase percentages of disadvantaged pupils working above national at all key benchmarks	An increased % of children achieving greater depth across the school
<b>D.</b>	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
<b>E.</b>	Children in key groups make good or better progress	Children in key groups make good progress and the gap between them and their peers closes
<b>F.</b>	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
<b>G.</b>	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
<b>H.</b>	Increased attainment in maths through greater consistency in teaching strategies / models used and better use of practical maths resources to support understanding	Attainment in maths is in line with or above national at each key benchmark

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)	£12,400	<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 - Attainment is in line with or above national at end of KS2, KS1 and EYFS -</p> <p>Outcome B - KS2 - Close gap in attainment between pupil premium and non-pupil premium pupils (Targeted interventions)</p> <p>Outcome C - KS2 - Increase percentage of disadvantaged pupils working above national at all key benchmarks</p> <p>Outcome D - Year 5 children make good progress and meet the ambitious FFT targets set</p> <p>Improved language development premium and non-pupil premium pupils in maths</p>
	Additional teaching staff	£31,326		Development of maths and English skills through one-to-one and small group targeted support in English and maths	
	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>	
	SATs Companion	£1,250		Revision Support	
	Action Tutoring	£1,000	<p>The EEF toolkit has been used to select some interventions such as 1:1 tuition, digital learning and small group tuition.</p>	Early morning individual / paired tuition for 20 pupils over 20 weeks in English and maths	
3/4	Intervention support	£6,271	<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>	Intervention support in reading, writing and maths	<p>Outcome D - Year 3 and 4 children make good progress and meet the ambitious FFT targets set</p>

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	Shakespeare Workshop	£1,500	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
	Mirodo	£1,700	Recommendation from other schools	Consolidation and practice	Outcome D - Year 3 and 4 children make good progress and meet the ambitious FFT targets set
1/2	Boosters HA and LA	£1,800	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 A – 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	£19,512	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	Problem solving equipment – outdoor area and additional outdoor learning activities	£5,590	Observations have shown that outdoor provision does not always match the quality of provision inside.  Need to extend opps for problem solving in maths	Improving problem solving and imaginative skills and building team working skills.	Outcome A – 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	£13,258	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.	Targeted support for children with SEN, particularly those with speech and language needs and SEMH needs.	
Whole School  Improving Quality of teaching	Coaching – Developmental approach to improving teaching and building leadership skills	£7,000	Leadership coaching will enable leaders to support teachers more effectively in becoming more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners.	Teachers become more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide range of pedagogic strategies	Outcome A – Attainment is in line with or above national at the end of KS2, KS1 and EYFS  Outcome C An increased % of children achieving greater depth across the school

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				Teachers will develop heightened metacognitive skills of planning, monitoring and refining, which will help to ensure that teaching quality keeps improving.	Outcome D – Year 1, 3, 4 and 5 children make good progress and meet the ambitious FFT targets set
Whole School Improving Quality of teaching	Use of GL Assessments for quality assurance and gap analysis	£5,700	Evidence from previous interventions show that interventions that teach to the gap are more effective	Improve feedback to pupils about next steps  Make better use of gap analysis to inform teaching and interventions	Outcome A –Attainment is in line with or above national at end of KS2, KS1 and EYFS  Outcome C –An increased % of children achieving greater depth across the school  Outcome D –Year 1, 3, 4 and 5 children make good progress and meet the ambitious FFT targets set  Children’s confidence in taking tests improves
Improving Quality of teaching	External Quality Assurance	£4,000	Direct link between quality assurance and improved pupil outcomes. Process of assurance and review will engender confidence and ensure that the right strengths and areas for development are identified.	Validation of Increased confidence in school’s own judgements  Accurate identification of strengths and on areas for development	Outcome A –Attainment is in line with or above national at the end of KS2, KS1 and EYFS  Outcome C An increased % of children achieving greater depth across the school  Outcome D – Year 1, 3, 4 and 5 children make good progress and meet the ambitious FFT targets set
Improving Quality of teaching Whole School	Maths training and release time for staff (lesson study / best practice visits)  Maths resources  Maths consultancy	£6,000	Observations have identified some inconsistencies in approaches to teaching maths. This means that there is some learning and unlearning of strategies.  Children are sometimes moved on too soon to abstract concepts without consolidation of practical understanding.	Time for staff to work together to ensure whole school agreement with regard to strategies used, to work together to team teach key areas in lesson study groups and to share best practice.  Purchase practical maths resources to better support children develop a practical understanding before moving on to more abstract concepts.	Outcome H- Attainment in maths is in line with or above national at each key benchmark

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Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
	Mathletics		To provide expertise with regard to maths and further develop skills of maths coordinator as well as providing an external perspective on maths in the school.	Maths consultant to work with maths coordinator to audit practice and provision and develop an action plan.	
Whole School Improving Quality of teaching	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><b>Addressing within-school variance:</b></p> <ul style="list-style-type: none"> <li>- Ensuring consistent implementation of practice and expectations</li> <li>- Improving monitoring and evaluation</li> </ul> <p><b>Ensuring quality first teaching:</b></p> <ul style="list-style-type: none"> <li>- Team teaching and planning</li> <li>- Modelled lessons</li> <li>- Provide targeted CPD</li> </ul> <p><b>Sharing best practice:</b></p> <ul style="list-style-type: none"> <li>- Release for staff to share best practice</li> <li>- Modelled lessons</li> </ul> <p><b>Ensuring more accurate data:</b></p> <ul style="list-style-type: none"> <li>- Supporting effective use of data and gap analysis</li> <li>- Moderation</li> </ul> <p><b>Ensuring effective interventions</b></p> <ul style="list-style-type: none"> <li>- Providing targeted support / intervention for pupils to address underachievement</li> <li>- Ensuring effectiveness of support staff</li> </ul> <p><b>Increasing engagement of parents in learning:-</b> Targeted parents’ meetings</p>	Outcome A – Attainment is in line with or above national at each key benchmark
Whole school	Book corner: Additional guided readers / reading scheme books	£3,000	<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 –Attainment in reading is in line with or above national at end of KS2, 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>

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Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
	Beanstalk	£5,400	Previous analysis of school data shows 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: <ul style="list-style-type: none"> <li>- improve reading level</li> <li>- increase overall confidence</li> <li>- inspire a lifelong love of reading</li> <li>- increase range of reading materials</li> </ul>	<p>Outcome A – Attainment in reading is in line with or above national at end of KS2, KS1 and EYFS</p> <p>Outcome B – KS2 - Gap narrows in reading between pupil premium and non-pupil premium pupils.</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	Chosen to support children’s language and 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	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 and trip subsidies	£9,080	<p>Past experience has shown us that though providing targeted places before and after school, children’s attendance and attitudes to learning have improved.</p> <p>Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)</p>	<p>Improving attendance and punctuality</p> <p>Improving social skills</p> <p>Places provided in breakfast club and in after-school provision</p> <p>Extending experiences and building confidence:</p> <p>Children offered residential places in multi-activity centre</p>	<p>Children have a good start to the school day with a healthy breakfast (Discussion / Observations)</p> <p>Children take part in a range of enrichment activities (Discussion, Observations, Attendance register)</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>

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Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
	Additional language assessment and EP support	£3,200	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 and SEMH science sessions	£2,500	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	£31,994	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	£29,037	Previous analysis has shown that EAL support in the school has been effective.	Develop language skills, support transition of new joiners to the school, especially in development of early language and building friendships  Supporting the development of children’s language skills.  Improving communication with parents of EAL pupils.	Outcome E – EAL children make good progress  Targeted children develop increased self-confidence, greater independence and resilience



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Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
	Family Support Work	£9,500	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
Whole school	School Play Initiative	£10,300	Lack of structure at playtimes.  Too many children disengaged.  Limited social interaction and limited range of resources and activities	Happier playtimes with fewer incidents  Increase in children's social skills and imaginative and creative skills.	Outcome F - Children with mental health, social and emotional issues make good progress  Children are happier at play, work well in teams, are able to independently take a lead in play and get involved in a range of exciting activities.
	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:	£244,793			

TOTAL PPG RECEIVED	£234,960
TOTAL PPG EXPENDITURE	£244,973
PPG REMAINING	-£9,833