

Pakeman Primary School



Pakeman Pupil Premium Strategy Statement 2019-20



SUMMARY INFORMATION

School	Pakeman Primary School				
Academic Year	2019-20	Total PP budget	£225,060	Date of most recent PP Review	Autumn 2019
Total number of pupils	331	Number of pupils eligible for PP	171	Date for next internal review of this strategy	Summer Term 2020

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)

We aim to use the pupil premium funding to counter disadvantage and to ensure greater equity.

We will do this by taking a three-tiered approach:

1. Improving teaching
2. Providing targeted academic interventions
3. Using a broad range of strategies to overcome barriers to learning.

PUPIL OUTCOMES 2019

EYFS			
	Pupil Premium	All Pupils	LBI
Good level of development (GLD)	65%	66%	71%
Reading	71%	71%	76%
Writing	65%	68%	73%
Number	77%	74%	80%
Shape	77%	74%	81%

YEAR 1 PHONICS SCREENING CHECK			
All pupils	Pupil Premium	All Pupils	National Average
YEAR 1	93%	85%	82%
YEAR 2 Cumulative	87%	90%	92%

END OF KS1

	Pupil Premium	All Pupils	National Average
% reaching expected standard in reading	67%	68%	75%
% reaching expected standard in writing	71%	68%	69%
% reaching expected standard in maths	71%	70%	76%
% reaching greater depth in reading	17%	23%	25%
% reaching greater depth in writing	17%	18%	22%
% reaching greater depth in maths	17%	23%	22%

END OF KS2			
	Pupils eligible for PP	School average	National average
% achieving expected standard or above in reading, writing and maths	58%	59%	65%
% reaching expected standard in reading	73%	73%	73%
% reaching expected standard in writing	83%	82%	78%
% reaching expected standard in maths	73%	73%	79%
% reaching greater depth in reading	15%	11%	27%
% reaching greater depth in writing	24%	21%	20%
% reaching greater depth in maths	15%	15%	27%
Progress rate in reading	2.73	1.69	0
Progress rate in writing	4.731	3.93	0
Progress rate in maths	1.01	0.31	0

ATTENDANCE DATA		
2018-19	PUPIL PREMIUM	WHOLE SCHOOL
Attendance	94.6%	95.4%

BARRIERS TO FUTURE ATTAINMENT

A.	Poor oral / literacy skills and lack of reading opportunities outside school
B.	The number of children with social, cultural and emotional issues
C.	Level of social care needs – 18% of families are supported historically or currently by Social Care, which is a significantly high figure. Support is needed to help parents in meeting children’s individual needs and to support learning.
D.	Limited access to social, cultural and sporting activities which can impact on maths and English outcomes.
E.	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. Many children arrive late in the year and in the key stage.
F.	Ensuring teaching consistency ensures accelerated progress for pupil premium pupils
G.	Lower attendance of pupil premium pupils
H.	Low level of attainment on entry

DESIRED OUTCOMES

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All teaching to be good or better in whole class teaching and interventions, and assessment information is used by staff to target and close the gap	<ul style="list-style-type: none"> • All teaching and interventions are recorded as good or better in triangulated learning walks • Attainment of pupil premium pupils is in line with or above national at end of KS2 and KS1 • Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed • There is an increased % of pupil premium children working above national
B.	Improved monitoring and targeting of pupil premium pupils for attendance.	<ul style="list-style-type: none"> • Attendance of pupil premium pupils is in line with or better than national benchmarks • There is a reduction in persistent absentees
C.	There is effective support in place to support children’s social, emotional and mental health needs	<ul style="list-style-type: none"> • Pastoral care and provision maps reflect the support in place to meet children’s identified needs. • Monitoring and tracking shows impact of support • Behaviour and exclusion data show impact of effective pastoral care.

QUALITY OF TEACHING FOR ALL

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2019-20

Desired Outcome	Cost	Evidence / Rationale	How it will be implemented	Staff Lead
Ensuring the quality of teaching is good or better	£31,933	<p>Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils.</p> <p>Previous within school evidence has shown that lesson study has been very effective in developing teachers' practice.</p> <p>Team leaders have already been effective in ensuring greater consistency in teaching.</p>	<p>Team Leaders - Release team leaders to support improved teaching and learning and to ensure quality assurance</p> <ul style="list-style-type: none"> • Addressing within-school variance: <ul style="list-style-type: none"> ○ Ensuring consistent implementation of practice and expectations ○ Improving monitoring and evaluation • Ensuring quality first teaching: <ul style="list-style-type: none"> ○ Team teaching and planning ○ Modelled lessons ○ Provide targeted CPD • Sharing best practice: <ul style="list-style-type: none"> ○ Release for staff to share best practice ○ Modelled lessons <p>Lesson study and Peer drop-ins</p> <ul style="list-style-type: none"> • Teachers work together to plan, deliver and review lessons • Teachers visit other phases to observe best practice <p>Staff training – Metacognition, questioning, improving memory, developing oracy, reasoning, challenge, coaching</p> <p>Use of external consultancy to provide support, expertise and external validation</p>	EB
Improve robustness of assessment data and the use of gap analysis to close the gaps	£6,000	<p>Evidence from Sutton Trust on importance of personalised feedback. (+8)</p> <p>All staff will know children well and will plan effectively for their progress</p> <p>Close analysis of PP data to provide timely interventions</p>	<p>Regular Pupil Progress meetings reviewing individual children's attainment and progress.</p> <p>Regular informal learning walks, book looks, lesson observations so triangulated evidence is good or better.</p> <p>Whole school training on using assessment data to plan for personalised lessons</p> <p>Regular monitoring of PP data following PIRA, PUMA, GL tests and external writing moderation.</p>	EB

Subject specialists provide high quality provision in PE, MFL, Drama and Music.	£47,519	<p>Raising the quality of teaching for all pupils through the use of subject specialists</p> <p>Increasing children’s language and communication skills by using drama, dance and music</p>	<p>Use of specialist teachers for PPA to provide high quality provision and ensure consistency in expectations</p> <p>Working with specialist organisations to enhance curriculum provision – e.g. Young Shakespeare Company, Splatt theatre, learning through the Arts (Artis /House of Illustration)</p>	EB
TOTAL		£85,452		

TARGETED INTERVENTION – Support Programmes and additional intervention

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2019-20

Desired Outcome	Cost	Evidence / Rationale	How it will be implemented	Staff Lead
To increase rates of progress and to close any gaps between pupil premium and non-pupil premium pupils	£98,184	<p>Previous data analysis of interventions has shown excellent rates of progress</p> <p>The EEF toolkit has been used to select some interventions, such as 1:1 tuition, digital learning and small group tuition.</p> <p>The EEF highlights the benefit of oral language interventions.</p>	<p>Additional teachers working in each phase in KS1 and KS2 to provide targeted support and intervention in English, maths and phonics</p> <p>Early intervention teacher to support language and social / emotional needs in EYFS</p> <p>EAL support provided to develop language skills, build vocabulary and support transition of new joiners to the school</p> <p>SEND support for children with complex disadvantage with a focus on the provision of earlier intervention to develop basic literacy and numeracy skills</p> <p>Provision of targeted speech and language support</p>	EB TG
		<p>Previous evidence has shown that children attending boosters, Shine and Action Tutoring have gained confidence and have made good progress.</p> <p>The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition.</p>	<p>Learning time is extended through:</p> <p>Shine on Saturday</p> <p>Boosters HA and LA (after school, Saturday and Easter School)</p> <p>Action Tutoring</p>	EB EBu
To increase engagement of parents in children's learning	£1,500	Targeting / supporting parents has been a successful intervention for us in previous years.	<p>Curriculum workshops to increase understanding of the curriculum and provide strategies for supporting children at home.</p> <p>Parent meetings for targeted children to provide more personalised support</p>	NB

To increase rates of progress through the provision of personalised learning	£13,280	<p>EEF - Studies have consistently found that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>Evidence from Best Practice visits to other schools has identified SATs Companion and Mirodo as particularly effective in targeting gaps</p>	<p>A personalised programme of learning is provided through:</p> <ul style="list-style-type: none"> • SATs Companion • Mirodo • Beanstalk Voluntary readers • Tutor Mate • Action Tutoring 	RG EB
TOTAL:		£112,964		

OTHER STRATEGIES – Attendance / Well-being / Broad Experiences

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2019-20

Desired Outcome	Cost	Evidence / Rationale	How it will be implemented	Staff Lead
<p>Children’s attendance is above national There is a reduction in the number of persistent absentees</p>	<p>£9,000</p>	<p>Link between attendance and school performance.</p>	<p>Appointment of an attendance lead</p> <p>Rigorous weekly monitoring to ensure early identification of pupils and early intervention</p> <p>First day calling and home visits to follow up on children who are absent</p> <p>Targeted parent meetings to follow up on persistent absence</p> <p>Workshops / coffee mornings to promote attendance and to provide support re medical issues</p> <p>Regular review of attendance data</p> <p>Close working with the Child and Family Support Worker and the EWO</p>	<p>EBM NB</p>
<p>The social and emotional needs of disadvantaged children are met</p>	<p>£12,051</p>	<p>School staff to provide targeted pastoral support to identified parents and their families (EEF – Parental engagement +3 months)</p> <p>Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school . (EEF – SEL +4 months)</p> <p>Extension of therapy, using art and creative play, for targeted pupils - This work has been highly effective in the past.</p>	<p>Weekly Pastoral Meetings</p> <p>Targeted parents’ meetings to provide support and signpost parents to external agencies</p> <p>A range of targeted provision in place to support children’s social, emotional and mental health needs – social and nurture groups, therapy using art and creative play, drop-in sessions</p> <p>Alternative provision is in place to support children to build confidence, self-esteem and resilience and to support them in finding new interests– choir, cooking, gardening, carpentry, song-writing, art</p> <p>Behaviour Team is set up to provide early intervention for children with SEMH needs.</p> <p>Behaviour data is analysed and targeted interventions are planned and analysed for impact</p>	<p>TG</p>

All children in the school experience a range of high-quality experiences both within and beyond the school day	£14,880	<p>Play provision – Lack of access to outdoors and lack of safe spaces to play. Evidence from last year shows that there is less conflict in the playground, more collaboration, mixed age interaction and more imaginative play. Children report being happier at playtimes.</p> <p>The Sutton Trust identifies positive gains in progress for Arts participation (+2) and outdoor learning (+4), and sports participation as having positive effects on pupil outcomes.</p>	<p>Through high quality play provision providing positive playtimes</p> <p>Curriculum maps to include a range of educational trips</p> <p>Subsidised provision for targeted pupils - extended school provision, trips and residential</p> <p>School makes full use of 11X11 opportunities</p> <p>Questionnaires and feedback from children, staff and parents</p> <p>Use of Now Press Play to provide immersive storytelling across the curriculum</p>	HN EB
Total		£35,931		

TOTAL PPG RECEIVED	£225,060
TOTAL PPG EXPENDITURE	£234,347
PPG REMAINING	£-9,287