

Pupil premium strategy review (primary) 2017-2018

1. Summary information					
School	Parlaunt Park Primary Academy				
Academic Year	2017/2018	Total PP budget	£192000	Date of most recent PP Review	June 2018
Total number of pupils	582	Number of pupils eligible for PP	150	Date for next internal review of this strategy	

2. Current attainment		
KS2 2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at expected standard in reading, writing and maths	55%	67%
making expected progress in reading	+0.9	+0.3
making progress in writing	-0.4	+0.2
making progress in maths	+1.3	+0.3
KS1 2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting expected standard in reading	59%	79%
% meeting expected standard in writing	45%	71%
% meeting expected standard in maths	55%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High level of speech and language needs combined with oral language needs has resulted in a low 'on entry data
B.	Effective teaching and learning across the wider curriculum leads to improved attainment and progress of disadvantaged pupils across school
C.	Pupils with emotional, social or behavioural issues (SEMH) including anxiety.
D.	Pupils with Special Educational Needs
E.	Identifying Pupil Premium pupils effectively
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance
G.	Challenging family dynamics including: difficult family situations, families in temporary or poor accommodation, homelessness, domestic violence, poverty and bereavement.

Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>
A.	Improved attainment and progress for PP children in Reception.	<p>Pupils eligible for PP in Reception class are identified.</p> <p>Pupils with PP make rapid progress compared to their on entry baseline.</p> <p>PP pupils where SEN is identified within EYFS make good progress towards life skills.</p>	<p>Pupil Premium (PP) children were identified following Spring Census. It was decided to 'predict' which children were likely to be Pupil Premium from September using sibling criteria.</p> <p>Progress was above typical progress for 100% of for PP children.</p> <p>Results for Good Level of Development – gap between attainment of Pupil Premium and our non Pupil Premium is -10%.</p> <p>Results for Good Level of Development – gap between attainment of Pupil Premium and the national average of non Pupil Premium is +8%.</p> <p>Pupil Premium children with SEN is a very small number in this cohort. They made good progress but clarification would be needed on measuring progress against life skills if appropriate in following year.</p>
B.	High quality first teaching is in place across the school and curriculum.	The standard of attainment and progress for disadvantaged pupils is at least in line with national average; a focus to close the gap rapidly across all year groups.	<p>Staff training on high quality teaching has taken place across the year on whole school inset days and through staff meetings/weekly continuous professional development. There has been a whole school focus on high quality first teaching across the school and through monitoring by leaders.</p> <p>There is a clear awareness of Pupil Premium children by all teachers and staff training has aligned to this ensuring that teachers consistently follow a Pupil Premium approach across the school.</p> <p>The SEN/Inclusion team was recognised in the PP Review (June 2018) as 'putting sound processes in place to support teacher to focus on high quality first teaching.' It also commented on the 'school-wide culture prioritising life opportunities and learning through experience. By definition children that are in receipt of the pupil premium grant are likely to not have such experiences. By exposing them to this with the collaborative and engaging approach that was seen this will have a positive impact on the children's spoken languages (particularly vocabulary,) which will support their learning and help them to access the curriculum.'</p>

<p>C.</p>	<p>Pupils with emotional, social or behavioural issues are supported in school.</p>	<p>Family support workers help to support pupils, with outside agencies as appropriate. Number of fixed term exclusions reduced.</p>	<p>Family support workers supported 15% of pupil premium children and their families in relation to behaviour at school or home.</p> <p>The number of fixed term exclusions dropped by 32% compared to 2016/2017.</p> <p>In 2017/2018 8% of fixed term exclusions were of PP children compared with 35% in 2016/2017.</p> <p>The Pupil Premium Review (June 2018) reported that 'Pupil premium children had positive behaviours for learning and are keen and enthusiastic to engage in class discussions' and that 'they feel safe and that there are teachers/other adults that they feel they can talk to in confidence.'</p>
<p>D.</p>	<p>Pupils with special educational make progress.</p>	<p>SENCO leads staff to support pupils, with outside agencies as appropriate. Curriculum differentiated to meet needs of individual pupils. Improved tracking of progress.</p>	<p>The Senco leads on SEN and Pupil Premium. Teachers have taken part in training on pupil premium and SEN during the year. Teachers looked at individual pupils in their classes and year groups to identify barriers to learning for their PP children. This work informed in year planning for pp children.</p> <p>Training on attachment was led by an educational psychologist for all teachers and teaching assistants.</p> <p>Specific training on attachment and how to communicate and support children with specific learning needs was held for lunch staff to further improve our support at playtimes and lunch times.</p> <p>The Pupil Premium Review (June 2018) reported that Parlaunt's use of Speech and Language Therapy helps to 'ratify the schools pupil premium budget. The SEN/D team has been putting sound processes in place to support teacher to focus on high quality first teaching.'</p>
<p>E.</p>	<p>Improved identification and tracking of PP children resulting in improved progress of PP children.</p>	<p>Year Leaders, Senior Leaders (SLT) and Governors to continue to track the progress of disadvantaged pupils and to monitor the effectiveness of all intervention programmes.</p>	<p>Tracking of pupil premium children improved and linked to improved accurate records on school's management information system.</p> <p>Improved documentation of Pupil Premium across the school.</p> <p>Year leads and senior leaders able to quickly identify Pupil Premium children in data.</p> <p>There was improved monitoring of the interventions taking place to support Pupil Premium children but it needed to show impact of the intervention for each pupil. This would further help to evaluate the he effectiveness of intervention programmes needs to be improved further.</p>

			The Pupil Premium Review in June 2018 reported that 'School Leaders have begun to identify the key barriers to learning and track/monitor the effectiveness of these strategies' as well as noting that 'Class teachers were all able to identify the pupil premium children in their class along with the ability of each, when asked to provide a sample of books for the work scrutiny.'
F.	Improved attendance of PP children.	Attendance rate increases to be in line with national.	PP children's attendance for the academic year 2017/2018 was 94.12% which was higher than the whole school attendance rate (including Nursery). PP children had a higher attendance rate than the school's non PP children's attendance rate of 93.46% although the overall attendance rate was below the national average.
G.	Family support workers work with vulnerable families and through Early Help to reduce barrier.	PP progress and attainment in line with national. PP families are supported by Family Support Workers. Early Help and other external agency referrals increase to support families.	39% of Pupil Premium children and their families received pastoral support during 2017/2018.

Item/Project	Cost £	Barrier Link	Desired Outcome
EYFS support (DH) Puppet Show Phonics Training	8500 600 5000	ABCD A AB	Pupils eligible for PP in Reception class are identified. Pupils with PP make rapid progress compared to their on entry baseline. PP pupils where SEN is identified within EYFS make good progress towards life skills.
Year Group TAs reading/phonics Whole Staff Inset/training Additional Deputy Head support	34400 8500 3000	ABCD ABCDEFG BCD	The standard of attainment and progress for disadvantaged pupils is at least in line with national average; a focus to close the gap rapidly across all year groups.
Family Support Workers	21000	CFG	Family support workers help to support pupils, with outside agencies as appropriate. Number of fixed term exclusions reduced.
Assistant SENCO SALT Educational Psychologist SEBDOS Mental Health Conferences	10000 15000 8000 3000 1500	ABCD ABD ACD CDFG CD	SENCO leads staff to support pupils, with outside agencies as appropriate. Curriculum differentiated to meet needs of individual pupils. Improved tracking of progress.
Leadership Development SIMS training to improve tracking	4000 500	BEG BE	Year Leaders, Senior Leaders (SLT) and Governors to continue to track the progress of disadvantaged pupils and to monitor the effectiveness of all intervention programmes.
Uniform subsidy/support	1000	BFG	Attendance rate increases to be in line with national.
Direct support on pupils e.g boosters, 1:1 reading ActiveLearn Easter revision club Books	21000 5500 1000 2000	AB AB B B	PP progress and attainment in line with national. PP families are supported by Family Support Workers. Early Help and other external agency referrals increase to support families.
Inclusion Lead SLT support Pupil Premium Conference Pupil Premium Resources for staff	15000 16000 200 2000	ABCDEFG ABCDEFG BE BE	To improve provision for PP pupils across the school.
Year 6 residential subsidy Travel sports coaches Friendly Fortnight experiences Eton School stained glass project Swimming subsidy Fireworks - community project Slough Music Service 2017/2018 Sports clubs subsidy Educational Visit Contributions	3800 3000 3000 1000 3000 1000 6000 2000 5000	B BF ABCDEFG BF B BF BCDF B B	To enable PP children to have access to wider experiences at school.
TOTAL	192000		