

## Park Community School Pupil Premium Strategy 2019 - 2020

1. Summary information			
Total numbers on roll	146		
Number of children eligible for PP funding (£1320)	34	£44880	
Number of children who are from Service families (£300)	5	£1500	
PLAC (£2300)	1	£2300	
% of children overall who are PP	27%	<b>Total PP budget</b>	£48,600

1. Barriers to future attainment for PP children	
<b>Academic barriers</b>	
<b>A.</b>	Reading for pleasure or poor phonics knowledge: poor exposure to literature and language
<b>B.</b>	Social and emotional resilience: limited models of healthy self-regulation and self-expression
<b>C.</b>	Speech and language skills: poor models of Standardised English used at home
<b>D.</b>	Support with homework: Poor attainment across the curriculum
<b>2. Additional barriers</b>	
<b>E.</b>	Low and poor attendance and punctuality leading to poor attainment
<b>F.</b>	Limited opportunity to take up extracurricular activities due to finances: less chances to socialise and peruse their passions
<b>G.</b>	Healthy lifestyles: poor dental hygiene and poor diet
<b>H.</b>	Low future career aspirations: lack of role models to support them to aim high with career aspirations in the future
<b>Intended impact of PP funding</b>	
<b>Success criteria</b>	
Learning interventions reduce the gap between PP and non PP across the curriculum so PP children do not fall behind.	PP children make progress in line with non PP children
Extra support given with 1:1 reading and lunch time homework clubs supports the gap between PP and non PP to close	PP children make progress in line with non PP children
Quality first teaching: ensure that teachers have excellent subject knowledge and affective AFL strategies in place	PP children make progress in line with non PP children

Free after school club for PP children which gives them an opportunity to pursue a hobby and gain confidence in themselves and broaden their horizon.	Less than 10% gap in PP and non PP who attend an after school club in the summer term
Social and emotional intervention to equip PP children with the necessary social communication strategies to thrive in life.	All PP children are equipped with strategies to develop their personalities and resilience

**3. Planned expenditure**

**Academic year**      **2019 - 2020**

**i. Quality first teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Weekly coaching for NQTs and other teachers from HT and AST to support rapid improvement in pedagogy	Quality teaching for all	Quality support for new teachers to ensure teaching at least good in all lessons so all children can benefit	Weekly de-brief at SLT to monitor progress of NQT.	BS LG	End of Dec End of Spring End of Summer
SLT team planning for NQTS and others where necessary	Quality teaching for all	Quality support for new teachers to ensure teaching at least good in all lessons so all children can benefit	Weekly de-brief at SLT to monitor progress of NQT.	BS LG	End of Dec End of Spring End of Summer

<b>Total budgeted cost</b>	<b>£10000</b>
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**ii. Targeted support and intervention**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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Lego therapy and Boxhall recommendations for individual children to support social and emotional development as drawing and talking therapy and ELSA support	Pupil questionnaire 'happy at school and making good progress' % improves term on term.	Remove barriers to learning as evidenced through the Boxhall profile diagnostic test.	Termly review of Boxhall profile data.	LG	End of Dec End of Spring End of Summer
Lunch time club for PP children to catch up with TT Rockstars, reading, mental maths and spelling.	PP and non PP value add gap to less than 0.1	PP children not completing homework	BS and LG to lead sessions	BS LG	End of A2 End of Sp1 End of Sp2 End of S1 End of S2
<b>Total budgeted cost</b>					<b>£28600</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Equal access to life experiences – all trips are paid for.	100% of PP children to attend trips	PP children should access all trips	Office to monitor	KK	Before each trip
All children to receive a free club in the summer term	Gap btw PP and non PP children closes to no more than 10%	37% gap in spring term between pp and non PP chn attending after school clubs	Follow up with those not taking up the offer	BS	Termly
<b>Total budgeted cost</b>					<b>£10000</b>

PP V non PP progress autumn term 2019 - 2020

	Whole school						
	NC Maths		NC Writing - Composition		NC Reading		
Cohorts	Progress (Green+) (units of assessment)	Progress (Blue+) (units of assessment)	Progress (Green+) (units of assessment)	Progress (Blue+) (units of assessment)	Progress (Green+) (units of assessment)	Progress (Blue+) (units of assessment)	
General	Whole school						
All Pupils	146	86.8%	14.9%	79.3%	10.7%	80.2%	15.7%
Pupil Premium	39	77.1%	17.1%	74.3%	11.4%	71.4%	8.6%
Not Pupil Premium	107	90.7%	14%	81.4%	10.5%	83.7%	18.6%
Classes	Whole school						
1 Oak	25	96%	12%	96%	12%	92%	16%
2 Willow	29	86.2%	20.7%	75.9%	10.3%	82.8%	13.8%
3 Holly	27	81.5%	14.8%	74.1%	11.1%	74.1%	14.8%
4 Cherry	23	78.3%	17.4%	65.2%	13%	73.9%	21.7%
5 Elm	18	88.9%	5.6%	83.3%	5.6%	72.2%	11.1%

## Pupil premium spending for 2018 – 2019 and impact

4. Review of expenditure				
Previous Academic Year		2018 - 2019		
Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Weekly intervention in targeted areas where child is either not at ARE or off trajectory	Less than 10% gap between the progress PP and non PP make across the R W M average	Rec: n/a Yr 1: 4% Yr 2: 10% Yr 3: 10% Yr 4: 17%	Repeat next year – maths lead to coach the intervention teacher and support with use of manipulatives.	£6800
Read 1:1 twice a week with PP children in Rec to year 2	Less than 10% gap between the progress PP and non PP make across the R W M average	Rec: n/a Yr 1: 4% Yr 2: 10% Yr 3: 10% Yr 4: 17%	Repeat – focus on year 4 next year (y5)	£2100
Weekly Lego therapy or ELSA sessions with identified PP children	Less than 10% gap between the progress PP and non PP make across the R W M average	Rec: n/a Yr 1: 4% Yr 2: 10% Yr 3: 10% Yr 4: 17%	Consider a more relevant target – repeat intervention	£2100
i. Other approaches				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Equal access to life experiences – all trips are paid for.	By the end of the year 100% of PP children attend all school trips.	All PP children attended trips	Repeat next academic year	£1150

Healthy living and improved attendance and punctuality.	One free Stay and Play session per week is £10 per week	Start of Autumn 15% gap End of summer: 5.63% gap	Repeat but include less income	£2691
seven children to be referred to Jigsaw4U where appropriate to support with social and emotional matters	Less than 10% gap between the progress PP and non PP make across the R W M average	Rec: n/a Yr 1: 4% Yr 2: 10% Yr 3: 10% Yr 4: 17%	Use the new PA value add as a more appropriate measure	£2520