Pupil premium strategy evaluation 2018/19 and impact planning 2019/20

1. Summary information					
School	Haslam Park Primark School				
Academic Year	18/19- review 19/20- plan	**Total PP budget**	18-19 240,240 19- 20 £231,230	**Date of most recent PP Review**	June 2019
Total number of pupils	309	**Number of pupils eligible for PP**	176	**Date for next internal review of this strategy**	February 2020

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	**55%**	***65%***

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Speech and language(poor oral language skills)
B.	Reading Comprehension skills
C.	Resilience/independent learning
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Attendance

4.	**Intended outcomes** *(specific outcomes and how they will be measured)*	**Success criteria**
A.	**To ensure that pp and non pp children achieve in one with one another and to close the gap between school and National data.**	**The gap diminishes to be in line with national figures**

B.	**To close the gap between pp and non pp children in Reading**	**The gap diminishes to be in line with national figures**
C.	**To close the gap between pp and non pp children in Maths**	**The gap diminishes to be in line with national figures**
D.	**To improve attendance**	**Attendance is in line with national figures**

5. Review of expenditure				
Previous Academic Year	**NB Current HT started post in Summer 2019. Review reflects this.**			
i. Quality of teaching for all				
Action	**Intended outcome**	**Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Additional 1 x teacher **1x ups tlr teacher split yr5/6 into 4 smaller classes rather than three so that we can have a higher adult to child ratio**	**100% of pp children reach age related expectations by the end of the academic year** **ARE in line with national across the school.**	**2018-19 ARE at the end of year 6 increased from 52% to 67%(+15%)**	**The approach will be kept.**	**£52,191.75**

Additional teacher in EYFS	**100% of pp children reach age related expectations by the end of the academic year** **ARE in line with national across the school.**	**65% of pp children reaches ARE**	**The approach will be kept.**	**£22,000**

ii. Targeted support

Action	**Intended outcome**	**Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Mr. Marriott- Focused, small group teaching in the core subjects for pp children. 5x weekly sessions for Reading and Maths **Y6** **Miss. Kempster Daily support for Year 3/ 4 SEND PP children** **5x weekly sessions for Reading and Maths**	**ARE in line with national across the school.**	**2018-19 ARE at the end of year 6 increased from 52% to 67%(+17)** **80% of SEND and pp children made at least expected progress**	**This approach will be kept.**	**£53,491.40**
Speech and Language support	**Reception children's speech**	**60% of children in line with national figures from a very low starting point**	**This approach will be kept.**	**£6,000**
SLA Behaviour support				**£12,000**
iii. Other approaches				
Action	**Intended outcome**	**Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Attendance officer	**Attendance to be in line with national figures Parents of PP and vulnerable to engage in school life fully and feel confident to support their children more effectively**	**2018-19 Overall attendance for academic year 95.49 pp% 95.29 other children.**	This approach will continue however we have reflected and we need more of a focus on parental involvement and helping adults support their more effectively. Next year we will appoint a full time learning mentor and family support worker in order to carry out this role more effectively. See plan below	**£14,000**
Additional extra curricular activities to support disadvantaged children	**Children will become more proficient at problem solving and become more self-confident**	**Pupil/Parent/Staff voice indicated 70% of pp children gained confidence and improved their emotional intelligence.**	**This approach will be kept.**	**£2000**
Outdoor pursuits residential	**Children can enhance their learning in the classroom and their social, personal and**	**Pupil/Parent/Staff voice indicated of the children who attended the residential 85% of children had gained more confidence and had improved their resilience when faced with problem to be solved.**	**This approach will be kept.**	**£6000**
Breakfast club	**To ensure that all children have the opportunity to benefit from a safe, calm, start to the day whilst**	**Pupil/Parent/Staff indicated 90% of children benefitted from the breakfast club alongside an improved attendance for those targeted children.**	**This approach will be kept.**	**£5000**
Behaviour rewards	**Rewarding positive actions is how children learn the difference between appropriate and**	**Pupil/Parent/Staff voice indicated the behaviour system work well. (90% in Ks1) and 75% in KS2 behaviour was of an excellent standard**	**To look at new strategies for children higher up the school.**	**£1000**

6. Planned expenditure

Academic year	

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action and cost	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The introduction of a Maths Mastery Scheme of work "Power Maths" and the associated training and support for all teaching staff. £8,370.70 whole school text books, exercise books, whole staff training and access to digital resources for 1 year) £11,000 (10 whole class Maths mastery malleable resource kits)	**To close the gap between pp and non pp children in Maths.**	**Mastery learning appears to be a promising strategy for narrowing the gap. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring). It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction**).	**A rigorous monitoring approach (See monitoring timetable) in addition to regular training sessions. Analysis of data within pupil progress cycle**	**Michelle Birch Pete Marriott**	**Six weekly pp tracking Twelve weekly pupil progress meetings Staff voice 12 weekly.**
Teaching assistant weekly training Level 3 and Level 4 £2,400	**To better equip teaching assistants to meet the needs of all pupils, especially pp children.**	**This bespoke training package using the EEF training materials will enable us to make sure that our teaching assistant team have the most up to date strategies and**	**A rigorous appraisal system that includes attainment and achievement targets for pp children.**	**Kati Roughley Pete Marriott**	**Within the pupil progress cycle. Intervention trackers.**

		approaches. It will enable us to make sure that we support and challenge TA's effectively in order to promote the best outcomes for children and adults.			
EYFS intervention (Overstaffing in EYFS) Specific intervention: Speech and language and WELCOMM Specific intervention: Speech and language and WELCOMM £6,900	To ensure that pp and non pp children achieve in one with one another and to close the gap between school and National data.	A rigorous monitoring approach (See monitoring timetable) in addition to regular training sessions. Analysis of data within pupil progress cycle	A rigorous monitoring approach (See monitoring timetable) in addition to regular training sessions. Analysis of data within pupil progress cycle	Pete Marriott Michelle Carter Pete Marriott Michelle Carter	Six weekly pp tracking Twelve weekly pupil progress meetings Twelve weekly pupil voice. Six weekly pp tracking Twelve weekly pupil progress meetings Twelve weekly pupil voice.
				Total budgeted cost	£ 28,670.70
ii. Targeted support					
Action	**Intended outcome**	**What is the evidence and rationale for this**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

3 x additional teachers to offer daily in class support and follow up intervention for targeted PP children using Power Maths Intervention materials and Phonics materials. Mrs. Meadows Focused, small group teaching in the core subjects for pp Year 2 children. 5x weekly sessions for Reading and Maths Mr. Marriott- Focused, small group teaching in the core subjects for pp children. 5x weekly sessions for y6 Reading and Maths Miss. Kempster Daily support for Year 3/ 4 SEND PP children 5x weekly sessions for Reading and Maths **£94,089.40**	**100% of pp children reach age related expectations by the end of the academic year**	**Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement**.	**Class teachers to review impact Six weekly.** **Lesson observations to take place in accordance with monitoring schedule linked to SIP.**	**Pete Marriott** **Kati Roughly** **Rachel Kempster** **Amy Taylor**	**Six weekly intervention review** **12 weekly pupil progress meetings** **6 weekly pupil voice** **12 weekly parent voice**

Additional teacher (split yr5/6 into 4 classes rather than three) £40,598	**100% of pp children reach age related expectations by the end of the academic year**	**As the size of a class reduces the range of approaches a teacher can use and the amount of attention each student will receive will increase, improving outcomes for pupils**	**Class teachers to review impact Six weekly. Lesson observations to take place in accordance with monitoring schedule linked to SIP.**	**Pete Marriott Kati Roughly (K.M,P.H, E.G.K.F.)**	**Six weekly intervention review 12 weekly pupil progress meetings 6 weekly pupil voice**
A new approach to Reading Comprehension, with daily whole class comprehension taking place across school.	**100% of pp children to achieve ARE by the end of the academic year.**	**EEF research On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills.**	**A rigorous monitoring approach (See monitoring timetable) in addition to regular training sessions. Analysis of data within pupil progress cycle**	**Pete Marriott Kylie**	**Six weekly pp tracking Twelve weekly pupil progress meetings Twelve weekly pupil voice.**

Oral language/ vocabulary intervention Including Rising Stars £300.00	To ensure that all pupils, including pp children have access to a broad range of vocabulary which enables to them to achieve in line with National data at all of Key Stage Milestones.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	A rigorous monitoring approach (See monitoring timetable) in addition to regular training sessions. Analysis of data within pupil progress cycle	Pete Marriott Kylie Kati Roughley	Six weekly pp tracking Twelve weekly pupil progress meetings Twelve weekly pupil voice.
				Total budgeted cost	£134,987.40
iii. Other approaches					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Outdoor pursuits residential Heavy subsidy of Year 6 residential £6,000 including the coach travel.	Children become problem solvers and more self-confident. They will be able to reflect and improve their emotional intelligence.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence	Children will go for a three day stay at an outdoor centre (Robinwood)	Kylie F	Autumn Term

Educational visits and theatre visits in school. **£10,000**	**Children can enhance the learning in the classroom and their social, personal and emotional development.**	**School trips provide unique opportunities for kinaesthetic learning i.e. 'learning by doing' and encourage students to engage with people, places and buildings in new ways. This is particularly beneficial for many SEN students who find visual and sensory experiences helpful to their learning and understanding**	**Each class will go on at least one visit or visitor per term relevant to what they are learning in the classroom.**	**Pete Marriott**	**Termly planning of school trips**
Breakfast club- including twice a week running club **BC subscription plus salaries to run the club: £5,000**	**To ensure that all children have the opportunity to benefit from a safe, calm, morning session in which to eat a healthy breakfast whilst socialising with peers.**	**Trial run by EEF- Year 2 children in breakfast club schools experienced around 2 months additional progress compared to Year 2 children in the other schools in the trial.**	**An additional TA to be employed to assist with increased numbers. Attendance is monitored and children attending are tracked every half term**	**Pete Marriott**	**Half termly**
Forest School **Forest School Training:£2140.00 Cover for teacher to run school: £1560.00**	**Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom.**	**Forest Schools make a difference ion the following ways:** **Confidence: children had the freedom, time and space to learn and demonstrate independence** **Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play** **Communication: language development was**	**Small groups (15) of pupil premium children to be taken out one afternoon per week for one half term-delivered by 2 trained teachers**	**Paul Hoodless Michel Carter**	**Half termly review (after 6 afternoon sessions throughout the half term)**

		prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment			
Family Support Lead/Pastoral Attendance Officer **Family Support Lead/Pastoral Attendance Officer** **£20,876.00** **£3,000**	Liaising with other professionals both inside and outside of school on behalf of families Support families in finding out information about services, activities etc. Support families with form filling e.g. housing or benefits Support families who may be struggling e.g. getting their child to school Individualised support based on the needs of the family.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our research suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	Fortnightly meetings with HT/ DHT and AHT		Fortnightly meetings with HT and DHT
				Total budgeted cost	**£48,576**
				Total PP expenditure plan	**£212,234.10**
				Additional funds to be allocated	**£18,995.90**

7. Additional detail

UPDATED JUNE 2020

Due to the Covid- 19 outbreak January 2020 onwards we have been unable to complete many of the cycles of action that we had planned. Consequentially, many of the elements of this plan will carry forwards into next year- 2020-2021