

Pupil premium strategy evaluation 2019/20 and impact planning 2020/21

1. Summary information					
School	Haslam Park Primark School				
Academic Year	19/20- review 20/21- plan	Total PP budget	19/20 £231, 230	Date of most recent PP Review	17/06/2020
Total number of pupils	315	Number of pupils eligible for PP	178	Date for next internal review of this strategy	February 2021
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 2018-2019				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/ vulnerable families/ Missing education due to Covid 19 shutdown.				
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		£231,320		
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
The introduction of a Maths Mastery Scheme of work “Power Maths” and the associated training and support for all teaching staff.	To close the gap between pp and non pp children in Maths.	2019-2020 We have insufficient data to indicate that we have met this criterion. TA for March indicated that the gap was narrowing, however we are aware that this is not conclusive.	We will continue this approach as we had invested very heavily in it and we were seeing the green shoots of a positive trajectory for all pupils including pp children. Please see below for details of additional TA 4 support to supplement the additional teachers delivering these materials as we felt that the level of Power Maths work was aspirational for our pupils and that our pp children in particular needed further help to access these materials.	£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)

Teaching assistant weekly training Level 3 and Level 4	To better equip teaching assistants to meet the needs of all pupils, especially pp children.	Staff voice from all TAs was that the course was interesting and helped them to deliver effective sessions to children. Lesson observations of these staff members were positive and lead to positive progress in lessons. However we couldn't complete the programme due to the Covid-19 outbreak	We will continue this approach and look to supplement it with external qualifications.	£2,400
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

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.	100% of pp children reach age related expectations by the end of the academic year	2019-2020 We have insufficient data to indicate that we have met this criterion. TA for March indicated that the gap was narrowing, however we are aware that this is not conclusive.	This approach will be kept however, we are supplementing this approach re-deploying well qualified TA4s to deliver some of this support under the supervision of SLT as well as team teaching with that SLT member. RK will offer both in class and out of class support across the school for SEND PP and non PP children identified as vulnerable under the above criteria.	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
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Additional teacher (split yr5/6 into 4 classes rather than three)	100% of pp children reach age related expectations by the end of the academic year	2019-2020 We have insufficient data to indicate that we have met this criterion. TA for March indicated that the gap was narrowing, however we are aware that this is not conclusive.	We are keeping this approach as we have the beginnings of evidence that this was effective.	£40,598
EYFS Specific intervention: Speech and language and WELCOMM	To ensure that pp and non pp children achieve in one with one another and to close the gap	2019-2020 We have insufficient data to indicate that we have met this criterion. TA for March indicated that the gap was narrowing, however we are aware that this is not conclusive.	We will continue this approach and we have further overstaffed in Reception, adding another teacher for 3 days a week.	£6,900 Speech and language therapist/ WELCOMM delivery 2x days a week
Oral language/ vocabulary intervention Including Rising Stars	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.	2019-2020 We have insufficient data to indicate that we have met this criterion. TA for March indicated that the gap was narrowing, however we are aware that this is not conclusive.	We are keeping this approach as staff voice and pupil voice was positive, we will continue to evaluate through the next academic year.	£300.00

A new approach to Reading Comprehension, with daily whole class comprehension taking place across school. Extending school time to facilitate a morning reading session for identified pupils Cracking comprehension	100% of pp children to achieve ARE by the end of the academic year.	2019-2020 We have insufficient data to indicate that we have met this criterion. TA for March indicated that the gap was narrowing, however we are aware that this is not conclusive.	We are keeping this approach as staff voice and pupil voice was positive, we will continue to evaluate through the next academic year.	£1,100
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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
Outdoor pursuits residential Heavy subsidy of Year 6 residential	Children become problem solvers and more self-confident. They will be able to reflect and improve their emotional intelligence.	100% of children that attended felt that their self-confidence had improved. 1 x child who had had previous incidences of physical aggression towards a pupil, developed a sound relationship with the pupil and has had no incidences this academic year. 100% of parents, and 100% of staff that attended felt that their child had benefitted from the experience.	Yes, we will continue this approach.	£6,000 including the coach travel.

Educational visits and theatre visits in school.	Children can engage more effectively the learning in the classroom and their social, personal and emotional development.	We weren't able to carry out as many visits as we'd anticipated due to Covid 19	Yes, we will continue this approach.	£5,000
Breakfast club- including twice a week running club	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.	Incidents of negative behaviour in the morning have decreased for children attending breakfast club. School is calmer and learning starts more quickly in the mornings. 98% of children attending breakfast club say that they enjoy the experience and that they think it helps them have a better start to the day	Yes, we will continue this approach.	BC subscription plus salaries to run the club: £5,000
Forest School	Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom.	2019-2020 We have insufficient data to indicate that we have met this criteria	Yes, we will continue this approach.	Training: £2140.00 Cover for teacher to run school: £1560.00

Family Support Lead/Pastoral Attendance Officer	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.	Attendance data up until we closed due to Covid- 19 was 95.29 for pp children and 95.13 for other children. We have various case studies that demonstrate that FSW has had a positive impact on families that she has worked with. See associated case studies.	This role will continue.	£20,876.00
			Total cost:	£205,334.10

6. Planned expenditure

Academic year

Throughout the plan below, we acknowledge the gaps in learning created by the lack of schooling through the Covid-

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?
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The consolidation of a Maths Mastery Scheme of work “Power Maths” and the associated training and support for all teaching staff. £1,400 books/ training/ assessment materials £1050 for subscription to Power Maths Platform	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’	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.
Continuation of Teaching assistant weekly training Level 3 and Level 4 £3,500	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 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. TA’s will be paid for attending this training.	A rigorous appraisal system that includes attainment and achievement targets for pp children.	Kati Roughley Pete Marriott	Within the pupil progress cycle. Intervention trackers.
EYFS intervention (Overstaffing in EYFS)	To ensure that pp and non pp children achieve in one with one another and to	EEF EYFS Toolkit Studies of communication and language approaches consistently show positive	A rigorous monitoring approach (See monitoring timetable) in addition to regular training sessions.	Pete Marriott Julie Hampson	Six weekly pp tracking Twelve weekly pupil progress meetings Twelve weekly pupil voice.

Additional teacher x 3 days a week £24,719 Specific intervention: Speech and language and WELCOMM Speech and language therapist: £7,100	close the gap between school and National data.	benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds	Analysis of data within pupil progress cycle	Pete Marriott Julie Hampson	Six weekly pp tracking Twelve weekly pupil progress meetings Twelve weekly pupil voice.
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Continuation of Reading Comprehension, with daily whole class comprehension taking place across school. 3 additional teachers to offer support to PP children as detailed below. Extending school time to facilitate a morning reading session for identified pupils £1,100	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.
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Subscription services for children to access online learning. Education City TT Rock Stars Spelling Shed Literacy Shed £1,600	100 of pp children to reach ARE by the end of the year.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.			
Total budgeted cost					£40,469
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?
4x additional teachers to offer daily in class support and follow up intervention for targeted PP children using Power Maths Intervention	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 Rachel Kempster Amy Taylor	Six weekly intervention review 12 weekly pupil progress meetings 6 weekly pupil voice 12 weekly parent voice

materials and Phonics materials. £103417.71					
Additional teacher (split yr5/6 into 4 classes rather than three) £42,191.25	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. 4 additional teachers to offer support to PP children as detailed above Extending school time to facilitate a morning reading session for identified pupils £1000	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.

Continuation of Oral language/ vocabulary intervention Including Rising Stars £300	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					£146,908.96
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 (£6,000) for year six children	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 (£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 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 £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 £1560 for salary to cover Forest school teacher	Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom.	Forest Schools make a difference in 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 1 trained teachers	Paul Hoodless	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 £) 25,597	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 Family support worker
Total budgeted cost					£48,157
Total cost 2020-2021					£235,534.96

7. Additional detail

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 the 2019-2020 plan will carry forwards into 2020-2021.

