

Parkgate Primary School



Pupil Premium Strategy Report 2018-2019

Pupil Premium Lead: Mrs J Foster

Designated Governor : Mrs S Shinkfield

1. Summary information					
School	Parkgate Primary School				
Academic Year	2018/19	Total PP budget	£24,140	Date of most recent PP Review	12.01.2018
Total number of pupils	168	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Autumn 2018

2. Current attainment			
Attainment - July 2018	Pupils eligible for PP = 6	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average 2018)</i>
Average scaled score READING	99	103.67	106.1
% achieving ARE or above in writing KS2 (Teacher Assessed)	50%	90%	102.8
Average scaled score MATHS	103.17	106.33	105.4
% achieving ARE or above in reading, writing & maths KS2	17%	86%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in/out school, such as poor oral language skills, attendance, home environment)</i>	
A.	Children eligible for PP attain less than other children by the end of KS2 in reading and writing
B.	Progress rate for PP have continued to decline for 2018 in reading at the end of KS2
C.	Some of our PP children have social and emotional issues and therefore this impacts on their overall progress and attainment across subjects
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for PP children are July 2018 90.5% FSM compared to other children 96.1 % NFSM . Although attendance for FSM has been improving over time (94.1 % 2015-16 95.8% 2016-2017 , in 2018 there was a considerable drop and school is putting provision into place so this does not continue.
4. Desired outcomes <i>Desired outcomes and how they will be measured</i>	Success criteria
A.	Improved attainment for disadvantaged children in reading and writing in KS1 & KS2 results 2019
B.	Increase progress rates for reading
	Attainment gap in 2019 to close and be at least in line with national Progress rates for PP children to be consistent across subjects. (discrepancy from reading and writing compared to maths 2018) Measured in Y6/Yr 2 by teacher assessments and successful moderation practices established across Ignite TSA. Also measured by FFT target setting and data as well as in year class gap analysis positive progress score for all PP children in reading.

C.	Progress rates to improve for those PP children with social and emotional issues across all subjects	Engagement of all PP pupils to be high, attendance to improve & improved home / school links with our most vulnerable families Measured by pupil's voice and case studies and self assessment
D.	Attendance rates for PP to increase compared to 2018 figures Continue improvements with reducing the amount of persistent absentees who are PP	Attendance of PP children to be in line with other children Persistent absentee list to continue to diminish


5. Planned expenditure

Academic year 2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment for disadvantaged children in reading and writing in KS1 & KS2 results 2019	Mastery CPD for all staff Read Write Inc phonics programme delivered to all staff, throughout the year. RWI Spelling Programme to KS2	To raise standards in the curriculum and staff are up to date with the current curriculum changes and new initiatives. Research and evidence states that investing in high-quality support for teachers' professional learning is one of the most effective things schools can do. With rapid changes to the curriculum, staff need to be updated and confident to deliver a curriculum that gets the best out of the pupils at Parkgate.	-Regular monitoring of impact -planning scrutinies in maths and literacy from SLE and Ignite -update of half termly progress meetings - CPD training and monitoring for all staff	SLT PS & JR	Termly in progress meetings Oct 2018 Dec 2018 April 2019 June 2019 Termly on CPD records RWI assessments half termly with
	Whole school curriculum projects involving Chester	Mastery learning which involves additional tuition, peer support, small group	-Regular monitoring of impact- -planning scrutinies in maths and	SLT	Termly in progress meetings

	Zoo & Action Transport Theatre (Adrift)	discussions and homework has been proven to improve progress by 5 months according to the EEF	literacy from SLE and Ignite -update of half termly progress meetings - CPD mastery training and monitoring for all staff		Oct 2018 Dec 2018 April 2019 June 2019 Termly on CPD records
Progress rates to improve for those PP children with social and emotional issues across all subjects	Part time learning mentor Specialist programme arranged 7.10.2018 to 5.12.2018 to address issues of low self esteem, transition & acceptance (Thumbs up programme)	Trained learning mentor can give emotional support when needed. Learning mentor coordinating with EWO and parents. Learning mentor over seeing behavioural issues and feeding back to SLT Thumbs up programme successful with previous years class. <small>Parental engagement Moderate impact for moderate costs, based on moderate evidence.</small> 	Children can engage with a broad and balanced curriculum. Less behaviour slips and attendance percentages are in line with school 's value	Learning Mentor Thumbs up facilitators	Attendance data gathered at the end of every term. Letters issued for attendance less than 90% Meeting with vulnerable children on a weekly basis or when needed.

Total budgeted cost

£17,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
improved outcomes for all children across the curriculum	Increased enrichment opportunities including the subsidy of trips and resources E.g pens, sloping desks, balance bikes, Curriculum resources -curriculum books , reading books, wellington boots	Enrichment opportunities support all children's learning in school . And no child should be disadvantaged at not being able to attend school trips, residential	-case studies -curriculum learning	JF	As need arises.
An improved mindset and completion of extra learning for children in KS2, will increase their	Homework Club	Homework club focuses and fosters a good work ethic for this work to be done. These children who attend or who are invited to attend, will get a quiet and supportive	Homework is completed and to a high standard where the child learns and takes pride in the piece of work.	Class Teachers	Targeted individuals and open access for all.

progress for reading and writing .		learning environment they may not get at home to complete homework. A member of teaching staff is present .			
Total budgeted cost					£4,120
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates (in line or above with school's rate of 97%)	<p>First day response provision - administration staff follow up quickly on absences</p> <p>Learning Mentor employed to monitor pupils attendance</p> <p>EWO supports the school in their actions</p> <p>TAF to support families</p> <p>To celebrate the achievements of pupils who achieve above 97% and to support those families with low attendance. Rewards and Awards for Attendance</p>	<p>Learning is maximised and progress is increased, if attendance is in line with the desired level (97%)</p> <p>Children are reward with certificates for their attendance percentage for that term It is important to give children the responsibility and ownership of this and to give them recognition.</p>	<p>Weekly scrutiny of attendance figures</p> <p>Administration staff will report to the Learning Mentor about persistent absentees to report to Headteacher</p> <p>During progress meetings, attendance percentage is monitored and tracked, ensuring children with low attendance, are closely monitored</p> <p>Regular TAF meetings inviting other professionals supporting the family</p>	<p>Learning mentor</p> <p>SLT</p> <p>PP Lead</p>	<p>Termly for the rewards and actions from the EWO</p> <p>Dec 2018 April 2019 July 2019</p> <p>Termly</p>
Improve outcomes for all children across the curriculum	Increase enrichment opportunities	All children will be given opportunities to participate in trips, extra- curricular and enriched opportunities . These will develop their social and emotional, develop Social, Moral, Spiritual and Cultural awareness and allows them to access the wider curriculum.	Ensuring all children can attend and take part in their chosen activities.	-SLT -Subject Coordinators -Class Teachers	Termly Sept 2018 Dec 2018 April 2019 July 2019
Total budgeted cost					£2,020

2. Review of expenditure

Previous Academic Year 2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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)	Overall committed cost																														
increased progress of PP children in reading, writing and maths for both KS1 and KS2	<p>CPD for all staff Reviewed writing curriculum with the support of SLE from Ignite.</p> <p>QFT from all teaching staff</p> <p>1:1 tuition, small group tuition, reading rangers, homework club,</p>	<table border="1" data-bbox="689 440 1207 667"> <thead> <tr> <th>KS1</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>77%</td> </tr> </tbody> </table> <table border="1" data-bbox="689 722 1207 1114"> <thead> <tr> <th>KS2</th> <th>School</th> <th>Nationa Non-I DA figures</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>Mathematics</td> <td>83%</td> <td>76%</td> </tr> <tr> <td>EGPS</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>RWM</td> <td>17%</td> <td>64%</td> </tr> </tbody> </table> <p>In KS2, in maths problem solving and reasoning is used effectively in all cohorts for all ability levels.</p>	KS1	School	National	Reading	100%	78%	Writing	50%	70%	Maths	50%	77%	KS2	School	Nationa Non-I DA figures	Reading	67%	75%	Writing	50%	78%	Mathematics	83%	76%	EGPS	50%	78%	RWM	17%	64%	<p>Intervention approaches were effective for maths, but less so for reading and writing. This was due to a range of external factors which have contributed greatly to the 6 PP children's progress rates. Case studies are available for these children.</p> <p>Continue with the targeted support in reading, writing and maths for PP children in both KS1 and KS2</p> <p>Continue with the targeted interventions for reading, writing and maths in Yr 6 for PP children, to diminish the gap</p> <p>Issues were identified in Y1 and target support has been put in place for maths and English as those children move into Y2.</p> <p>Spelling has been identified as a whole school issue. Support is being put in place for all KS1 and KS2 with the new Read Write Inc Phonics (RWI) programme and in KS2, the new RWI Spelling programme</p> <p>The Chester Zoo project had a positive impact on cross-curricular writing throughout the school. Next year, school will do the Action Transport Theatre (Adrift) project.</p>	
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Raising self-esteem, to tackle attendance and behaviour issues			<p>Thumbs up programme proved successful for all the Year 5's.</p> <p>Behaviour slips decreased in numbers.</p>	<p>£16,125</p>																														

ii. Targeted support				
Desired outcome	Chosen action/approach	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)	Overall committed cost
improved rates of progress for PP children in reading, writing and maths by the end of KS2	targeted teacher and teaching assistant support Specialist programme for 1:1 tuition for reading, phonics and writing.	Class based interventions are more accountable and impact is clear. All interventions are being evaluated. Children on these programmes continue to make progress	Our 1-1 and small group tuition in reading didn't have the desired effect in 2017-18 - We will be continuing the approach but monitoring the impact more carefully on a regular basis and will ensure that outcomes from each session are shared with Year 6 teacher	£10,495
Closing the gap for our Yr 2 & Yr 6 children in all subject areas	Targeted additional teacher and TA support	Booster classes provided a more focus on specific areas of the curriculum	Continue with Booster classes. More teaching resources and aids will be invested to support children in their learning in these classes.	
Improve outcomes for all children across the curriculum	Curriculum resources and reading books Homework club breakfast club	Providing the specialist equipment and physical aids has reduce their physical barriers to learning. Thus allowing them to access a full curriculum. Providing a quiet and support environment has allowed children (some who have been invited to attend) to focus and complete homework. Inviting some children to breakfast club has allowed these children to receive 1:1 attention from the staff, breakfast and access to ICT to practise and consolidate areas of learning.	Continue with this in the next academic year Increase enrichment opportunities to supplement the curriculum	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Overall committed cost

		pupils not eligible for PP, if appropriate.		
increase attendance rates	<p>Learning Mentor to monitor attendance</p> <p>First Day Response provision from Administration Staff</p> <p>EWO</p> <p>TAF</p>	<p>Improvement in attendance.</p> <p>Certificates and rewards for attendance.</p>	<p>Although there was a dip in PP attendance in 2017-18, this is not typical over time and we will continue with our approach to ensure that attendance rates improve</p> <p>Programmes to continue in 2018-2019</p> <p>Since the involvement of a TAF, the child has been in everyday since the beginning of term.</p>	£2160