

Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|------------------------|--------------------|----------------------------------|---------|--|------------|
| School | Parkers CE Primary | | | | |
| Academic Year | 2017/2018 | Total PP budget | £13,800 | Date of most recent PP Review | July 2017 |
| Total number of pupils | 107 | Number of pupils eligible for PP | 12 | Date for next internal review of this strategy | March 2018 |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Behaviour issues impacts on academic progress due to poor concentration | |
| B. | High ability pupils make less progress than their peers. Progress in maths last year for Y6 PP pupils was very low. | |
| C. | Poor historic assessment at KS1 is impacting on progress at KS2. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Poor home learning environments for some PP pupils | |
| 3. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Consistent good or better teaching leads to no low level disruption.. | Lesson observations and drop ins show consistently good or better teaching and learning |
| B. | Progress of PP children in RWM is closer to national | The gap is closing |
| C. | Intervention and family support leads to better engagement of pupils and families. | Data shows improved pupil engagement is having a positive impact on progress. Lesson observations and book scrutiny show positive impact. |

| 4. Planned expenditure | | | | | |
|--|--------------------------|---|---|------------|--------------------------------------|
| Academic year | 2017/18 | | | | |
| 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? |

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| A Improved percentage of high quality first teaching | Lesson observations peer support and coaching where appropriate. Small group intervention planned and delivered linked opt class learning and need. Using clear baseline and end data | Evidence suggests that this has the greatest impact on pupil progress and attainment. | Monitored by HT and SMT Ensure all staff have access to support and training. | HT | June2018 |
| B Progress of PP children is close to non PP in school and to national in RWM | Targeted intervention and small group and 1:1 support will enable individual pupil needs and learning gaps in English and maths to be addressed. | Pupils have identified gaps in learning. This will address these gaps enabling them to make accelerated progress. Daily small group reading with a focus on inference and deduction will impact on achievement. | Class teachers will monitor. Staff trained to deliver appropriate intervention. Lesson observations and book scrutiny show accelerated progress | HT DHT SENDco | June 2018 |
| C. Focus on SMSC in school to improve engagement of pupils | Collective Worship, buddies, circle time, pupils taking on responsibilities. School Council Implement values across the curriculum | These initiatives develop confidence and self-esteem which has an ongoing impact on learning and progress and attainment. | Feedback from pupils, worship monitoring pupils using values and messages form worship to make good informed choices. | HT | July 2018 |
| Total budgeted cost | | | | | £5269 |
| 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? |
| A all PP pupils meeting age related expectations for reading. | Small group and 1:1 Session provided. | Found to be effective in identifying gaps in learning and then supporting pupils to make rapid and sustained progress. | Observations book scrutiny and appropriate assessments will ensure data is current and accurate and ongoing gaps addressed. | DHT | April 2018 |

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| B(i) | | | | | |
| B(ii) | | | | | |
| Total budgeted cost | | | | | £6,739 |
| 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? |
| A, Access to extra curricula activities and educational visits and residential for Y6. | To provide funding and clothing and equipment so pupils can access same activities as their pers. | Access to a broad curriculum and extra activities both inside and outside school has a positive impact on confidence self-esteem and creates more positive attitudes to learning. This then impact on accelerate progress and ability to meet expectations. | Observation, pupil feedback, progress data. | DHT | July 2-18 |
| B | | | | | |
| Total budgeted cost | | | | | £1,000 |

| 5. Review of expenditure | | | | |
|--|--|--|---|--------|
| Previous Academic Year | | 2016/17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach (s) | 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 |
| Effective TA support in classes leads to improved standards. | Additional hours provided for all classes | More pupils supported in class and accessing the curriculum | To continue | £5,000 |
| | | | | |
| 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) | Cost |
| All PP pupils at or above age related expectations for reading | Individual reading sessions | Improved confidence when reading and enjoyment but impact of standards less clear, | Needs to be more focussed on meeting individuals identified learning needs. | £7,000 |
| Pupil confidence and self-esteem improved by being able to access activities in the same way as their peers. | to access music lessons and other extra curricula activities | Pupils accessing music and sport. | Could be continued | £1,000 |

