

Pupil Premium Strategy Statement

1. Summary information					
School	Parkers CE VC Primary School				
Academic Year	2018-19	Total PP budget	16,020	Date of most recent PP Review	June 2018
Total number of pupils	100	Number of pupils eligible for PP	8	Date for next internal review of this strategy	June 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Readiness for Learning	
B.	Self-esteem and Behaviour	
C.	Language and Numeracy Skills in EYFS	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Home environments in some cases.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Consistent approach for pupils and high expectations linked to progress and attainment by tracking	Pupils make expected or better progress and begin to close the gap with non Pupil Premium pupils
B.	Self-esteem and behaviour become less of a barrier in school	Less behaviour incidents and a more positive experience for PP pupils
C.	Intervention and family support leads to improved learnings behaviours	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		2018-19			
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?
A Improved reading, writing and mathematical skills	1-to-1 tutoring for some pupils in specific areas of learning PUMA and PIRA tests to track progress and see where gaps need to be closed.	Pupils have previously benefitted from 1-to-1 tuition and have made improvements accordingly Tracking of pupil progress in relation to age related expectations gives a clearer picture to teachers	Setting up of 1-to-1 sessions PUMA & PIRA tests set each term and data analysed.	HT/SBM	June 2019
B Improved motivational skills and readiness for learning	To provide children with a wider range of experiences that would not usually be accessed outside school. To arrange a trips and visits for KS1 to experience live theatre Outside PE specialists to deliver extended curriculum New IT in EYFS to engage and motivate pupils	To raise confidence and self awareness in children with low aspirations Ensure all pupils are active at school Engage hard to reach learners through IT	Organise a variety of curricula experiences for pupils As above Work alongside experienced providers Purchase up to date technology to support learning	Class Teachers	June 2019
Total budgeted cost					£10,500
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 Support for pupils' well-being and self-esteem	Access to experienced counsellor to work alongside pupils to support self-esteem and confidence	Discussions and formal meetings with SENDCo and Counselling staff to establish how to meet the needs of pupils requiring additional emotional support	Weekly sessions held in school (1-to-1) Half termly meeting with SENDCo to assess progress and any developments	SENDCo SH	June 2019

B Improvement in basic skills	Progress of Target PP children in Maths Reading and Writing will be raised to 'working at expected age level'	PP children needing additional support identified at Pupil Progress meetings	4 hours of additional tuition provided for target children Curriculum support provided is specific to children's needs	HT/SBM Agreed members of tuition staff	June 2019
C Improved speech and language	Improve oral language skills and reading for Target PP children	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet the related age expectations	Timetabled slots for staff to listen to PP readers and for time to discuss text to develop language skills	AR MH CG	June 2019
Total budgeted cost					£4,000

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 equipment so pupils can access same activities as their peers.	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.	HT	June 2019
B Support with other consumables to enable pupils to be fully involved in school life	To provide milk, IT, music tuition or Breakfast club access to those in receipt of PP to whom it will raise self-esteem	A good start to the day with nourishment and access to the range of support and activities that all should be entitled to	Monitoring through registers and access to clubs, and other perishables [milk, uniform etc]	HT/SBM	June 2019
Total budgeted cost					£1,520

5. Review of expenditure

Previous Academic Year	2017-18			
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	£9000
Pupils received targeted 1-to-1 tutoring outside of school hours	Teaching staff working with individual pupils for short targeted session	PP pupils are beginning to close the gaps in some areas	Continue these sessions for certain pupils	£500

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.	£3,000
Pupil confidence and self-esteem improved by being able to access activities in the same way as their peers. More pupils access Year 5/6 Residential trip	To access music lessons and other extra curricula activities; also Breakfast club and uniform.	Pupils accessing music and sport. More pupils were able to participate in a wider experience through targeted funding and took part in a range of musical, sporting and alternative visits than might have been previously able to.	To be continued. Greater uptake for residential, although overall cost was high. Next time look for better value for money alternative [2019]	£1,300

Total PP Budget - £13800