



Park View Primary School

Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Park View Primary				
Academic Year	2019-2020	Total PP budget	£144 140	Date of most recent PP Review	N/A
Total number of pupils	451	Number of pupils eligible for PP	71	Date for next internal review of this strategy	September 2020

2. Current attainment		
In 2019 there were eight pupils in Y6 eligible for pupil premium. Eight pupils were SEN, twelve pupils had English as an additional language.	<i>KS2 Pupils eligible for PP (school)</i>	<i>KS2 Pupils not eligible for PP (national average other)</i>
% achieving age-related expectation (ARE) or above in reading	71%	75%
% achieving age-related expectation (ARE) or above in writing	71%	78%
% achieving age-related expectation (ARE) or above in maths	64%	76%
<p>These KS2 outcomes evidence that school has continued to close the gap between children in receipt of pupil premium and the nation average (Not pupil premium) In the Y1 Phonic Screening Test 78% of children eligible for PPG passed which is an improvement on the previous year and brings us closer to the nation average (other) which is 83%. The focus for improvement in 2018 and 19 is to increase the % of children achieving expected standard in writing in KS1.</p>		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The complex needs of those children in receipt of Pupil Premium who have SEND
B.	The difficulties encountered by children in receipt of Pupil Premium who are also EAL.
C.	To ensure that expectations for children in receipt of pupil premium are high especially for more able children.
D.	To understand the impact of SEMH on all children particularly those eligible for pupil premium.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

E.	A number of children eligible for pupil premium are impacted by family issues requiring support from Social Care Teams.
F.	A lack of aspiration from parents and carers impacts a number of children eligible for pupil premium.
G.	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional cost attached.
4. Desired outcomes (Desired outcomes and how they will be measured) Success criteria	
A.	All children eligible for pupil premium with SEN/D will make expected progress in reading, writing and maths.
B.	All children eligible for pupil premium with EAL will make expected progress in reading writing and maths.
C.	All children eligible for pupil premium will attain expected levels in the Y1 phonic screening.
D.	All children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour logs.)
E.	The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.
F.	Parents and children who are eligible for pupil premium will be supported to enhance aspirations. Measured through parent questionnaires, pupil voice questionnaires and SDQ's.

G.	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will experience residential trips and educational visits. There will be a focus on enhancing cultural capital by working with theatre groups and the Halle Orchestra. Children will learn an instrument in Y4 and there will be opportunities for children to access music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extracurricular activities and funding will be provided.
H.	More able children in receipt of pupil premium will make better than expected progress and increase attainment to better than expected levels.	Staff training will focus on using a range of strategies to improve outcomes for more-able children through quality first teaching. This will be used alongside targeted interventions. A range of planned opportunities to enhance expectations and aspirations for more able children in receipt of pupil premium will be recorded on individual action plans.

5. Planned expenditure					
Academic year		2019-2020			
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?
Embed staff understanding of social, emotional and mental health issues in children Mental Health First Aid Training	Programme of CPD for all staff. Training for Inclusion Manager and Learning Mentor.	Mental Health First Aid is a strategy endorsed by Mental Health England and all of the strategies are Research based. Whole school CPD ensures consistency of approach. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups.	Staff will complete a Skills and Attitudes Analysis pre and post training to measure impact. The effectiveness of the whole school approach will be monitored in lesson observations and professional discussions. The impact on groups and individuals will be evidenced in behaviour logs and LSP and PSP.	Rachel McClean Patricia Gawthrope	Surveys conducted Oct 2018 and July 2019. Impact will be reported in Summer term 2019.

Improve staff understanding of provision for more able pupils.	Programme of CPD for all staff on using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching. The school will embed links with Parrenthorn High School to enhance enrichment and engagement opportunities. There will be a whole school audit of provision for children who are more-able.	National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches, as a result attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Y6 in reading, writing and maths.	The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in reading, writing and maths.	Rachel McClean	Case studies and Action Plans for identified groups of children will be monitored across the year. This group will be a focus for consideration at pupil progress meetings.
Close the attainment gap between children eligible for pupil premium and other pupils in KS1 writing.	Additional small group work provided by a TA; one to one and small group precision teaching.	Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.	There will be assessment before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme.	Rachel McClean Joanne Smith	Following each 10 week intervention and after the outcome of the KS1 SAT's
Total budgeted cost					£18, 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?

Ensure pupils with SEN/D meet expected progress targets in reading, writing and maths. Ensure pupils with additional needs meet targets in learning plans.	Provide additional teaching provision for children with SEN. Additional TA interventions and one to one support in reading writing and maths.	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. There will be assessment before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	Rachel McClean	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Learning plans reviewed each term. Pupil progress meetings held each term with the DHT and SENCO/Inclusion manager and class teachers.
Ensure pupils with EAL make expected progress in reading, writing and maths.	Provide additional teaching from a Specialist teacher and TA's for children with ESOL and all international new arrivals to enable pre learning and overlearning opportunities.	Additional teaching and learning opportunities from specialist teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Assessment will be undertaken using the NASSEA EAL assessment framework before and after each intervention. Pupil attainment and progress will be monitored termly at pupil progress meetings.	Rachel McClean	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Learning plans reviewed each term. Pupil progress meetings held each term with the DHT and SENCO/Inclusion manager and class teachers.
Ensure targeted pupils achieve age expectation in reading, writing and maths. Ensure targeted pupils achieve greater depth in writing and maths.	Additional teaching and learning opportunities including TA support for Y6 to enable one to one and small group tuition including additional teaching and learning opportunities for more able pupils.	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable more able pupils to achieve 'greater depth'	There will be assessment before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings. Teachers will conduct a case study of the effectiveness of provision for a more able child.	Emma Udall Jessica Rainford Chris Nutter Lindsey Appleton	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil progress meetings held each term with the DHT Inclusion manager and class teachers. Case studies presented at in-service training day.
Total budgeted cost					£67, 200
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?

<p>All children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour logs.</p>	<p>Children to have access to a range of targeted therapeutic interventions including mental health first aid, art therapy, a sensory room and outdoor therapeutic interventions for children in EYFS and KS2 running alongside a whole school approach to Emotion Coaching.</p>	<p>Previous experience within school show that the use of research based therapeutic interventions support the social emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room caused by anxiety and toxic stress have been significantly reduced promoting a calm and meaningful environment for all children.</p>	<p>Monitoring will consist of the evaluation of parent and child voice questionnaires. SDQ's will be used before and after all interventions and behaviour logs will be monitored to ensure that positive behaviour is enhanced across school.</p>	<p>Rachel McClean Patricia Gawthrope</p>	<p>Review SDQ's and parent and child voice questionnaires after each 10 week intervention. Termly monitoring of behaviour logs and learning walks shared with SLT on a termly basis.</p>
<p>Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.</p>	<p>Use the learning mentor in an outreach role in order to support families in an early intervention by providing 1:1 and small group parenting advice (including the Positive Parenting Course.) Inclusion manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.</p>	<p>Research has shown that children progress well in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research has shown that positive home school partnerships enhance the quality of learning for all children.</p>	<p>Monitoring will consist of the evaluation of parent and child voice questionnaires.</p> <p>The outcome of outreach work will be evaluated by the learning mentor and the Inclusion manager will monitor and evaluate the outcome of TAF plans and other interventions.</p>	<p>Rachel McClean Patricia Gawthrope</p>	<p>This strategy will be reviewed by the SLT on a termly basis and the outcomes will be reported to the Governing body on a termly basis.</p>

<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>Through the school work on Parents as Partners outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness project and the family literacy course.</p>	<p>Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents.</p> <p>Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours.</p> <p>Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in term enhancing progress and attainment.</p>	<p>Monitoring will consist of the evaluation of parent and child voice questionnaires following the School Readiness Project, the Family literacy course and the Positive Parenting Course. The outcome of outreach work will be evaluated by the learning mentor and the Inclusion manager. The progress and attainment of all children eligible for pupil premium will be enhanced.</p>	<p>Rachel McClean Patricia Gawthrope</p>	<p>This strategy will be reviewed by the SLT on a termly basis and the outcomes will be reported to the Governing body on a termly basis.</p>
<p>Medical needs are met and do not adversely affect learning.</p>	<p>Provide on-going medical support for pupils with conditions and support in writing health care plans with parents.</p>	<p>Some pupils' medical needs impact on their learning opportunities due to appointments, absence and feeling unwell. Having a person to discuss their needs and concerns with makes a difference to their confidence.</p>	<p>Care plans will be written involving the parents and the child and reviewed regularly in discussion with medical specialists.</p>	<p>Rachel McClean</p>	<p>Health care plans monitored and reviewed on a termly basis and quality controlled by the School Nursing Team. Parent's and child's views sought as part of review.</p>
<p>Eligible pupils have same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to go on residential visits, educational visits and to take part in enrichment activities at school including music tuition and theatre trips.</p>	<p>Research has shown that a lack of cultural capital can impact on a capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities to close the gap in learning and attainment.</p>	<p>Children engaging in a range of enrichment opportunities will be logged and tracked on the class tracking sheets. SDQ's will be completed regularly in order to measure impact over time and the parent and child voice will be used to inform the program of events and activities.</p>	<p>Rachel McClean Carolyn Hamilton</p>	<p>This strategy will be reviewed annually.</p>

Eligible children able to attend residential adventure holiday.	Provide funding for eligible children in Y6 to attend residential trip to PGL in order to develop team work and bonding.	Outdoor learning has been shown to build self-esteem and health as well as increasing cultural capital. Funding allows for all children who wish to do so to take part.	Eligible children accessing this support will be logged and monitored. SDQ's parent voice and child's voice will be used to ensure effective implementation.	Rachel McClean Carolyn Hamilton	This strategy will be reviewed annually using the staff satisfaction survey following trip and gathering parent and pupil survey.
Total budgeted cost					£63,200

6. Review of expenditure				
Previous Academic Year		2018-19		
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)	Cost
Embed staff understanding of social, emotional and mental health issues in children through a whole school approach to Emotion Coaching.	Programme of CPD for all staff. Training for Inclusion Manager, SENCO and Learning Mentor	Staff will complete a Skills and Attitudes Analysis pre and post training to measure impact showed an increased awareness and understanding. Increased attention and improved behaviour for learning was evident in lesson observations and professional discussions. There are fewer instances of impulsive and reactive behaviour in behaviour logs. Strategies detailed in pastoral support plans reflect the whole school approach.	This has been so effective in improving outcomes for children in receipt of PP grant that in the next academic year strategies will be further enhanced by additional training and the introduction of mental health first aid across school.	£2000

Improve staff understanding of provision for more able pupils.	Programme of CPD for all staff on using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching. The school will embed links with Parrenthorn High School to enhance enrichment and engagement opportunities. There will be a whole school audit of provision for children who are more-able with a focus on those who are eligible for pupil premium. Individual action plans for more able children will be introduced.	In KS2 there was an increase of 6% in the number of children in receipt of PPG reaching greater depth in reading and maths in 2018. In KS1 the % of children in receipt of PPG attaining greater depth was 20% in reading, 6% in writing and 12% in mathematics this represents a significant increase as no children in receipt of PPG attained greater depth in 2017.	There has been an increase in the number of children attaining greater depth in KS1 and KS2, it is expected that this strategy will continue to impact positively on outcome for children and as a result will continue to be embedded.	£6000
Close the attainment gap between children eligible for pupil premium and other pupils in the Y1 phonics screening	Additional small group work provided by a TA; one to one and small group precision teaching.	The % of children in receipt of PPG achieving the expected standard in the phonic screening test has increased to 85% in 2018, this is an increase of 19% on last year result and compares positively to the national average other which is 83%.	This strategy is now embedded and there will be a focus on improving outcome for children in KS1 writing.	£10060
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

<p>Ensure pupils with SEN/D meet expected progress targets in reading, writing and maths.</p> <p>Ensure pupils with additional needs meet targets in learning plans.</p>	<p>Provide additional teaching provision for children with SEN. Additional TA interventions and one to one support in reading writing and maths.</p>	<p>There was a change in personnel managing SEND arrangements and as a result of the small statistical group, outcomes have been difficult to quantify.</p>	<p>Despite the difficulty in measuring this outcome the strategy will remain in place.</p>	<p>17,200</p>
<p>Ensure pupils with EAL make expected progress in reading, writing and maths.</p>	<p>Provide additional teaching from a Specialist teacher and TA's for children with ESOL and all international new arrivals to enable pre learning and overlearning opportunities.</p>	<p>As a result of the small statistical group outcomes have been difficult to quantify. However information across school from pupil progress meeting suggests that the strategy has impacted positively for children in receipt of PP grant who also have English as an additional language.</p>	<p>Despite the difficulty in measuring this outcome the strategy will remain in place.</p>	<p>16,400</p>
<p>Ensure targeted pupils achieve age expectation in reading, writing and maths.</p> <p>Ensure targeted pupils achieve greater depth in writing and maths.</p>	<p>Additional teaching and learning opportunities including TA support for Y6 to enable one to one and small group tuition including additional teaching and learning opportunities for more able pupils.</p>	<p>The % of pupils achieving expected standard at the end of KS2 increased to 71% in reading, 71% in writing and 64% in mathematics this was an increase of 15% in reading and 20% in mathematics.</p> <p>In KS2 there was an increase of 6% in the number of children in receipt of PPG reaching greater depth in reading and maths in 2018.</p> <p>In KS1 the % of children in receipt of PPG attaining greater depth was 20% in reading, 6% in writing and 12% in mathematics this represents a significant increase as an no children in receipt of PPG attained greater depth in 2017 in reading, writing or mathamatics..</p>	<p>As a result of the improved outcome this strategy will remain in place.</p>	<p>£25 000</p>

iii. Other approaches

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 children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour logs.	Children to have access to a range of targeted therapeutic interventions including a play therapist, art therapy, and an outdoor therapeutic intervention for children in EYFS and KS2 running alongside a whole school approach to Emotion Coaching.	There has been a significant reduction in the number and the level of disruptive behaviour throughout school.	This strategy will continue.	£27 000
Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.	Use the learning mentor in an outreach role in order to support families in an early intervention by providing 1:1 and small group parenting advice (including the Positive Parenting Course.) Inclusion manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.	Parent voice has shown that this has been a popular and effective strategy. There has also been a positive effect on outcomes for children across school.	This strategy will continue.	£17,000
Eligible pupils have same opportunities for enrichment activities as other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to take part in enrichment activities at school including music tuition and theatre trips.	Parent voice has shown that this has been popular and effective strategy. There has also been a positive effect on outcomes for children across school.	This strategy will continue.	£5000

<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>Through the school work on Parents as Partners, outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness project and the family literacy course.</p>	<p>There has also been a positive effect on outcomes for children across school.</p>	<p>This strategy will continue.</p>	<p>£3000</p>
<p>Eligible children able to attend residential adventure holiday</p>	<p>Provide funding for eligible children in Y6 to attend a residential trip to PGL in order to develop team work and bonding</p>	<p>There has also been a positive effect on outcomes for children across school.</p>	<p>This strategy will continue.</p>	<p>£2000</p>
<p>Medical needs are met and do not adversely affect learning.</p>	<p>Provide on-going medical support for pupils with conditions and support in writing health care plans with parents.</p>	<p>Attendance for children with complex medical needs and SEND has improved, however school recognises that there is further work to be completed to improve attendance for all groups.</p>	<p>Provide on-going medical support for pupils with conditions and support in writing health care plans with parents this strategy will be extended to all groups and will be run with the support of the Educational Welfare Officer.</p>	<p>£5000</p>

7. Additional detail

In order to be more effective we will:

1. Regularly review pupil premium strategy statement in order to be more strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the school website.
2. The Head Teacher, PPG Lead and School Business Manager will meet termly to update the pupil premium provision map. The governing body will receive a written report each term from the HT. The Attainment and Progress committee will receive an update once per term from the HT. A governor will monitor the end of year website strategy report.
3. Measurable targets for pupils eligible for pupil premium will be set and agreed with class teachers. The progress of pupils eligible will be monitored termly by the HT and discussed at pupil progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.