

Humber Education Trust

Parkstone Primary School



2018/2019

What is Pupil Premium additional funding?

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

- children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
- children who are looked after by the local authority
- children whose parents are currently serving in the armed forces.

Pupil Premium Strategy 2018-2019

1. Summary information					
School	Parkstone Primary School				
Academic Year	2018/2019	Total PP Budget	£92,400	Date of most recent PP Review	Summer 2018
Total number of pupil	352	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Termly - Dec 2018

2. Current attainment									
	Reading			Writing			Maths		
	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)
% achieving ELG by end of FS2			80%			76%			81%
% achieving expected standard - end of Y2	88%	84%	79%	78%	80%	72%	100%	84%	79%
% achieving expected standard - end of Y6	87%	90%	77%	80%	88%	81%	80%	88%	80%

3. Barriers to future attainment (for pupils eligible for PP)		Priority			
Where high represents a significant impact on future attainment		Likely to affect <u>most</u> pupils (81%-100%)	Likely to affect the <u>majority</u> of pupils (51%-79%)	Likely to affect a <u>minority</u> of pupils (21-49%)	Likely to affect a <u>few</u> pupils (0%-20%)
A.	Low expectations and aspirations of parents and families	x			
B.	Lack of emotional understanding and resilience of disadvantaged pupils	x			
C.	Low attendance of PP pupils resulting in a number not meeting ARE		x		
D.	Lack of curriculum enthusiasm from a number of PP pupils		x		

4. Desired Outcomes		
Desired outcomes and how they will be measured		Success criteria
A/C	<p>To raise the expectations and aspirations of PP families</p> <p>To increase attendance of PP pupils resulting in a number not meeting ARE</p>	<ul style="list-style-type: none"> ● Increase the % of PP completing three reads a week linked to Leading Learners ● Increase the % of PP parents attending Parents' evening and curriculum events ● Hold a Careers day to include families to allow pupils to make links between their primary education and future career
A/C	<p>To raise the expectations and aspirations of PP families</p> <p>To increase attendance of PP pupils resulting in a number not meeting ARE</p>	<ul style="list-style-type: none"> ● Reduce the rate of persistent absenteeism in PP pupils closer to national figures ● Reduce the rate of absenteeism in PP pupils closer to national figures ● Persistent absence to reduce from 14.1% to 10% or below.
B	<p>Provide timely and quality emotional well-being support to PP pupils to raise their academic achievement</p>	<ul style="list-style-type: none"> ● Emotional Well Being worker to work with the PP pupils on emotional resilience and behaviour techniques. ● A reduction in the number of red behaviours from PP pupils at playtime and lunchtime
C	<p>To maintain the achievement of PP pupils which is in line with all other pupils</p>	<ul style="list-style-type: none"> ● The % of disadvantaged pupils at ARE in Reading, Writing and Maths will remain in line or exceed other pupils nationally.
D	<p>Ensure the curriculum is broad, balanced and provides rich opportunities to broaden horizons for children.</p>	<ul style="list-style-type: none"> ● Outcomes at least match those seen nationally by the end of Key Stage 2. ● HET Review identifies curriculum as key strength of the school's work.

5. Planned expenditure					
Academic Year	2018-2019				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>A) To raise the expectations and aspirations of PP families</p> <p>C) To maintain the achievement of PP pupils which is in line or above National including:</p> <p>Accelerate progress so that more disadvantaged pupils reach Greater Depth by the end of Y6.</p>	<p>Raise the profile of home reading linked to Leading Learners (A)</p>	<p>Home reading is not always given high priority at home</p> <p>Evidence suggests reading is the key to learning</p>	<p>Purchase of new reading records</p> <p>New implementation of school library to foster love of reading.</p> <p>Training, monitoring and support provided by Reading leader.</p>	LW	<ul style="list-style-type: none"> Ongoing - learning walks Formal - Termly observations, reporting to governors, data analysis. HET Review (Spring 2019) <p>£1000</p>
	<p>To offer parents a different approach to parents evening offering longer time slots over a full afternoon (A)</p>	<p>A lot of parents cannot attend Parent's evening due to work commitments and child care.</p>	<p>A questionnaire will be given to parents asking their opinion of what they would prefer</p>	CWoo	<ul style="list-style-type: none"> Data following Parents' evening to ascertain attendance.
	<p>To hold a careers day/ afternoon for KS2 children and parents (A)</p>	<p>Evidence from Primary Futures shows that Primary pupils engage more in their learning if they have a career to aim towards.</p>	<p>Sign up to Primary Futures website to contact volunteers for a range of jobs to attend a Careers day.</p>		<ul style="list-style-type: none"> Analyses of the % of PP pupils and parents that attend the Careers afternoon.
	<p>High quality phonics sessions to take place. Use outdoors as well as indoors to ensure high levels of engagement. (A)</p>	<p>School with high quality phonics sessions obtain above National results.</p>	<ul style="list-style-type: none"> CA and JR to lead and observe phonics and share best practice 	CA and JR	<ul style="list-style-type: none"> Children to be tracked termly in phonics. Children not making appropriate progress to be given extra sessions. Learning Walks to take place termly to monitor progress.

	Y1 reading intervention to take place. (A)	Children who are not yet fluent readers in Year 1 will read daily in small groups, this has had an impact on are less able readers.	<ul style="list-style-type: none"> All teachers and TAs implementing have had quality training 	LW	<ul style="list-style-type: none"> Termly monitoring by data. Linked learning walks by governors. Consultant giving feedback. <p>5pms x 2 TAs £7168</p>
	Release time for senior leaders to develop T&L across school – focus on GD. Booster sessions (C)	QFT is the driver for high achievement for all pupils – Sutton Trust research.	High quality staff will be chosen for its delivery. Leads will implement first and feedback. Focus at staff meetings. 30 x SLT Booster sessions	SW/ JR/ CWoo/ LW	Data to be analysed Jan 2019, April 2019, July 2019. Book audits to take place termly linked to PAG groups. £11632

Total budgeted cost: £19800

Academic Year	2018-2019				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>A) Maintain above average attendance and further reduce persistent absence.</p> <p>B) Provide timely support to raise aspirations</p>	Majority funding for additional Well Being Worker	<p>Promoting children’s mental health and overall well-being lays the foundations for academic success and high aspirations.</p> <p>PP families often have complex lives so additional support can be given ensuring that pupils are learning ready.</p>	<p>Headstart participation and training</p> <p>Meeting up with other learning links .</p> <p>Monitoring off support given.</p> <p>Learning links to be given further Child Protection training.</p>	AJ SW	<ul style="list-style-type: none"> Ongoing Termly attendance analysis Intervention analysis - see Well Being records <p>£20,000 Attendance officer</p>

and ensure PSHE do not impact on academic achievement.					
	Purchasing of the Jigsaw Programme for all Year groups	The Jigsaw programme offers teachers and students a structured programme based around evidenced based PHSE research	Training to be delivered by the PHSCE coordinator	AJ	<ul style="list-style-type: none"> December 2018 Review of PHSE lessons <p>£2600</p>
	Increase the % of PP children working at ARE		Through Booster and small group intervention		<ul style="list-style-type: none"> Intervention analysis Observations of staff undertaking the interventions <p>£25,000 TA Booster sessions</p>

Total budgeted cost:

£ 47600

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?
D) Ensure the curriculum is broad, balanced and provides rich opportunities to broaden horizons for children.	Provide funding to ensure cost is not a barrier to accessing rich and varied experiences in and out of school. <ul style="list-style-type: none"> Theatre groups and workshops Coaches for a range of clubs / activities 	Access to an outstanding curriculum broadens horizons, secures excellence and develops 'the whole child'. An increased range of experiences and activities promote the development of SMSC	Ensuring trips/experiences link well to curriculum long term plan. Pupil feedback Parental feedback		End of each half term £25,000

Total budgeted cost:

£ 25,000

Pupil Premium Strategy Review 2017-2018

How will the pupil premium funding will be spent?

Resource				Intended impact				Approx. Cost			
Staffing <ul style="list-style-type: none"> Additional teaching staff – smaller classes in Y3/4 each morning Teaching assistant support for every class for guided reading, English and Maths. Provision of bespoke interventions following data analysis including PP children (pm) 				<ul style="list-style-type: none"> Further improve achievement, particularly for those pupils who attract the Pupil Premium – closing the gap between PP and ‘others.’ To target underperformance and increase the % of children working at ARE 				£110,000			
	<u>Number of Disadvantaged pupils</u>	<u>Number at the Expected standard in Reading</u>		<u>Total</u>	<u>Number at the Expected standard in Writing</u>		<u>Total</u>	<u>Number at the Expected standard in Maths</u>		<u>Total</u>	
EYFS:	7 pupils 5/7 GLD 71%										
Year 1	MG: 4 pupils	3/4	75%	8/9	3/4	75%	7/9	3/4	75%	7/9	
	CW: 5 pupils	5/5	100%	89%	4/5	80%	78%	4/5	80%	78%	
Year 2	9 pupils	8/9		88%	7/9		78%	9/9		100%	
Year 3	CW/AD: 7 pupils	6/7	85%	13/17	6/7	85%	13/17	6/7	85%	13/17	
	RR: 10 pupils	7/10	70%	76%	7/10	70%	76%	7/10	70%	76%	
Year 4	CW: 5 pupils	4/5	80%	8/11	4/5	80%	8/11	4/5	80%	8/11	
	SDT: 6 pupils	4/6	67%	73%	4/6	67%	73%	4/6	67%	73%	

Year 5	LW: 5 pupils	4/5	80%	9/11	4/5	80%	8/11	4/5	80%	9/11
	AJ: 6 pupils	5/6	83%	82%	4/6	67%	73%	5/6	83%	82%
Year 6	LW:	13/15	87%	12/15	80%	12/15	80%			
	SL:									

Specialist teaching <ul style="list-style-type: none"> Wider opportunities (Y3/4) and peripatetic music lessons 	<ul style="list-style-type: none"> Increased range of experiences and activities (See report below) 	£3,500
Additional support <ul style="list-style-type: none"> Booster / Achievement / lunchtime sessions 	<ul style="list-style-type: none"> Increase the % of children working at ARE 	£25,000

Year 2

	Parkstone 2017 results	Parkstone 2018 results	National 2017	Parkstone Greater Depth 2017 results	Parkstone Greater Depth 2018 results	National 2017
Reading	88%	84%	74%	26%	27%	24%
Writing	86%	80%	65%	16%	25%	13%
Maths	82%	84%	73%	18%	25%	18%
Combined	76%	76%	60%	20%	20%	9%

Year 6

	Parkstone 2017	National 2017	Parkstone 2018	Parkstone Greater Depth 2017	National Greater Depth 2017	Parkstone Greater Depth 2018
Reading	77%	71%	88%	20%	25%	28
Writing	82%	76%	88%	20%	18%	26%

Maths	84%	75%	88%	20%	23%	26
Combined	73%	61%	88%	11%	9%	18%

<p>Attendance and well-being</p> <ul style="list-style-type: none"> EWO support with attendance focus / admin time Nurture support / training including Whitehouse LA Welfare Log time Additional lunchtime support 	<ul style="list-style-type: none"> Secure improved attendance and punctuality Support families with specific needs Ensure the well-being of all children 	<p>£20,000</p> <p>School Attendance 2017/2018 95.9 increase of 0.4%</p> <p>Persistent Absence 2017/2018 7.9% decrease of 12.3%</p>
<p>Subsidised visits / out of school activities</p> <ul style="list-style-type: none"> Subsidised visits including residential / transport / SLAs Theatre groups and workshops Coaches for a range of clubs / activities 	<ul style="list-style-type: none"> Increased range of experiences and activities which promote the development of SMSC 	<p>£25,000</p>

Curriculum Enrichment Action Plan Autumn Term review

Actions:

Priority 1: Ensure that each phase provides curricular enhancement activities

See below list of enrichment activities that have taken place across the autumn term (yellow = out of school trip)

Curriculum Enrichment Summer 1

Friday 13th April Year 1/2 parent visit

Thursday 24th May Year 3/4 Hands on History and Hull and East Riding Museum visit like to Egyptian topic

Curriculum Enrichment Summer 2

Wednesday 6th June Peter Bernie performs mock wedding for Year 1/2 linked to RE topic 'celebrations'

Friday 15th June Year 5/6 Museum Quarter visit

Thursday 5th July Summer Fair

Wednesday 18th July Year 3/4 Samba concert

Monday 23rd July Year 3/4 Swim morning

Both phases 3/4 and 5/6 have taken part in two trips with Year 1/2 having had one trip out of school. All year groups have taken part in at least two out of school visits throughout the academic year.

Priority 2: Ensure there are a wide range of quality experiences and outcomes for children that reflect the '2017 City of Culture' themes

Friday 18th May Royal Wedding Assembly & Enterprise Workshop with KS1

W/C Monday 21st May Walk to School Week (144 children walked to school all week and received a certificate)

World Cup (13th June – 15th July) Each phase studies a country that is participating in the World Cup from a particular continent. Classes have work in a whole school assembly led by me on Thursday 12th July

Priority 3: Increase involvement with the wider community

Tuesday 26th and Wednesday 27th June Enterprise sell soft drinks during sports days raising approximately £40.

Thursday 12th July Year 3/4 Fair Trade banana bread tasting afternoon, approximate attendance 80 parent

Pupil voice liked to objective 1:

Year 1/2 Mock wedding and visitor (Peter Bernie); Amelia High and Finley Offen – 1CWA

What did you enjoy about your mock wedding?

“I enjoyed taking the photographs because I was the photographer.”

“I liked the wedding because I liked watching the dancing – it was their first dance!”

“They threw some little pieces of paper on the bride and groom.”

How did it help you understand what you have been learning in RE? What did you learn from it?

“I learnt that sometimes it feels embarrassing and sometimes people don't laugh.”

“I learnt that when they walk down the aisle we throw confetti.”

Who was your visitor?

“Mr Bernie.”

Have you met him before?

“Yes – he talks about love and does assemblies about love and God.’

Would you like more visitors like this in school?

“Yes because it helps us to learn more and learn about worship and love.”

Would you like to tell me anything else?

“Mr Bernie told us that love isn't fluffy it's strong.”

The children were clearly engaged by the visit and remembered the key themes about love and commitment.

Year 6 trip Hull and East Riding Museum and Streetlife Museum; Charlie Smith, Joshua Wilson, Asha, Darcy Foster

The trip was teacher led at Streetlife and guided at H&ER and we spoke about the pros and cons of teacher learning with us vs expert

“When going round a museum I prefer an expert as teachers do not have as much knowledge” - Joshua

“Teacher led felt more free” - Charlie

Children felt more inclined to ask questions to a guide but all agreed they felt confident to ask, we spoke about ‘no such thing as a silly question’.

Public transport – consensus of opinion was that this wasn't as bad as they thought! They were worried it would be really busy. Children weren't keen on sitting next to a stranger or people speaking to them but initial worries went away as children realised they could sit with friends and teachers sat next to members of public. Cash handed over to group leader. Children keen to do this again if it means they could do more out of school trips (cost) but should be kept to summer term when can feel more confident and also prepares children for summer break and increasing independence.

This trip was linked to Stone Age theme. Got to see weapons and how they lived, liked seeing the houses and replica cooking implements. "It brought the topic to life" (Joshua). Follow up work - questions about learning, factfile about East Yorkshire in the Stone Age. Films reinforced learning from trip. Children had lots of facts they remembered.

Ways forward - happy with group numbers and organisation

- it was fun

- H&ER museum chn would've liked to have seen more of the different collections.

TOTAL COSTS		£183,500
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