

Pupil premium strategy statement.

| 1. Summary information | | | | | |
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| School | Parkwood Academy | | | | |
| Academic Year | 2017-18 | Total PP budget | £158,896 | Date of most recent PP Review | 4/12/17 |
| Total number of pupils | 184 (R-6) | Number of pupils eligible for PP | 112 | Date for next internal review of this strategy | 1/2/18 |

| 2. Current attainment at end of Key Stage 2 | | |
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| (The following show the new testing arrangement outcomes for the 2014 national curriculum change). | <i>Pupils eligible for PP at Parkwood Academy (21/26)</i> | <i>Pupils not eligible for PP</i> |
| % reaching the expected standard in reading, writing and maths | 43% | 40% |
| % reaching the expected standard in reading | 43% | 40% |
| % reaching the expected standard in writing | 76% | 80% |
| % reaching the expected standard in mathematics | 76% | 80% |
| % making at least expected progress in reading | 42% | 46% |
| % making at least expected progress in writing | 73% | 73% |
| % making at least expected progress in mathematics | 77% | 77% |
| 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> | | |

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| <p>A.</p> | <p>The change in curriculum in 2014 has meant that there have been a number of gaps that the school has focused upon, to diminish the differences between pupils. Pupils, in general, enter the school with low starting points in a variety of curriculum areas, including social, emotional and physical development. Poor attendance compounds this issue, as those with low attendance have fewer opportunities to close the gaps. There has been an issue with lack of aspirational thinking, where pupils do not aspire to achieve and do not always view school as important. A lack of regular reading at home also impacts on reading fluency and comprehension, but also impacts on accessibility of other subjects. Our largest cohort of Pupil Premium children are in our current Year Five class, which is currently 76%. Due to the change in curriculum the Pupil Premium children have a number of gaps in conceptual understanding in mathematics, and the lack of reading has affected their understanding and use of vocabulary, as well as their fluency and understanding when reading.</p> |
| <p>B.</p> | <p>Pupils often enter the school with poor speech and language skills, as is evident in our current Nursery and Reception cohort; this was identified in our recent OFSTED report. In some cases the lack of speech that is age appropriate can be due to Special Educational Needs, or in some cases children that have English as an additional language; however low speech and language skills can also be as the result of other social and emotional factors.</p> <p>Since September 2017 Parkwood has had an influx of pupils with English as an additional language. This is being targeted as an area for development in our Single Plan, to ensure that these children are supported in their learning with materials and resources that will enable them to make rapid progress.</p> |
| <p>C.</p> | <p>Many pupils across all year groups have social/emotional issues as a result of personal circumstances and safeguarding concerns. These pupils often require additional support within school from councillors and learning mentors, to support with self-regulation, independence and self-esteem. These issues can also manifest in poor self-care, requiring additional support and further evidencing low starting points across a variety of areas. The school uses a variety of resources to support children and uses Boxhall Profiles to ascertain what the level of need is. As a school we are committed to working with outside agencies to support children to develop their confidence and resilience. Parental engagement continues to be a focus for the school, to support parents with engaging in their child's learning, where this is an issue.</p> |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
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| D. | There is a wide demographic of children who attend Parkwood Academy with a variety of personal circumstances. A high number of pupils experience some form of social, emotional issues and face barriers such as overcrowded housing conditions. There are a number of current or historic safeguarding concerns, contributing to the social and emotional barriers for a number of pupils. This results in low self-esteem, lack of resilience and an inability to filter emotions appropriately. This is true of pupils across the school in a variety of year groups. Pupils can have low aspiration for the future and fixed mind sets, with a lack of wider-context understanding and vision. Learning stamina is an issue for some, as well as poor behaviour for learning practices; this can be as a result of poorly enforced routines in the home environment and a lack of focus on the importance of learning and developing skills. | |
| E. | Although attendance is improving, there are a number of pupils where low attendance and poor punctuality is a barrier, due to issues that arise at home, or social/emotional issues that cause school refusal. Parental perception of school can be a barrier for many, where school attendance is not seen as a priority. Behaviour can also affect attendance, as some pupils are on a part-time timetable to support them to succeed while at school, where extreme behaviours have prevented this. | |
| F. | There are a number of parents that find literacy and mathematics challenging and therefore find it difficult to support their child at home with their learning. Many parents are very keen to support the learning of their child, but are prevented from doing so. This limited support outside of school results in pupils not having the opportunity to read at home as frequently and they often do not gain support with their homework. | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | More pupils making better than expected progress, or at least in line with non-pupil premium children. Pupil attainment more in line with national expectations and non-pupil premium children. | Pupil Progress meetings identify barriers to learning and how these barriers can be overcome. |
| B. | Positive behaviour for learning displays a clear love of learning. Pupils are supported to be on task and focused at all times. | Fewer reported incidences of poor behaviour for learning within the classroom. |

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| C. | Pupils have greater access to resources and educational visits, as well as enriched learning experiences. This should be to ensure all pupils have the same stimulating learning opportunities, irrespective of whether they are pupil premium pupils or not. | Pupils progress and gain a richer and more varied learning experience. |
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5. Planned expenditure

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| Academic year | 2017-2018 |
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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 – £60,000

| 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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| Disadvantaged pupils achieve the same attainment and progress as those not considered disadvantaged. | <p>LSA support within the classroom to support quality-first teaching.</p> <p>There is LSA support out of the classroom, where interventions take place every morning to support the most vulnerable pupils. This is carried out by an HLTA</p> | <p>Targeted support within lessons for specific pupils and groups has had an impact in previous years. This is clearly planned for by the class teacher and an HLTA to maximise impact.</p> <p>It was identified in the evaluation of National Strategy Intervention Programmes, completed in 2009 (http://dera.ioe.ac.uk/326/1/An%20evaluation%20of%20National%20Strategy%20intervention%20programmes.pdf), that interventions can be highly effective when the leadership</p> | <p>Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed.</p> <p>Observations of adults delivering support within lessons, to offer support but also to monitor impact of delivery.</p> <p>Offer support to ensure resources are of a high standard.</p> <p>Regular review meetings to ensure that the provision is suitable for the individuals attending.</p> | SO/CH | <p>Half Termly, when assessment data is compiled.</p> <p>Pupil Progress meetings take place on a half-termly basis.</p> <p>Autumn One Review: Children were identified in Summer 2, ready to start in September. Resources have been amended, in line with the lack of effectiveness for some of the group. Progress has been limited for one pupil in particular, however his</p> |

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| | <p>Training for Support staff to ensure maximum positive impact.</p> | <p>and management of them is good. One of the key findings was that, 'Effective mapping of provision, clear aims and close monitoring of pupils' progress were key features in the better practice.' Based on their monitoring, it is clear that the most effective interventions were well-planned by skilled, trained members of staff. Use of assessment data to inform planning is essential. We have put this support in place within classrooms in key year groups, where there is particular challenging behaviour or SEN children, who are also disadvantaged, to support the delivery of QFT.</p> <p>Training is delivered for staff regularly. There is a programme of training available to LSAs that they can access. They identify their specific training desires during their PMRs and this is then scheduled in; for example Target Tracker and assessment training.</p> | <p>Pupil Progress meetings will review the provision's effectiveness and changes will be made, where necessary.</p> | | <p>SEN needs are being investigated with the EP.</p> <p>Autumn Two Review: Children were reviewed at PPMs and some children were removed from the group, based on their improved attainment, meaning the learning could be more focused on more specific learning gaps.</p> |
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Total Budgeted Cost – £57,917

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? |
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| <p>Disadvantaged pupils achieve the same attainment as those not considered disadvantaged.</p> | <p>LSA support to deliver interventions to address specific gaps in small groups.</p> <p>Support for specific disadvantaged pupils on a one-to-one basis.</p> | <p>Specifically targeted and planned intervention with small groups, for a set time, has worked in previous years.</p> <p>Research carried out (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf) Identifies that low starting points for disadvantaged pupils was a primary reason for low attainment and progress. For attainment at KS2, prior</p> | <p>Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed.</p> <p>Observations of adults delivering interventions, to offer support but also to monitor impact of delivery.</p> <p>Offer support to ensure resources are of a high standard.</p> | <p>SO/CH</p> | <p>Half Termly, when assessment data is compiled.</p> <p>Pupil Progress meetings take place on a half-termly basis.</p> |
| <p>Disadvantaged pupils achieve the same progress as those not considered disadvantaged.</p> | <p>LSA support to deliver interventions to address specific gaps in small groups.</p> | <p>Specifically targeted and planned intervention with small groups, for a set time, has worked in previous years.</p> | <p>Observations of adults delivering interventions, to offer support but also to monitor impact of delivery.</p> <p>Offer support to ensure resources are of a high standard and monitor resources.</p> | <p>SO/CH</p> | <p>Half Termly, when assessment data is compiled.</p> <p>Pupil Progress meetings take place on a half-termly basis.</p> |

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| <p>Disadvantaged pupils achieve the same progress as those not considered disadvantaged.</p> | <p>LSAs to deliver 1:1 support for two specific pupils – both are disadvantaged. One is diagnosed with ADHD, the other ASD. EHCPs have not yet been received but support has been put in place for them, full time.</p> | <p>Pupils are specifically planned for. One pupil is in need of a lot of social and emotional support.</p> | <p>Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed.</p> | <p>SO/CH</p> | <p>Weekly, to ensure that the pupils are making progress and making positive behaviour choices. One Plans are reviewed on a regular basis.</p> |
| <p>Disadvantaged pupils achieve the same progress as those not considered disadvantaged.</p> | <p>One to one support for those in need, due to Social/ Emotional needs. This is currently one child that is receiving 1:1 support, for his safety and the safety of others.</p> | <p>Where children are not able to function within the classroom, an LSA works with them one to one to encourage and support them to keep them safe and to enable them to access the curriculum. A clear plan is put in place for such children, to reintegrate them into the classroom. Outside agencies are usually involved in these specific cases and an EHCP may be sought, but their behaviour and circumstances are managed in the meantime.</p> | <p>Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed. Additionally, it is important for this child to access the classroom more often and to begin to rebuild relationships with peers.</p> | <p>CH</p> | |
| <p>Disadvantaged pupils who are EAL, to support them with their access to the</p> | <p>One to one and small group support has been put in place as the</p> | <p>Research suggests that regular intervention for short bursts supports the learning</p> | <p>Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed.</p> | <p>CH</p> | <p>Half Termly reviews. This is set up for Spring One start, as the children only joined in Autumn Two.</p> |

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| English language, where no/little English is currently spoken | children have arrived in the school. In Autumn Two. | and rapid progress of EAL pupils. | Using the banding system provided by the Bell foundation, pupils' progress will be monitored and recorded on this, as there is not currently provision on Target Tracker. | | |
| Intervention teachers for PP children | One highly skilled teacher is responsible for closing gaps with specific children, targeting key reportable year groups Two and Six. | There were large gaps appearing for a number of reasons with these specific children. To respond to this and to diminish the difference, it was decided that good-quality intervention teachers would work in targeted small groups for the Summer Term. | These groups are being monitored and planned for. The delivery is being observed regularly. | AG | Autumn One Review |

Total Budgeted Cost - £40,978 (HSLO; S&L Specialist; Counselling; EP; Trips/Enrichment; Resources; Minibus)

iii. Other 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? |
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| Improved attendance for disadvantaged pupils. | Introduction of a Home Liaison Officer (£18,000) HLO making contact with parents; meeting with them and conducting home visits where safe and necessary. | Poor attainment and progress is directly related to poor attendance; this is supported by research. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf). Where a robust approach to attainment is | Regular monitoring and analysis of impact by monitoring specific children and their attendance/punctuality. Clear job description for the role, with HLO being held to account through PMR. | CH/AO SO, AL, RH | At HLO PMR and review meeting. At regular SLT meetings, where attendance updates and pupils causing concern are discussed. |

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| | <p>HLO delivering sessions and workshops for children that need social/emotional support.</p> <p>1:1 support given to pupils in need of social/emotional support.</p> <p>Introduction of an Attendance Officer (£9,658)</p> <p>Attendance and Admissions Officer monitoring attendance figures and initiating a dialogue with parents and outside agencies (MECES), where necessary.</p> <p>Leasing minibus (£5000) to collect children that are persistent</p> | <p>adopted and attainment improves, pupils' outcomes will improve.</p> <p>Evidence shows that poor social and emotional wellbeing predicts a range of negative outcomes in adolescence and adulthood. Early intervention in childhood can help reduce physical and mental health problems and prevent social dysfunction(Early Interventions: Next Steps)</p> <p>Based on research that interventions to offer social/emotional support is effective, the HLO has regular sessions with groups of children and on a 1:1 basis.</p> <p>The clear need has been identified that in order to raise our attendance across the school we needed to have a dedicated person dealing with MECES and attendance issues. The need for a vehicle to collect children when they are out of school for reasons other than illness. We would also be able to use this to enhance learning experiences for the children.</p> | <p>Regular monitoring and drop-ins to observe sessions.</p> <p>Conduct Pupil Perceptions with groups to ensure that they are effective.</p> <p>Clear job description for the role, with AO being held to account through PMR targets.</p> <p>Clear expectations for monitoring attendance and communicating with outside agencies effectively.</p> <p>Attendance data will be continuously scrutinised to identify where the need is to</p> | <p>AL/AO</p> | <p>At AO PMR meeting quality of provision will be reviewed.</p> |
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| | absentees, and those that have personal reasons why they cannot get to school. | | collect children from home in the morning, to ensure attendance. | | |
| Disadvantaged pupils have the same access to learning experiences and stimulus as those not considered disadvantaged. | <p>Supporting with the cost of trip where necessary, through use of Pupil Premium funding (£1000).</p> <p>Purchasing good-quality resources that are accessible for all pupils, to support the enhancement of Reading, Writing and Maths across the curriculum – Chrome Books (£6,100), Maths resources for the playground and outdoor learning environment (£1000).</p> <p>Purchasing subscriptions for</p> | <p>Experiential learning is known to have an impact on the understanding and learning enjoyment of pupils. This could be on site or elsewhere, but provides unique opportunities for pupils to experience expertise for elsewhere, in order for learning to come to life. Where they go offsite, this will also provide the opportunity to develop the independence of pupils, where they will enhance their other skills and communication.</p> <p>Having access to new, good quality resources, for example electronic equipment, provides opportunities to develop other skills of creativity, investigation and independent learning, proven to be essential skills to make pupils secondary ready. Research suggests that, when implemented appropriately,</p> | <p>Use reputable companies that have been quality assured by the Trust.</p> <p>Plan and open a dialogue in advance with the provider to ensure the correct material is covered, and that it is of good quality.</p> <p>Plan in preparation materials with class to ensure that they get the most from the experience.</p> <p>Complete an analysis post-experience /trip to evaluate impact.</p> <p>Before purchase, a SWOT analysis would be completed to ensure that strengths and weaknesses are considered, to ensure value for money. The tendering process would be completed to ensure value for money. A key member of staff would take responsibility of</p> | <p>SO/CH/ Subject Leaders</p> <p>SO/CH</p> | <p>Half Termly, when trips/workshops and resources are discussed as part of impact analysis.</p> |

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| | <p>staff to ensure that they have access to the best resources, to enable them to differentiate effectively for the PP children in their class (£500).</p> | <p>there can be many positive outcomes from digital technology implementation (https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/).</p> | <p>implementation and would need to report on this.</p> <p>By offering training and support with the subscriptions, staff can have access to the best materials for them.</p> | SO | |
| <p>Pupil Premium pupils have positive wellbeing and social/emotional concerns are addressed.</p> | <p>Pupils have access to social/emotional support where necessary, for example counselling and learning mentor support (£2000).</p> | <p>Evidence suggests that Social and Emotional Learning impacts positively on attainment; <i>“On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).”</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/) Parkwood Academy has found targeted support for pupils that need it has had a huge positive impact on their learning and wellbeing.</p> | <p>Regular monitoring and feedback from professional, where appropriate.</p> | SO/CH | <p>During SLT meetings impact of counselling and other SEL interventions are monitored. These are also monitored on a half termly basis during a review meeting.</p> |

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| Speech and Language screening and Support | Speech and language specialist to support pupils with S and L needs. Training an LSA within school to deliver S and L support (£11,500). | In previous years this has had an impact on pupils with S and L difficulties. Evidence suggests that if S and L difficulties are not dealt with early on, this can cause further delay later on, creating further gaps in knowledge and understanding (http://www.speech.derbys.nhs.uk/documents/RCSLTPaliamentaryflyer3.pdf). This research also suggests that disadvantaged pupils are more likely to have to overcome S and L difficulties. | Impact of the intervention will be monitored regularly by the SENCO, as well as through Pupil Progress meetings and through assessment of those pupils. | SO/CH | Half Termly, when assessment data is compiled. Pupil Progress meetings take place on a half-termly basis. |
| Breakfast Club | Support for pupils that need support (£1000 contingency). | Breakfast Club ensures that PP pupils have access to breakfast to improve their learning throughout the day. They get their entrance paid for through PPG where necessary. Supports families so that parents can undertake employment. An additional adult was appointed to focus solely on reading and learning support of disadvantaged pupils. | Quality provision, well- staffed with access to play and learning resources, as well as breakfast for all pupils in attendance. Reading folders monitored and pupil reflection for those in attendance. | SO/CH | Half Termly, when assessment data is compiled. Pupil Progress meetings take place on a half-termly basis. Going forward data will be looked at, in relation to the additional learning support that is being given each morning. |
| Teatime Club | An additional after school provision from 3:15pm – 6:00pm has been | Teatime Club gives PP children the opportunity to have access to a hot dinner, learning support and activities, | Regular meetings with the staff to discuss activities, menu and delivery of learning support. Well-resourced and provisioned, with | SO | This is being monitored closely as it is a new enterprise. The data of the attendees will be |

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| | set up to support working parents (£1,000 contingency) | such as cooking and additional sports. | training provided, where necessary. | | monitored, as well as the wellbeing and enjoyment of the pupils in attendance. |
| Setting up a sensory room | A space within school has been allocated for use as a sensory room. (£500 set up costs for resources). | The use of a Sensory Room is known to be very valuable with ASD children and those with Social/Emotional needs. This provision will be used with the growing number of children that we have within the school with such needs. We will have 9 children with EHCPs in place for such needs by the end of the academic year. Additionally, we have a number of children where we are seeking additional funding and support, but we are currently unable to access anything. This provision will support members of staff to manage their behaviour and needs. | The SENCo has selected a range of resources for her knowledge and experience that will support these children. There will be regular monitoring of the space and resources. Training for staff will take place, as the provision will only be accessible whilst used with an adult. SENCo will liaise with other provisions to find out more about how they use their sensory facilities, particularly within the Trust. | CH | By Spring Two the resources will be in place and the training will have taken place. Members of staff will be asked to review the use of the provision termly, to ensure that it is being used correctly, and to ensure that we have the correct equipment for the children that are using it on a regular basis. |

| 6. Review of expenditure | |
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| Previous Academic Year | 2016-17 |
| 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 |
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| Disadvantaged pupils achieve the same attainment and progress as those not considered disadvantaged. | LSA support within the classroom to support quality-first teaching. Training for Support staff to ensure maximum positive impact. | Disadvantaged pupils received support within the classroom to ensure that they were able to access the learning and make progress. Progress measures throughout year groups were generally positive, particularly where there was regular support within the classroom rather than outside of the classroom. Year 6 progress measures were particularly positive, as was verified by external data; they had the highest percentage of PP children within their class, over 75%. Progress in Reception, Year 1 and Year 2 was positive, where there were also high percentages of those classified as disadvantaged. | This approach will be continued. We will aim to have more support in classrooms for core learning time, to support the disadvantaged pupils. | £45,000 |

| ii. Targeted support | | | | |
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| 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 |
| Disadvantaged pupils achieve the same attainment as those not considered disadvantaged. | LSA support to deliver interventions to address specific gaps in small groups. Support for specific disadvantaged pupils on a one-to-one basis. | Within class support has enabled teachers to provide for specific groups effectively and has enabled pupils to improve their outcomes. This is so particularly in Year 6, where 85% of children were pupil premium. End of Key Stage 2 SATs show that disadvantaged pupils attained better than non-disadvantaged pupils in both Reading and Maths. At the end of Key Stage 1 disadvantaged pupils achieved broadly in line with their non-disadvantaged peers with disadvantage pupils attaining higher in writing. | Further support was needed for key reportable groups. We used part of the budget for this support, however this support could have been offered earlier, and the impact would have been greater. | |
| | LSA support to deliver interventions to address specific gaps in small groups. | Progress for pupils who were provided with targeted support to pupil premium pupils, data provides a mixed picture. Individual case studies demonstrate expected progress or above for many pupil premium pupils, as a result of targeted support and intervention. | Further support was needed for key reportable groups. We used part of the budget for this support, however this support could have been offered earlier, and the impact would have been greater. | |
| | LSAs to deliver 1:1 support for two specific pupils – both are disadvantaged but have diagnosed ADHD. | The impact for these specific pupils has been very important, as they have not been excluded as a result of their inability to access the curriculum within the classroom. They have still been able to progress in their learning. | This has pulled resources from elsewhere on occasions. Agency LSAs were employed while recruitment took place. | £12,000 |

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| | They are both medicated. | | | |
| Intervention teachers for PP children | Two teachers covering 6/7 days between them, are focusing on the borderline disadvantaged children | Data shows that 1:1 and small group maths has had a positive impact on the pupils that accessed the support. SATs results show that maths outcomes were strong. | Small group intervention will continue. Structured plans will continue to be put in place to ensure impact. | £8000 |

| iii. Other approaches | | | | |
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| 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 |
| Improved attendance for disadvantaged pupils. | Introduction of a Home Liaison Officer (£18,000) | Year on year, attendance figures are improving for disadvantaged pupils. In 2015-16, attendance was 93.13%. In 2016-17, the attendance increased by 1.23% to 94.36%. At this point in the year to date, (w/c 11/9/17) attendance is 95.29%, compared to the same point last year, which was 94.36%. | Further developments have been put in place. New PP budget will include a minibus to collect PA's (£5,000 per annum). It was decided that the role would be split for the following year, 2017-18, as the HLO was too stretched in her role when dealing with Learning Mentoring, engaging with parents and completing the attendance paperwork. As the Learning Mentor did not return from Maternity Leave in 2016-17, it was decided that the role could be changed for 2107-18 academic year, to be more effective. | £18,000 plus on costs |
| | HLO making contact with parents; meeting with them and conducting home visits where safe and necessary. HLO monitoring attendance figures and initiating a dialogue with pupils, parents and outside agencies, where necessary. Leasing minibus (£5000) | The minibus was leased at the beginning of 2017-18, not in 2016-17. | | |

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| Disadvantaged pupils have the same access to learning experiences and stimulus as those not considered disadvantaged. | Booking learning workshops for all pupils on site (£1,000). | Support was given to buy uniforms, to feed hungry pupils and to support parents with buying resources, where necessary. Workshops were offered to parents to help them to support their child's learning and PP funding was used to help run these events. Resources benefitted the pupils as they did not have access to many of these resources at home. | More could have been used to broaden pupils' opportunities and experiences outside of school, for example trips. This will be planned in for the following year ideally, where Disadvantaged pupils will gain access to trips that will, in particular, broaden their horizons and support them in their enterprising and future plans. More budget needs to be allocated to purchase uniform and PE kit for our most disadvantaged pupils. | £1000 |
| | Supporting with the cost of trips where necessary, through use of Pupil Premium funding (£1000) | Pupils that could not attend the residential without support in their finances were able to attend. | | £1000 |
| | Purchasing good-quality resources that are accessible for all pupils, to support the enhancement of Reading, Writing and Maths across the curriculum – Chrome Books (£6,100), Maths resources for the playground and outdoor learning environment (£500). | Additional resources were purchased to improve core learning within class. The Chrome Books have enabled us to deliver learning more effectively within classrooms, in particular where classes have high levels of PP children (ranging from 60-70% in the majority of classes). Children that routinely would not have access to additional resources outside were able to access new playground resources and resources during Forest School. PP specific sessions were held. | | £6,100 |
| | | | | £500 |

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| <p>Pupil Premium pupils have positive wellbeing and social/emotional concerns are addressed.</p> | <p>Pupils have access to social/emotional support where necessary, for example counselling and learning mentor support</p> | <p>Mainly delivered by HLO and other members of support staff.</p> <p>Impact was evident with specific groups of children. Attendance was improved with those specific children, where a child went from a part-time timetable and school refuser, to attending full time in the latter part of 2016-17 and into 2017-18.</p> <p>Other success stories are evident, where key work was done to engage with parents of specific families to get children back into school, where they had previously been refusing.</p> | <p>Ensuring that, with the splitting of the roles, time is scheduled by the HLO, overseen by the SENCo as Line Manager, to ensure that these groups happen on a regular basis.</p> | <p>£12,000 (part salary of whole role).</p> |
| <p>Speech and Language screening and Support</p> | <p>Speech and language specialist to support pupils with S and L needs. Training an LSA within school to deliver S and L support</p> | <p>Impact has been positive, as many pupils have been able to be signed off by the S&L Specialist, as they have made sufficient progress.</p> | <p>This approach will continue. Time will be 'ring-fenced' more robustly.</p> | <p>£11,320</p> |
| <p>Breakfast Club</p> | <p>Support for pupils that need support (£3,000).</p> | <p>This was a well-used provision and had the impact. It supported pupils to ensure that they arrived to school on time that pupils were nourished and parents were able to take the opportunity to seek employment.</p> | <p>This will continue as there are a large number of pupils that access this provision.</p> | <p>£3,000</p> |

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| Teatime Club | An additional after school provision from 3:15pm – 6:00pm has been set up to support working parents (£3,000 for initial set-up and to support PP children with attendance costs) | This was set up in the Spring Term and has been very successful. A large number of disadvantaged pupils access the provision and have access to a hot meal and activities, such as Cookery Club and Film Night, for a lower, subsidised fee. The provision is run in-house by Parkwood staff and the take-up is promising. | <p>The menu and activities are continuously monitored. The staff change over must be monitored, as it can be a long day for those members of staff that are working within the role.</p> <p>Additional training and support could be looked at to support the staff running the provision.</p> <p>Going forward, the provision should be self-sustaining.</p> | £3000 |
| Setting up a sensory room | A new space has become available for use as a sensory room. (1,000 set up costs). | This was not set up in 2016-17. | This is scheduled to now be set up in 2017-18. | £0 |
| Purchasing of software to Provision Map for Pupil Premium | The software will enable quality provision to take place for the disadvantaged children, to enable the inclusion leader to measure impact. | This was not set up in 2016-17. | This provision will be reviewed in 2017-18. | £0 |

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| One – to – one support for a specific pupil | This will enable this disadvantaged pupil to access the curriculum, due to his specific needs (£125 p/w) | This was successful as this child would have been excluded for this period of time if provision was not put in place. This had a positive impact on the child's ability to access learning and to build social and emotional skills. | This was a necessary expenditure for the benefit of all children within the classroom affected, however it did mean resources could not be used elsewhere, for the benefit of larger numbers of pupils. | £4,000 (pro rata) |
| PP Children SATs focus (Year 6) | This will enable additional support for Year 6 pupils in the wake of their SATs £630 p/w (4 weeks) | Data shows that 1:1 and small group maths has had a positive impact on the pupils that accessed the support. SATs results show that maths outcomes were strong. | Small group intervention will continue. Structured plans will continue to be put in place to ensure impact. | £2,500 |
| PP Children SATs focus (Year 2) | This will enable additional support for Year 2 pupils in the wake of their SATs £630 p/w (4 weeks) | QT to deliver sessions to small groups. Positive impact on data; outcomes and progress were positive for pupils that had access to this support. | This will be continued, from Spring Term onwards. | £2,500 |