

# Pupil premium strategy statement 2018-2019

1. Summary information					
School	Parkwood Academy				
Academic Year	2018-2019	Total PP budget	£159,000	Date of most recent PP Review	
Total number of pupils	197	Number of pupils eligible for PP	100	Date for next internal review of this strategy	February 2019

	Pupils eligible for PP at Parkwood Expected/Greater	Pupils not eligible for PP (nationally all others)
% reaching the expected standard in reading, writing and maths	58%/8%	70%/12%
% reaching the expected standard in reading	83%/25%	75%/28%
% reaching the expected standard in writing	67%/ 8%	78%%20%
% reaching the expected standard in mathematics	75%/ 8%	76%/ 24%
KS1-KS2 progress in reading	3.05	0.31
KS1-KS2 progress in writing	0.14	0.24
KS1-KS2 progress in mathematics	1.16	0.31

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Speech and language skills on entry to school A significant proportion of children enter EYFS with speech and language skills well below standardised norms. This affects all aspects of learning and means that the school faces a significant challenge in at least meeting GLD national average each year. This also impacts on the percentage of children exceeding GLD.
B.	Mathematical fluency and reasoning Mathematics had the lowest percentage of pupils meeting ARE in both KS1 and KS2 assessments. It is evident throughout the school that barriers in fluency are also a barrier to reasoning. Pupils have had limited experience with models and images which support their mathematical thinking and understanding. This means that they are not yet adept at selecting the most efficient methods for solving challenges. Pitch and expectations in maths are a priority to address this year to support accelerated progress and support more pupils to reach ARE/ARE+
C.	Learning behaviours and engagement with challenge Pupils are encouraged to select their own level of challenge under the guidance of the teacher. There can be reluctance from pupils to challenge themselves at the earliest point in order to accelerate their progress and apply their skills. Pupils also need to develop strategies for increasing their independence as they can be quick to seek adult support above other strategies and can struggle with the resilience required to tackle a challenge. Developing a school wide ethos of persistence and resilience with a range of strategies that support pupil independence and stamina is the key to improving attainment further. This will ensure pupils become less reliant on scaffolds over time and more adept at comparing, contrasting, drawing on their experience and creating.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and persistent absence Attendance has been persistently below national expectations and persistent absence has been significantly below national for some time. Attendance incentives have focussed on individuals, and whilst attendance meetings have taken place over time, this has not yet resulted in an increase in attendance or reduction in persistent absence.	
<b>E.</b>	Parental engagement Home learning is set regularly yet uptake is varied across the school. Parents are regularly invited in to school to take part in activities which support their children's learning and uptake can be low. In recent years, trips have needed to be cancelled/ postponed due to lack of parental support. This year we will be developing ways to increase parental engagement.	
<b>F.</b>	Vocabulary and experience deficit With a high percentage of speech and language needs and a high percentage of pupils eligible for pupil premium, there is a significant vocabulary deficit which has had an impact on reading results previously. We will be developing ways to diminish the difference and use research based strategies to support accelerated progress.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils will leave Reception with good listening and attention skills and will be able to communicate their needs to an age appropriate level- measured by end of year data	GLD for pupil premium pupils in Reception will be at least in line with the national other.
<b>B.</b>	Fluency and reasoning skills will be evidently accelerated from the in-year baseline in each class (measured by monitoring activities including books and observations)	National expectations will be at least met by the end of KS1 and KS2 in maths in 2019- measured by end of year data
<b>C.</b>	Monitoring shows that pupils engage with higher level challenges more regularly and that the pitch of these challenges supports an increase in ARE/ARE+	National expectations will be at least met by the end of KS1 and KS2 in all reportable subjects in 2019- measured by end of year data
<b>D.</b>	Pupils regularly attend and are punctual in their attendance. Any pattern emerging with pupil absence is quickly addressed with longevity of impact. Families with more challenging circumstances are supported to meet their parental responsibilities via signposting and internal support as relevant. The use of the minibus to support attendance does not detract from these responsibilities.	Overall attendance for the year raises to 96% with persistent absence figures in line with national
<b>E.</b>	Parental engagement opportunities are well planned and take account of the barriers parents may face in engaging with the school. Mechanisms such as the parent consultative group are utilised to determine successful strategies for developing the positive liaison between home and school	There is an increased uptake in parental engagement activities compared to 2017 2018
<b>F.</b>	Pupils will have a sound understanding of the context for vocabulary they are taught and will have regular opportunities to extend, practice and apply this range of vocabulary	Reading assessments and books will demonstrate a wider repertoire of vocabulary used in the correct context.

4. Planned expenditure					
Academic year	2018 2019				
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?
Accelerate progress of pupils in receipt of pupil premium spending in all year groups	Fund a non-class based Deputy Headteacher and non class based Inclusion Manager to regularly review the provision for pupils in receipt of pupil premium and deploy additional adults to meet the developing need (e.g. where mobility occurs/pupil progress data determines e.t.c.)	Quality of teaching and learning should be driven from the top. Non-class based staff have an overall school perspective and can determine where to prioritise deployment and resources across the school according to need.	Regular reviews (at least half termly)  Whole staff engagement with monitoring activities and feedback  Developmental approach to CPD e.g. lesson study	CW, SO, CH	Half termly
Improve the curriculum offer to make it more relevant, engaging and challenging.	Training and deployment for adults in the classroom is centred on developing a more engaging curriculum with more challenging pitch throughout the school and accelerate progress through good AFL strategies	Evidence based curriculum approaches such as higher level blooms taxonomy enable greater long term retention rates, greater application and increased independence. Research based approaches to elements of the curriculum accelerate progress e.g. switch to whole class reading approach to ensure lower ability pupils with multiple barriers have access to quality texts, ideas and the expert in the room 5 sessions per week	Redesign the curriculum with teachers and agree our intent.  Regular monitoring to ensure that the curriculum offer in practice matches our intent.	SLT	Half termly
<b>Total budgeted cost</b>					£60,000
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?

Make best use of speech and language expertise	Buy in a speech therapist and develop a whole school strategy for identifying speech and language needs throughout the school (including mobility)	In order to write sentences, pupils have to first be able to speak them. High percentage of EAL pupils also benefit from this emphasis on good speech and language provision and early intervention.	Inclusion manager to line manage the deployment of the speech therapist.  Regular reviews of the provision.  Trained school staff to undertake speech and language assessments (RAPT and Wellcomm)	CH	Half termly
Make effective use of pupil progress meetings to determine bespoke support.	Identify pupils with significant barriers who require pre teaching and/ or gap filling and ensure that these sessions are under the direction of a qualified teacher	Pupils across the school have gaps in curriculum knowledge through mobility. Targetted interventions support the accessibility of pupils with whole class teaching.	Regular review of pupils needs at half termly pupil progress meetings.  Identifying the barriers to success for pupils more succinctly in order to determine the intervention required.	CW	Half termly

**Total budgeted cost**    £11,000

### 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?
Pupils prepared to learn, on time, healthily fed, extra-curricular opportunities available	Breakfast club provision/ Homework and lunchtime club Extra curricular clubs.	Article form 'The Key' on impact of Breakfast clubs BBC article: <a href="http://www.bbc.co.uk/news/uk-wales-34834832">www.bbc.co.uk/news/uk-wales-34834832</a>  Analysis of attendance and punctuality data  Success of impact historically.	Parental satisfaction with breakfast club Registers to confirm PP uptake of clubs. Guide PP pupils to specific provision, e.g. homework club, chromebook club etc.	NN	Half termly analysis of pupil progress data. Half termly review of attendance/ punctuality Review ½ termly provision map and strategies/ support offered.
Remove social and emotional barriers to learning. Particular focus for disadvantaged pupils in year 5.	Deployment of family liaison worker (trained counsellor) in year 5.  Increasingly targeted deployment of LSAs and HLTAs in response to pupil need	'Social and emotional learning' (+4months) from Sutton Trust/ EEF toolkit.  Growth mindset evidence	Regularly review deployment based on needs of pupils  Tighten analysis of relevant records and determine trends (e.g. behaviour records and Boxhall profiles)	CH	Half termly
Develop more secure attachments	Train the whole school workforce in attachment and ensure wherever	Secure attachments support security of foundations for Maslows hierarchy. Secure attachments are a predictor of long term	Achieve attachment friendly school status	CH	Half termly

	<p>possible classes are taught by staff known to pupils and are prepared for any changes. Working towards attachment friendly school status (developing with Lisa Cracknell as part of her NPQH project)</p>	<p>academic success. Insecure attachments can be corrected over time.</p>	<p>Regular monitoring Home school liaison role Limit use of supply teachers for irregular cover.</p>		
<b>Total budgeted cost</b>					£88,000

5. Review of expenditure				
Previous Academic Year		2017-2018		
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
year 6 attainment boost	Year 6 class split	Met targets for pupil premium data	This approach worked but had no longer term longevity in school. Provision needs to be sustainable across the school. High cost, low sustainability.	£35,000
All class needs well supported	LSA/ HLTA allocation across the school	Pupils make greater rates of progress through effective deployment of support staff- impact was variable between cohorts.	Training needs to be disseminated on the most effective use of support staff in order to maximise their impact. In 2018 2019, we will draw on evidence based research of the most effective strategies for the use of LSAs (EEF toolkit)	£60,000
Increase opportunities for experiential learning	Employ a forest schools instructor	Pupils increase vocabulary, risk taking skills and have wider experiential knowledge of the learning opportunities outdoors. Effect of fresh air on concentration	Pupils thoroughly enjoyed learning in this way. Outdoor learning does not need to be limited to forest school provision.	£12,000
Pupil attainment rises	Non class based DHT and SENCO to support multiple barriers	Pupil outcomes are variable across the school. Where the greatest impact was seen, teachers had engaged with pupil progress meetings and adapted provision as a result.	Need to deploy these roles more strategically in order to maximise impact. DHT on maternity leave for a proportion of the academic year.	£45,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase participation in extended schools provision and events	Extended schools offer to increase  Breakfast club and trip subsidy	Pupils develop experiential learning and reduce the vocabulary gap (indicator of future attainment success). Breakfast club provision remains in place.	Continue with approach but fund sports based extended schools through sports premium. Breakfast club subsidy to continue.	£1000
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

Improve attendance rates	SEAT minibus to ensure access to school. Pay for attendance and admissions officer to monitor attendance and home school liaison officer to support 'hard to hear' parents requiring additional support with attendance	Attendance to improve by at least 1%	Detraction from parental responsibility is a risk and this service has not significantly increase attendance in the school yet. Further work needs to be done through the home school liaisn officer to support parents and pupils with attachment needs as this is the biggest barrier to attendance.	£6000
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