

Park Street C of E Primary School Pupil Premium Impact Statement 2018-19

1. Summary information

Academic Year	2018-2019	Total PP budget (3 terms*)**	£17,160	Date of most recent PP Review	July 2019
Total number of pupils (incl UFS)	116	Number of pupils eligible for PP	13	Date for next internal review of this strategy	

* - this assumes that funding will continue after April 2018 ** Including post-LAC (adopted) children

Pupil Premium impact 2018/2019

In 2019, Year 6 pupil premium pupils performed better than their peers and exceeded national averages, although this was only 2 children. The PP child in Y1 made exceptional progress and passed the Phonics check. Pupil Premium pupils across the school benefitted from additional support for emotional wellbeing meaning they were beginning to be able to focus on learning in lessons. This should mean that this year they will make expected or even accelerated progress. These pupils are happy and confident in school and are less afraid to make mistakes and want to have a go. Pupils in key stage 1 have developed their focus and concentration, as well as their ability to manage relationships and work together, allowing them to work longer on tasks, which should benefit them as they move in to the next year. Pupil premium child in EYFS made good progress since starting; he did not achieve GLD however made excellent progress in many areas.

1. Current academic outcomes

	School 2018			National 2018		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP - Nat NPP
EYFS - % reaching Good Level of Development 2017-18	0%	78%	-78%	%	%	%
% achieving the threshold 32/40 to pass the Phonic Screening test (Yr1)	0%	78%	-78%	70%	84%	-70%

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KS1 - % reaching expected standard 2017-18						
Reading	100%	73%	+27%			NA
Writing	0%	73%	-73%			NA
Mathematics	0%	67%	-67%			NA
R, W & M				NA	NA	NA
KS2 - % reaching expected standard 2017-18						
Reading	80%	90%	-10%	58.2%	77.4%	+21.8%
Writing	60%	90%	-30%	65.5%	81.7%	-5.5%
Mathematics	80%	90%	-10%	61.6%	80.8%	+18.4%
GPS	80%	90%	-10%	59.5%	78.2%	+20.5%
R, W & M	60%	90%	-30%	45%	67.2%	+15%

Identifying Potential Barriers to learning for Disadvantaged Pupils (ie not necessarily present for all PP pupils)

Barriers	A- Emotional Wellbeing – self-esteem, anxiety, confidence
Desirable Outcomes	Children physically and emotionally ready to learn each day Management of/ reaction to situation handled more affectively and pupils can reflect on and talk about feelings
Barriers	B - Lack of motivation/ role models
Desirable outcomes	Children’s self-belief increases and believe they can achieve and succeed Children able to talk about their learning and the journey they have taken to get there
Barriers	C - Poverty (including experience), SEND
Desirable outcomes	All PP pupils make at least the expected progress in reading, writing and maths (3 points) Increase % of PP achieving expected at the end of year 6 Increase parent involvement in learning outside of school Provide a wide range of educational experiences outside the classroom to broaden knowledge, skills and interests outside the classroom.

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2. 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	Staff lead	Intended impact/Actual impact
PP children to make at least expected progress in reading, writing and maths (C)	Small group intervention for reading/phonics for KS1 pupils	Targeted teaching from AHT focusing specifically on pupils needs.	Interim Headteacher to monitor termly	KS	PP pupils to achieve at least 32 points in Y1 phonics check – including pupils re-taking in Y2. PP pupils in Y1 passed phonics check 50% of pupils in Y2 passed phonics re-take. 1 pupil learned all phase 2 sounds and key words and 10 sounds from phase 3. Targeted books sent home and read at least 3 times weekly with parents. Extend to EYFS children next year.
	Engagement of parents to support reading at home	Parents unclear how to help their child at home. KS to meet individually with PP parents in KS1 and provide information on phonics and reading at home. Reading record book rewards	Interim Headteacher to monitor termly	HT	
	Pre-teach intervention for PP pupils as necessary in maths to enable them to start new learning at the same level as their peers.	Children lack confidence in their ability and start learning anxious because of lack of previous knowledge/recall. Pre-teaching builds confidence so PP children start as 'experts' ready to build new learning.	AHT to monitor termly using progress data and pupil progress meeting with HT.	HT	
budgeted cost					£7,500

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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Intended impact/Actual impact
<p>Pupils ready to learn each day/week</p> <p>Children manage feeling and reactions (A)</p>	Art Therapy	<p>PP children with significant SEMH needs. Specific targetted therapeutic support needed to raise self-esteem, manage difficult feelings and express emotions.</p>	<p>Art therapist to work weekly in school until Easter 2019</p>	HT	<p>SDQ's pre and post intervention demonstrate impact of therapy on PP children who took part.</p>
	Sensory circuits for targeted pupils	<p>Many of our PP children begin the day unable to focus on their learning due to a difficult start to the day – sensory circuits provides small group attention and focus and facilitates sensory processing helping children focus on their learning in the classroom.</p>	<p>TA training in sensory circuits</p> <p>Daily sensory circuits sessions timetables and monitored by AHT</p>	AHT	<p>Children focused and able to access learning in the classroom.</p> <p style="color: purple;">Children involved in sensory circuits enjoyed their sessions and showed motivation to get to school on time for these sessions. Group composition effected the success of sessions and impact reduced over time.</p>
Art Therapy					£3,500
budgeted cost: TA time					£5,200

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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	Intended impact/Actual impact
Children to build confidence and have wider knowledge and skills (A and B)	Support families to finance residential and trips (up to £500)	Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.	Communication with parents Pupil feedback and questionnaires on outcomes from trips/ residential	HT	100% of PP can attend trips, residential or extra-curricular activities 5 PP children attended residential at Hilltop taking part in a range of outdoor and adventurous activities to build self-esteem, confidence and develop independence and social relationships. British Museum – CI 3 and 4 Creation exhibition – CI 4 Museum of Cambridge – CI 2 St Marks Church – CI 3 and CI 4 West Stow – CI 4
budgeted cost					£960.00
Total budgeted cost					£17,160.00