

PUPIL PREMIUM STRATEGY STATEMENT – PARK HILL PRIMARY SCHOOL

1. Summary Information			
School		Park Hill Primary School	
Academic Year	2016-17	Total PP Budget	£321,340
Total number of pupils	618	Number of pupils eligible for PP	148

2. Current Attainment			
		<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (National average)</i>
% achieving expected standard or above in reading, writing and maths	43%		60%
Progress score for reading	-2.49		0.33
Progress score for writing	-1.1		0.12
Progress score for maths	-0.74		0.24

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In school barriers (<i>issues to be addressed in school such as poor oral language skills</i>)	
A	Poor speaking and listening skills of newly arrived pupils and pupils with English as an additional language across school is having a detrimental effect on their academic progress and ability to reach age related expectations. This is also a limiting factor in relation to both writing and reading comprehension achievement across school.
B	Progress for pupil premium children in reading in KS2 2016 was -2.82 compared to 0.35 national other
C	% of pupil premium children achieving expected standard in reading, writing and maths in KS2 is 43% compared to 60% national other
D	Emotional and behaviour issues for some pupils across the school (mostly eligible for PP) are having a negative impact on their progress.
E	KS1 outcomes PP: Reading : 56% compared to 78% national other; Writing: 50% compared to 70% national other; Maths: 60% compared to 77% national other
F	Good Level of Development in Reception PP: 42% compared to 72% national other
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	Low attendance PP: 95.7% compared to 96% national
G	Area of extremely high social and economic deprivation (IDACI index: 0.33 against 0.21 national) leading to a range of issues including social and emotional issues.
H	Limited opportunities for enrichment activities outside of the school environment reduce pupils' life experiences and the ability to relate to first hand experiences when accessing the national curriculum

4. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A	Improve oral language skills for targeted PP across the school.	Continued increase in percentage of PP achieving expected standards at the end of KS1 and KS2
B	Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	PP children make progress in line with national other.
C	Identified PP children (in particular high prior attaining) to achieve expected+ standard in reading, writing and maths.	% of PP children achieve expected+ standard in reading, writing and maths in line with national other.
D	Emotional and behaviour issues of these pupils addressed and strategies in place.	Improved emotional resilience and fewer behaviour incidents recorded for these pupils on the school system and on CPOMS (without changing recording practices or standards).
E	Improvements in KS1 outcomes.	% of PP pupils achieving the KS1 outcomes is diminishing the difference with national.
F	Improvements in EYFS Good Level of Development.	% of PP pupils achieving a Good Level of Development is diminishing the difference with national.
F	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.03% to 96%.
G	PP pupils to be provided with experiences and opportunities that they would not otherwise have access to. Develop strategies to overcome economic, social and emotional barriers to learning.	A rich and varied trips and visitors programme and a comprehensive extra-curricular programme of activities. Pastoral support improves resilience of pupils and families and helps overcome socio-economic barriers.
H	Enhance the enrichment opportunities for all pupils.	A broad curriculum and life experiences offered to pupils resulting in improvements in writing and reading outcomes.

5. Planned expenditure					
Academic Year					2016-17
I Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
A Improve oral language skills for targeted PP across the school.	Staff training on enabling environments, dialogic teaching, questioning, vocabulary development and reasoning. Senior leadership feedback and coaching from observations, learning walks.	Research suggests that effective questioning and feedback have the greatest impact in raising attainment. With the majority of our children being EAL, vocabulary development is critical. EEF suggests that oral language interventions and Early Years interventions improve learning by +5 months progress for low cost.	A planned programme of INSET training is in place as well as a programme for monitoring and feedback.	Deputy Head teacher, EYFS leader.	April 2017
B Identified PP children to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Staff training on whole class reading, reading comprehension strategies and reading for pleasure. Whole class reading trialled in Aut tem. SLT feedback, Peer review in Spring term and coaching from learning walks. Participation in BEP Reading Partnership. To reflect on practice and collaborate with high attaining schools.	Expectations of reading comprehension skills strategies used need to be consistent across the whole school. EEF suggests that reading comprehension strategies improve learning by an additional +5 months. School to school support has been prioritised by the government as one the key strategies to secure school improvement.	A planned programme of INSET training is in place as well as a programme for monitoring and feedback. Peer review focus in Spring term. DH to liaise with other schools to develop a plan of collaboration and partnership.	Senior leadership group. DHT	June 2017 June 2017
C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths.	Staff training, standardisation and moderation using Classroom Monitor software and tracking children who are targeted for combined expectations. Reduced set sizes in Years 5 and 6 for English and Maths. Deputy Head and Assistant Head lead and teach in Year 5 and 6. Assistant Head leads in Year 2.	Research demonstrates that quality first teaching is the key to achievement for all. Teachers need to be aware of the vulnerable children in their class to ensure they do not fall further behind. The EEF suggests that high quality feedback, mastery learning and 'meta-cognition' strategies are high impact, low cost strategies for raising attainment. Our inset programme, learning walks and staff development programmes all draw on aspects of these strategies to ensure that high quality first teaching is delivered. Staff are more focused on pupils who need to achieve combined expected standards and can easily identify gaps in learning and in attainment between subjects. Actions can then be taken to close these gaps. Although the EEF suggests that this may not be a successful strategy unless class sizes are under 20, we have found that this has enabled our teaching and learning strategies to be more effective (e.g. collaborative learning). The effective deployment of additional, senior staffing in Yr 5 and 6 allows for smaller set sizes which the EEF suggest can increase the amount of high quality feedback and attention that pupils receive. NFER research also demonstrates that reduced class size and high ratio of staff to pupils can help achieve outcomes and narrow the attainment gap for vulnerable pupils.	A planned programme of INSET training is in place. Classroom monitor enables staff to make continual assessments for each child term to track attainment and progress against targets set. Reduced class sizes have contributed towards improved progress in previous years.	Senior leadership group	April 2017

D Emotional and behaviour issues of pupils addressed and strategies in place.	2 Learning mentors work alongside teaching staff and with parents. Malachi counselling service subscribed to work one day a week with pupils and parents. Staff training in classroom behaviour management and high expectations. City of Birmingham school specialists to advise and train staff.	Improvements in children's emotional well-being will increase engagement and resilience when learning. EEF suggests that targeted interventions for specific children can improve learning by +4 months. We feel that this also has a positive impact on the rest of the class.	Individual support plans are put into place where necessary.	SLG, SENCO, BeCO	June 2017
E Improvements in KS1 outcomes.	Consultant employed to train staff across the whole school in Phonics and link to Reading and Writing. Staff released to meet with trainer over the year. Year 1 group leader develops planning and shares expertise across the year group. Investment in new Guided reading books. Investment in Maths Mastery in Year 1.	An audit of phonics and the guidance of a consultant with phonics expertise to overhaul practice across the school will lead to a rise in standards of phonics and reading across the school. Maths Mastery to improve delivery of the Maths curriculum and develop teaching and learning.	A planned programme with the consultant over a 2 year period is in place. Maths Mastery training and materials purchased for Summer 17.	Deputy Head teacher, KS1 Leader Maths Leader	June 2017 October 2017
F Improvements in EYFS Good Level of Development.	Consultant employed to train staff across the whole school in Phonics and link to Reading and Writing. Staff released to meet with trainer over the year. Investment in new Guided reading books. Investment in Maths Mastery in Year 1.	An audit of phonics and the guidance of a consultant with phonics expertise to overhaul practice across the school will lead to a rise in standards of phonics and reading across the school. Maths Mastery to improve GLD element of Maths and develop teaching and learning.	A planned programme with the consultant over a 2 year period is in place. Maths Mastery training and materials purchased for Summer 17.	Deputy Head teacher, KS1 Leader	June 2017 October 2017
G PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	To offer a wide range of extra-curricular activities on offer to engage pupils during lunch time and after school. This includes sports club and breakfast clubs. To widen the range of external school visits and visitors	After school clubs allow children to follow key interests, thus raising self-esteem and allowing a greater enjoyment of school life. This has a positive impact on achievement. Feedback from parents and children has highlighted that certain key groups have limited experience of life outside the local area and therefore, their lack of wider life experiences is having a negative impact on their ability to discuss wider issues and to be able to describe situations from direct experiences. Book scrutiny has shown that class work following a school visit is greatly enhanced.	A member of staff has responsibility to co-ordinate and ensure extra-curricular clubs enhance the curriculum. Termly meetings are held with the HT to ascertain value and the impact of clubs. The curriculum co-ordinator has led the review of curriculum enhancement to identify school visits with the greatest possible level of impact on pupils. Feedback from teachers and monitoring of outcomes will be used to ensure visits are valuable.	Out of hours leader, DHT	July 17
H A broad and engaging curriculum to enrich and inspire learning, linked to reading, writing and Maths	Whole school curriculum map in place to provide a broad and rich curriculum.	The EEF suggests that Arts and Sports participation can improve learning +2 months progress. The evidence also suggests that engagement with the arts improves attitudes to learning.	Monitoring and feedback programme (learning walks and book scrutinies).	SLG	December 16 April 17 June 17
Total budgeted cost			£322 303		

II Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
A Improve oral language skills for targeted PP in EYFS and Key Stage 1	'Soundswell' speech therapy screening and intervention programme. Other children also identified for intervention through pupil progress meetings.	The Soundswell programme has a proven track record and has raised attainment in other local schools. EEF suggests that oral language interventions and Early Years interventions improve learning by +5 months progress for low cost.	EYFS leader to oversee implementation and continue to monitor this.	AHT	June 2017
B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Termly pupil progress meetings lead to a planned programme of intervention for identified children not making required progress to meet targets in reading and phonics (includes small group and one to one tuition). Intervention staff appointed to deliver programmes. Identified children have been invited into school for early morning reading sessions.	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. EEF suggests that phonics tuition accelerates learning by +4 months. Our previous experience of establishing phonics and other reading interventions has demonstrated accelerated progress.	SLG to draw together list of children following pupil progress meetings and devise intervention timetables for staff across the school.	DHT	April 2017
C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths	Termly pupil progress meetings lead to a planned programme of intervention for identified children who are at risk of not achieving their combined targets in reading, writing and maths (includes small group and one to one tuition). Intervention staff directed to deliver programmes including booster sessions.	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. Our previous experience of establishing interventions has demonstrated accelerated progress.	DHT and AHTs to draw together list of children following pupil progress meetings and devise intervention timetables for staff across the school.	DHT.	January 2017.
D Behaviour issues of these pupils addressed and strategies in place.	Personalised behaviour support plans in place for children who struggle to manage and regulate their behaviour. This includes liaison with the SEN team and Learning Mentors. Plans are regularly reviewed by the pastoral team.	EEF suggests that targeted interventions for specific children can improve learning by +4 months. EEF suggests that social and emotional learning interventions can accelerate learning by +4 months.	BeCo to oversee behaviour plans.	HT	Monthly.
E Increased attendance rates for pupils eligible for PP.	'Spotlight' on attendance programmes are carried out for persistent absentees. First day absence calls made home and follow up meetings. Close liaison with families.	EEF suggests that parental involvement can accelerate learning for +3 months. Our experience has demonstrated that working alongside families to improve attendance has a positive impact.	DHT to continue to monitor attendance and oversee strategies for improvement.	DHT	Daily/ weekly.
F PP pupils to be provided with experiences and opportunities	Visits, events and activities planned in the curriculum	The EEF suggests that Arts and Sports participation can improve learning +2 months progress and	HT to oversee programme of visits and trips and to ensure participation by PP children.	HT	December 2016.

that they would not otherwise have access to.		improves attitudes to learning. In addition, parental involvement can accelerate learning for +3 months.			
Total budgeted cost			£ 200 554		

III Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Continued development of the Sound Training programme. A comprehensive programme of inspire workshops focusing on key aspects of the curriculum across the school. Years 5 and 6 have one to one electronic devices to support learning home and at school. Laptops and iPads are widely available for use across school. Roll out of the Mathletics on line Programme for homework tasks. Participation in Achievement for all EEF research project.	EEF suggests that digital technology can accelerate learning by +4 months and there is evidence that it is beneficial for reading, writing and mathematics practice.	DHT to monitor Sound training provide support to teachers when necessary. DHT to ensure the inspire parent workshops are delivered. SLG to oversee and continue to evaluate use of electronic devices and software.	SLG	July 17
D Behaviour issues of these pupils addressed and strategies in place.	Continue Breakfast Club provision.	NFER research suggests "Extended Schools" are effective at improving outcomes (attainment and self-confidence). It continues to suggest that nutritional supplements result in improved cognitive, social and behavioural performance at school.	HT to oversee implementation and running.	BECO LMs	April 17
E Increased attendance rates for pupils eligible for PP.	Continue Breakfast Club provision. 'Spotlight' on attendance programme in place for persistent attenders. First day absence calls made home and follow up meetings. Close liaison with families.	NFER research suggests that breakfast clubs have a positive effect on attendance. Their research concluded that groups of children who participated in breakfast clubs improved their attendance at a faster rate than those who did not attend. PP Attendance improved from 95.7% to 96%.	HT to oversee implementation and running. DHT, Learning mentors and Year group Attendance champions to monitor and drive improvement.	HT DHT	April 17 July 17
f PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	Governors provide subsidised school visits. Visits mapped to whole school curriculum to provide rich first hand	Book scrutiny has shown that class work following a school visit is greatly enhanced.	DHT	DHT	July 17

	experiences and improve writing outcomes.				
G Develop strategies to overcome economic, social and emotional barriers to learning.	Malachi counselling – charity to support families. Free holiday play scheme provision for vulnerable pupils. Learning mentors support families and signpost. Subsidised school uniform. Progress meetings held termly. Pastoral team meetings fortnightly.	Our previous experience of providing pastoral support has shown that this has an impact on children’s well being and results in progress being made for specific pupils.	Malachi Charity counsellor, Learning mentors	HT	Dec 16, April 17 July 17
Total budgeted cost			£ 121 749		