

PUPIL PREMIUM STRATEGY STATEMENT – PARK HILL PRIMARY SCHOOL

1. Summary Information				
School			Park Hill Primary School	
Academic Year	2017-18	Total PP Budget	£305,500.00	
Total number of pupils		Number of pupils eligible for PP	230@ £1320.00 1 (LAC) @ £1900	

2. Attainment in 2017		
	<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 in KS2	44%	60% (2016)
Progress score for reading and maths in Ks2	-2.8	0.33 (2016)
KS1 at expected standard	Reading 75% Writing 63% Maths 79%	Reading 79% Writing 72% Maths 79%
Year 1 Phonics	80%	84%
EYFS Good Level of Development	67%	71%

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	In Year 2, 3, 5 and 6, High prior DP are underachieving in Maths compared to other pupils.
C	Pupils with multiple barriers, particularly Special Educational Needs and Disabilities (SEND), do not achieve as well as those pupils without SEND. Year 6, 2017 (31% of DP had Special Educational Needs or Disabilities (SEND): SEND DP : 0% achieved age related expectation in Reading, Writing or Maths, Non-SEND DP : 67% achieved age related expectation in Reading, 81% in Writing and Maths In school data: Yr 3 36% of DP girls have SEND; Yr 4 32% of DP boys have SEND, Yr 5 35% of DP boys have SEND
D	Emotional and behaviour issues for some pupils across the school (mostly eligible for PP) are having a negative impact on their progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E	Low attendance PP: 95% compared to 96% national other
F	Area of extremely high social and economic deprivation (IDACI index: 0.31 against 0.21 national) leading to a range of issues including social and emotional issues.
G	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	i. Improve oral language skills for targeted PP across the school. ii. 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 increase in percentage of PP achieving expected standards at the end of KS1 and KS2 PP children make progress in line with national other.
B	Identified PP children (in particular high prior attaining) to achieve expected standard in maths.	% of PP children achieve expected standard in maths in line with national other.
C	Identified PP children, particularly SEND, to make accelerated progress; greater than other pupils.	% of PP children with accelerated progress is greater than other pupils.
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	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95% to 96%.
F	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.
G	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			2017-18		
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 i. 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.	January 2018
A ii. 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.	Embed staff training on whole class reading, reading comprehension strategies and reading for pleasure. SLT feedback, Peer review in Autumn term and coaching from learning walks 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.	A planned programme of INSET training is in place as well as a programme for monitoring and feedback.	Senior leadership group.	January 2018
		School to school support has been prioritised by the government as one the key strategies to secure school improvement.	DH to liaise with other schools to develop a plan of collaboration and partnership.	DHT	December 2017, April 2018, July 2018
C Identified PP children (in particular high prior attaining and those with SEND) to have accelerated progress in reading, writing and maths.	Staff training, standardisation and moderation using Classroom Monitor software and tracking children who are targeted. Reduced set sizes in Years 5 and 6 for English and Maths. Deputy Head leads in Year 5 and 6. Assistant Head teaches Maths in Year 5. 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.	Training, support and guidance 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	December 2017, April 2018, July 2018

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	December 2017, April 2018, July 2018
F 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 18
G 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			£218,735.00		

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	Specific children also identified for intervention.	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	December 2017, April 2018, July 2018
B Identified PP children (in particular high prior attaining and SEND) 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.	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	SLG to draw together list of children following pupil progress meetings and devise intervention timetables for staff across the school.	DHT	Half termly

	Identified children have been invited into school for early morning reading sessions.	demonstrated accelerated progress.			
C Identified PP children 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 2018.
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 programme in place for persistent attenders. 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 that they would not otherwise have access to.	Visits, events and activities planned in the curriculum	The EEF suggests that Arts and Sports participation can improve learning +2 months progress and improves attitudes to learning. In addition, parental involvement can accelerate learning for +3 months.	HT to oversee programme of visits and trips and to ensure participation by PP children.	HT	December 2017.
Total budgeted cost			£ 71,814.36		

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.	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.	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 ensure the inspire parent workshops are delivered. SLG to oversee and continue to evaluate use of electronic devices and software.	SLG	July 18

	iPads are widely available for use across school. Mathletics on line Programme for homework tasks.				
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	December 2017, April 2018, July 2018
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% to 96%.	HT to oversee implementation and running. DHT, Learning mentors and Year group Attendance champions to monitor and drive improvement.	HT DHT	December 2017, April 2018, July 2018 December 2017, April 2018, July 2018
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 experiences and improve writing outcomes.	Book scrutiny has shown that class work following a school visit is greatly enhanced.	DHT	DHT	July 18
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	December 2017, April 2018, July 2018
Total budgeted cost			£ 26,166.00		