

## Pupil premium grant: Spending Allocation & Impact Plan: 2014 - 2015

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The Government believes that the Pupil Premium, funding for which is additional to main school funding, is the best way to address current inequalities by ensuring that funding to tackle disadvantage reaches the students who need it most.

Through this Spending Allocation & Impact Plan the Governing body and the Senior Leadership Team will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils, particularly those in receipt of pupil premium grant funding. Our priority at Park View, within each academic year, is to 'narrow the gap' for those pupils not on track to achieve Level 4 at the end of Key Stage 2. Although we pay particular attention to the attainment and progress of identified pupils at the end of Key Stage 2, the strategies outlined in this plan pay particular attention to aiding the progress of all children throughout each year group, including EYFS.

This plan will be reviewed on a termly basis and any actions / updates / impact will be reported to the Senior Leadership Team, School Staff and the Governing Body. A summary of this plan and a review of this plan at the end of the academic year will be made available on our school website, [www.parkviewhuyton.co.uk](http://www.parkviewhuyton.co.uk), for our parents to view, in line with our statutory obligations.

### Park View Academy

#### Pupil Premium Overview

Overview of Pupil Premium Grant Information	
September 2014*	
Number of children on roll (excluding Nursery)	<b>240</b>
2014 / 15 Pupil Premium Allocation	<b>£191,000</b>
Percentage of children eligible for Pupil Premium Grant Funding	<b>60%*</b> (↑1%)
<small>*Number of pupils in receipt of PPG changes regularly due to family circumstances / movement of children into / out of school.</small>	



## Park View Academy

### Pupil Premium Spending Allocation and Impact Plan

<u>Allocation Overview</u>	<u>Allocation</u>	<u>Continued / New?</u>	<u>Total allocation for Funding Area</u>
Progress Team Maths Teacher - 0.7	£35,697	New	<b>Progress &amp; Inclusion Team / Intervention Support Allocation - £103,735</b>
Progress Team Early Literacy Teacher - 0.7	£28,206	Continued	
Progress Team Literacy Teacher - 0.6	£9,832	New	
Teaching Assistant Salary - Intervention Delivery - KS1 & 2	£20,000	Continued	
Early Years Intervention - HLTA	£10,000	Continued	
Learning Mentor - Behaviour / Attendance / Family Support	£17,000	New	<b>Sutton Trust Recommended Strategies Allocation - £33,450</b>
Educational Visits / Visitors	£8,000	New	
Digital Technology - CLC Support / Teaching	£3,100	New	
Parental Involvement - Family Learning	£2,350	New	
Extended Services - Extra Curricular Learning	£3,000	Continued	
Curriculum Development / Resources / Reading SIP Linked	£10,000	New - different areas of support	<b>Additional School Support Allocation - £46,015</b>
Healthy Schools Week / Junior Chef	£3,242	Continued	
School Development Opportunities	£25,000	Varied	
To be allocated throughout the year	£7,773	TBC	
Junior Achievement Award	£6,900	New	<b>Wider Opportunities Allocation - £7,900</b>
Merseyside Children's Holiday Fund	£1,000	New	

<b><u>Pupil Premium Target / Action</u></b>	<b><u>Funding Area &amp; Action Overview</u></b>	<b><u>Mid Year Review / Update</u></b>	<b><u>End of Academic Year Impact</u></b>
<p>Increase the % of FSM children attaining expected / exceeded in all areas of learning in 2015 in order to narrow the gap in school and against Non-FSM children nationally.</p> <p>CCL – 53%</p> <p>PD – 76%</p> <p>PSED – 53%</p> <p>Literacy (Reading) – 47%</p> <p>Literacy (Writing) – 47%</p> <p>Mathematics – 47%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>Children to be supported in the EYFS setting by skilled HLTA. Support provided relating to individual / group needs in all areas. Support and guidance to be given by class teachers and external sources – Jan Smyth. Additional funding to be provided throughout the year if the need arises.</p> <p><b><u>Sutton Trust Strategies (Family Learning)</u></b></p> <p>Family learning programmes designed to support parents in providing additional learning opportunities at home. Family Learning to start in September and carry on throughout the academic year.</p>	<p>% of children at age related expectations: (% in brackets show December 2013 data)</p> <p>Prime Areas <b>39%</b> (19%)</p> <p>Literacy (Reading) <b>48%</b> (31%)</p> <p>Literacy (Writing) <b>30%</b> (37%)</p> <p>Maths (Number) <b>35%</b> (37%)</p> <p>Maths (S,S &amp; M) <b>43%</b> (43%)</p> <p><b><u>Spring Term Support</u></b> Intervention within the EYFS setting will continue during the Spring term with a focus on Writing, Number, CLL &amp; PD. All staff are involved in providing intervention support, daily, within EYFS during the Spring Term.</p>	<p>% of children at age related expectations:</p> <p>CCL – <b>75%</b></p> <p>PD – <b>83%</b></p> <p>PSED – <b>86%</b></p> <p>Literacy (Reading) – <b>62%</b></p> <p>Literacy (Writing) – <b>60%</b></p> <p>Number – <b>66%</b></p> <p>Shape Space and Measure – <b>74%</b></p>

<u>Pupil Premium Target / Action</u>	<u>Funding Area &amp; Action Overview</u>	<u>Mid Year Review / Update</u>	<u>End of Academic Year Impact</u>
<p>Increase the % FSM children attaining a 'Good Level Of Development' in 2015 and to narrow the gap in school and against Non-FSM children nationally.</p> <p><b>2014</b></p> <p>FSM GLD – 47.1%</p> <p>Non-FSM GLD – 60.9%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>Children to be supported in the EYFS setting by skilled HLTA. Support provided relating to individual / group needs in all areas. Support and guidance to be given by class teachers and external sources – Jan Smyth.</p> <p>Additional funding to be provided throughout the year if the need arises.</p>	<p>% of FSM children at ARE in all Prime Areas:</p> <p><b>39%</b> (19% at December 2013)</p> <p>% of Non-FSM children at ARE in all Prime Areas:</p> <p>55%</p> <p>At this stage of the year we are unable to give a % of FSM children attaining a good level of development. The data suggests that we are on track to increase the percentage based on last year's FSM GLD.</p>	<p><b>2015</b></p> <p>FSM GLD – <b>61%</b></p> <p>Non-FSM GLD – 58%</p>
<p>To narrow the gap in school between the % of FSM and Non-FSM children working at expected level in Year 1 Phonics.</p> <p><b>2014</b></p> <p>FSM – 86%</p> <p>Non-FSM – 88%</p> <p>Gap = -2%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>Support to be provided through small group phonics / letters and sounds teaching for all pupils. Class Teacher, Teaching Assistant and Early Literacy Lead Teacher to provide small group teaching throughout the year.</p>	<p>FSM – <b>50%</b> on target to achieve phonics screen. Non-FSM – 91% on target. In Year 1 this year, the % of FSM children is lower than last year. 42% compared to 82%. 50% of Year 1 FSM pupils are identified as having a Special Educational Need linked to reading.</p> <p><b><u>Spring Term Support</u></b></p> <p>Small group intervention support will continue for all children in Year 1 to support phonics teaching.</p>	<p>FSM – <b>47%</b></p> <p>Non-FSM – <b>71%</b></p>

<b><u>Pupil Premium Target / Action</u></b>	<b><u>Funding Area &amp; Action Overview</u></b>	<b><u>Mid Year Review / Update</u></b>	<b><u>End of Academic Year Impact</u></b>
<p>To increase the % of children working at Level 3 in reading, writing and maths at the end of KS1 compared to 2014 results. <i>(Action linked to SDP and Whole School Performance Management Targets)</i></p> <p><b><u>2014 Whole School</u></b></p> <p>Reading – 17% Writing – 10% Maths – 17%</p> <p><b><u>2014 FSM Results</u></b></p> <p>Reading – 19% Writing – 13% Maths – 19%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>Support to be provided in reading and writing by the Literacy Progress Teacher. Support to be provided in maths by the Maths Progress teacher. Support by progress teachers will take place on a small group level as well as on a team teaching approach. The class based teaching assistant will also deliver intervention support to identified children.</p> <p><b><u>Additional School Support (Curriculum Development – Resources)</u></b></p> <p>Resources will be purchased throughout the year to aid the teacher and progress team to deliver high quality teaching and to assess children appropriately. An improved reading assessment system will be purchased to provide additional evidence for end of year teacher assessment in reading.</p> <p><b><u>Additional School Support (School Development)</u></b></p> <p>In order to enhance the quality of teaching within year 2, the class teacher will be taking part in the Outstanding Teacher Intervention Programme. The intended outcome of this spending is to ensure that teaching is judged consistently better than good.</p>	<p><b><u>December Data</u></b></p> <p>% of FSM children on target to attain a Level 3: Reading: 24% Writing: 10% – on track to exceed previous Maths: 5%</p> <p>Non- FSM on track to attain a Level 3: Reading: 27% Writing: 9% Maths: 6%</p> <p><b><u>Spring Term Support</u></b></p> <p>Additional reading and writing support to continue as per Autumn Term.</p> <p>In class Maths support to increase to twice weekly with J. Grant until end of Spring Term. J. Grant to support 6 children targeted for Level 3. (22% of cohort)</p>	<p><b><u>2015 Whole School</u></b></p> <p>Reading – 32% (↑15%) Writing – 21% (↑11%) Maths – 21% (↑4%)</p> <p><b><u>2015 FSM Results</u></b></p> <p>Reading – 26% (↑7%) Writing – 17% (↑4%) Maths – 13% (↓6%)</p>

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<p>To increase the % of FSM children attaining a Level 4+ and Level 5+ in reading at the end of KS2. To narrow the gap in school and nationally between FSM and Non-FSM children.</p> <p><b><u>2014 Results</u></b></p> <p><b><u>Level 4+</u></b>            FSM – 78%            Non-FSM – 83%            NA Non-FSM – 92%</p> <p><b><u>Level 5+</u></b>            FSM – 22%            Non-FSM – 67%            NA Non-FSM – 56%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b>            Support to be provided by the Literacy Progress Teacher in increase the % of FSM children attaining a Level 4+ and Level 5+ Support will be provided throughout the academic year for all children in Year 6.</p> <p>Dedicated in class teaching assistants will provide intervention support, through discussions with the class teachers.</p> <p><b><u>Additional School Support (Curriculum Development – Resources)</u></b>            Reading resources to be purchased for children and teachers to use in class. New reading assessment system to be purchased to ensure that accurate assessment throughout the year is taking place.</p>	<p><b><u>December Data</u></b>            % of FSM children on target to attain a Level 4+:            Reading: <b>81%</b></p> <p>% of FSM children on target to attain a Level 5:            Reading: <b>36%</b></p> <p>% of Non-FSM children on target to attain a Level 4+:            Reading: 84%</p> <p>% of Non-FSM children on target to attain a Level 5:            Reading: 40%</p> <p><b><u>Spring Term Support</u></b>            Support to be continued through into the Spring Term.</p>	<p><b><u>2015 Results</u></b></p> <p><b><u>Level 4+</u></b>            FSM – <b>90%</b> (↑12%)            Non-FSM – 100%            NA Non-FSM –</p> <p><b><u>Level 5+</u></b>            FSM – <b>30%</b> (↑8%)            Non-FSM – 25%            NA Non-FSM –</p>

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<p>To increase the % of FSM pupils attaining a Level 4+ in writing in order to narrow the gap between FSM pupils and in school and national Non-FSM pupils.</p> <p><b><u>2014 Results</u></b></p> <p>FSM – 74%</p> <p>Non-FSM – 80%</p> <p>NA Non-FSM – 89%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>Support to be provided by the Literacy Progress Teacher in increase the % of FSM children attaining a Level 4+ in writing.</p> <p>Support will be provided throughout the academic year for all children in Year 6.</p> <p>Dedicated in class teaching assistants will provide intervention support, through discussions with the class teachers.</p>	<p><b><u>December Data</u></b></p> <p>% of FSM children on target to attain a Level 4+:</p> <p>Writing: 77%</p> <p>% of Non-FSM children on target to attain a Level 4+:</p> <p>Writing: 79%</p> <p><b><u>Spring Term Support</u></b></p> <p>Support to be continued through into the Spring Term.</p>	<p><b><u>2015 Results</u></b></p> <p>FSM – 85% (↑11%)</p> <p>Non-FSM – 92%</p> <p>NA Non-FSM –</p>
<p>To increase the % of FSM pupils attaining a Level 5+ in Maths in order to narrow the gap between FSM pupils and in school and national Non-FSM pupils.</p> <p><b><u>2014 Results</u></b></p> <p>FSM – 11%</p> <p>Non-FSM – 50%</p> <p>NA Non-FSM – 48%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>Support to be provided by the Maths Progress Teacher, HT and DHT across year 6. Intervention will take place with identified children in order to increase the rate of progress with a view to higher attainment.</p>	<p><b><u>December Data</u></b></p> <p>% of FSM children on target to attain a Level 5+:</p> <p>Maths – 18%</p> <p>% of Non-FSM children on target to attain a Level 5+:</p> <p>Maths – 22%</p> <p><b><u>Spring Term Support</u></b></p> <p>Support to be continued through into the Spring Term.</p>	<p><b><u>2015 Results</u></b></p> <p>FSM – 20% (↑9%)</p> <p>Non-FSM – 42%</p> <p>NA Non-FSM –</p>



<b><u>Pupil Premium Target / Action</u></b>	<b><u>Funding Area &amp; Action Overview</u></b>	<b><u>Mid Year Review / Update</u></b>	<b><u>End of Academic Year Impact</u></b>
<p>To increase the % of FSM pupils attaining a combined Level 4+ and Level 5+ in reading, writing and maths.</p> <p><b><u>2014 Results</u></b></p> <p>Level 4+ FSM Combined – 63%</p> <p>Level 5+ FSM Combined – 7%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>As above</p> <p>Literacy and Maths Progress Teachers to support children in Year 6 throughout the year, targeting specific children based on up to date assessment data in order to increase the % of FSM children attaining a combined L4+ and L5+.</p> <p><b><u>Additional School Support (Curriculum Development – Resources)</u></b></p> <p>Reading resources to be purchased for children and teachers to use in class. New reading assessment system to be purchased to ensure that accurate assessment throughout the year is taking place.</p>	<p><b><u>December Data</u></b></p> <p>% of FSM children on track to attain Level 4 Combined <b>82%</b></p> <p>% of FSM children on track to attain Level 5 Combined <b>23%</b></p> <p><b><u>Spring Term Support</u></b></p> <p>Support to be continued through into the Spring Term.</p>	<p><b><u>2015 Results</u></b></p> <p>Level 4+ FSM Combined – <b>85%</b> (↑22%)</p> <p>Level 5+ FSM Combined – <b>10%</b> (↑3%)</p>

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<p>To increase the % of FSM children working at age related expectation in reading, writing and maths in all year groups across school through high quality intervention support provided by teaching assistants.</p> <p><b><u>Overview</u></b></p> <p><b><u>Year 1</u></b> Reading – 64% Writing – 55% Maths – 64%</p> <p><b><u>Year 2</u></b> Reading – 91% Writing – 74% Maths – 96%</p> <p><b><u>Year 3</u></b> Reading – 89% Writing – 94% Maths – 94%</p> <p><b><u>Year 4</u></b> Reading – 55% Writing – 50% Maths – 67%</p> <p><b><u>Year 5</u></b> Reading – 79% Writing – 79% Maths – 79%</p> <p><b><u>Year 6</u></b> Reading – 78% Writing – 68% Maths – 96%</p>	<p><b><u>Progress and Inclusion Team / Intervention Support</u></b></p> <p>Intervention support will be provided in each class by teaching assistants throughout the year in reading, writing and maths. Teaching assistants trained in specific intervention programmes will be released from class to provide support to specific children in identified classes.</p> <p><b><u>Additional School Support (School Development Opportunities)</u></b></p> <p>All teaching assistant will be taking part in the Outstanding Teaching Assistant Programme, in cooperation with The Dean’s Trust. The intended impact of this programme is to improve the quality of intervention provision across school. This will be monitored through intervention observations by DHT.</p>	<p>% of FSM children currently working at ARE:</p> <p><b><u>Overview</u></b></p> <p><b><u>Year 1</u></b> Reading – 57% Writing – 75% Maths – 63%</p> <p><b><u>Year 2</u></b> Reading – 86% Writing – 76% Maths – 100%</p> <p><b><u>Year 3</u></b> Reading – 94% Writing – 94% Maths – 94%</p> <p><b><u>Year 4</u></b> Reading – 78% Writing – 50% Maths – 64%</p> <p><b><u>Year 5</u></b> Reading – 85% Writing – 75% Maths – 95%</p> <p><b><u>Year 6</u></b> Reading – 81% Writing – 77% Maths – 86%</p> <p><b><u>Spring Term Support</u></b></p> <p>Support to be continued through into the Spring Term.</p>	<p><b><u>Year 1</u></b> Reading – 79% Writing – 58% Maths – 64%</p> <p><b><u>Year 2</u></b> Reading – 82% Writing – 82% Maths – 91%</p> <p><b><u>Year 3</u></b> Reading – 100% Writing – 77% Maths – 71%</p> <p><b><u>Year 4</u></b> Reading – 74% Writing – 56% Maths – 91%</p> <p><b><u>Year 5</u></b> Reading – 81% Writing – 81% Maths – 90%</p> <p><b><u>Year 6</u></b> Reading – 90% Writing – 85% Maths – 95%</p>

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<p>To utilise the skills of our learning mentor to increase the % attendance of FSM pupils across school this academic year and to enforce the school's behaviour and rewards policy across school.</p> <p>FSM Attendance 2013 /14: 94%</p>	<p><b><u>Sutton Trust Recommended Strategies</u></b>  <b><u>(Learning Mentor – Attendance and Behaviour Support)</u></b></p> <p>To support pupils' self esteem, attitudes to learning, sense of well being, and development of skills through lunchtime sessions and group work. The Learning Mentor will also offer family support, guidance and advice for our pupils and families relating to attendance and behaviour across school.</p>	<p>Attendance panels have been held with the parents of all pupils whose attendance / punctuality is a concern.</p> <p>FSM Attendance Autumn Term 2014 = 95.5%</p>	<p>FSM Attendance 2014 /15: 95%</p>

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<p>To enhance the learning opportunities for all our pupils by providing funding for families to ensure that children have the opportunity to partake in curriculum enhancements – educational visits out of school and visitors into school.</p>	<p><b><u>Sutton Trust Recommended Strategies</u></b> <b><u>(Educational Visits)</u></b></p> <p>Children to take part in educational visits based on their in school learning. Teachers will also have the funding to encourage visitors to come into school to enhance their learning of the children in their class. Intended impact - An increase in the number of out of school visits completed. This will also include buying specialists into school to work with the children.</p>	<p><u>Review of visits / visitors</u></p> <ul style="list-style-type: none"> <li>*Year 5 visit to Mosque</li> <li>*Year 6 residential to JCA</li> <li>*Year 2 visit to Liverpool / Formby</li> <li>*Year 4 visit to Buawadsley Centre</li> <li>*Year 6 visit to Tesco</li> <li>*Year 6 visit to Toby Carvery</li> <li>*Year 5 visitor – Poet</li> <li>*Year 4 visitor – Roman Soldier</li> <li>*Reception visitor – Health and Dental Team</li> <li>*Reception visitor – Police Community Support Officers</li> <li>*Whole School Visit – CLC providing e-safety workshops.</li> </ul>	<p><u>Review of visits / visitors</u></p> <ul style="list-style-type: none"> <li>*Year 5 visit to Mosque</li> <li>*Year 6 residential to JCA</li> <li>*Year 2 visit to Liverpool / Formby</li> <li>*Year 4 visit to Buawadsley Centre</li> <li>*Year 6 visit to Tesco</li> <li>*Year 6 visit to Toby Carvery</li> <li>*Year 5 visitor – Poet</li> <li>*Year 4 visitor – Roman Soldier</li> <li>*Reception visitor – Health and Dental Team</li> <li>*Reception visitor – Police Community Support Officers</li> <li>*Whole School Visit – CLC providing e-safety workshops.</li> <li>*Play in a Day – Year 3</li> <li>*Author Visit – Year 4 *</li> <li>*Year 5 – Speke Hall</li> <li>*Year 6 – Graffiti Artist</li> </ul>

			<ul style="list-style-type: none"><li>*Year 4 – World Museum</li><li>*Year 4 – Residential – Dolly Hall</li><li>*Year 5 – Orienteering</li><li>*Year 5 – Canoeing</li><li>*Year 5 – Camp</li><li>*Year 1 – Church visit</li><li>*Year 1 – Walker Art Gallery</li><li>*Nursery – Farmer Teds</li><li>*Year 4 – Tattan Park</li><li>*Whole school – Dogs Trust / Police</li><li>*Reception – Underwater Street</li></ul>
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<p>To enhance and extend the provision of extracurricular activities for all children and to monitor and evaluate the % of FSM children attending these activities. Monitor and evaluate the % of children graduating from Children's University.</p>	<p><b><u>Sutton Trust Recommended Strategies</u></b> <b><u>(Extended Services – Extra Curricular Learning)</u></b></p> <p>We aim to promote social mobility by providing high quality out-of-school-hours activities to children across school by engaging the wider communities as learning partners in this process. An important principle is that participation is voluntary and it is intentionally something other than school - with a different feel, different activities and often a different location, peer group and staff. We believe that offering out of hours support to our vulnerable children is extremely beneficial.</p>	<p><b>53%</b> of FSM pupils across school now attend extracurricular activities.</p> <p><b><u>Spring Term Action</u></b></p> <p>Increase the amount of extra curricular activities available for EYFS and KS1.</p>	<p><b>74%</b> of FSM pupils across school now attended an extra curricular activity.</p>

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<p>To promote the benefits of a healthy lifestyle to all our children, particularly those FSM pupils, through healthy school week. Activities throughout the year and during Healthy Sports Week will be a focus of Pupil Premium Funding and Sport Premium Funding.</p>	<p><b><u>Additional School Support (Healthy Schools / Junior Chef)</u></b></p> <p>All children will have the opportunity to fully take part in a range of activities / learning linked to Healthy Schools Week. External agencies and providers will be sourced to provide high quality learning activities for all pupils, including EYFS.</p>	<p>To be actioned in the Summer Term 2015</p>	<p>All children took part in healthy schools week. A variety of activities took place including Zumba, Healthy Eating, Junior Chef etc.</p>