Pupil premium strategy statement

1. Summary information

School	Park View Academy				
Academic Year	2017-18	**Total PP budget**	£202,600	**Date of most recent PP Review**	N/A TBC
Total number of pupils	294	**Number of pupils eligible for PP**	173	**Date for next internal review of this strategy**	April 2018

2a.Current attainment KS2

	Pupils eligible for PP (your school)	*Pupils not eligible for PP (school)*	*National Average (all pupils)*
% achieving in reading, writing and maths	34.62%	66.67%	71%
% achieving in reading	64.71% (11/17)	57.14%(12/21)	71%
% achieving in writing	52.94%(9/17)	57.14% (12/21)	76%
% achieving in maths	52.94%(9/17)	76.19%(16/21)	75%
% achieving in GPS	52.94% (9/17)	80.95% (17/21)	77%
% achieving in Science	76.47%(13/17)	80.95%(17/21)	62%
% making progress in reading	-1.75	+0.33	-5 to +5
% making progress in writing	+1.21	+0.18	-7 to +7
% making progress maths	-0.55	+0.28	-5 to +5

2b.Current attainment KS1

	Pupils eligible for PP (your school)	*Pupils not eligible for PP (school)*	*National Average (all pupils)*
% achieving in reading, writing and maths	Data to follow	Data to follow	61%
% achieving in reading	61%	85%	76%
% achieving in writing	67%	62%	68%
% achieving in maths	64%	54%	75%

	1. 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.	% of children reaching greater depth	
B.	Engagement and aspir.ation issues for some pupils	
C.	Staff understanding and analysis of PP outcomes and provision	
D.	Transition between EYFS and national curriculum	
E.	Low entry attainment (Baseline) into Nursery and Reception when entering from other or no settings.	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
F.	Vulnerable families – mental health, domestic violence, poor basic skills, unemployment, drug and alcohol abuse, lack of parental engagement, poor parenting skills	
G.	Limited life experiences and involvement in school life.	
2. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Increase the % of EYPP children at ARE in Prime areas	Children secure in prime areas and have skills in place to succeed in specific areas
B.	To diminish the difference between PP and others by 20% or more in Reading Writing Numbers and SSM in EYFS profile	PP Children performing in line with others in specific areas
C.	To diminish the difference between PP and National in the Phonics screening	PP children achieving closer to national expectations
D.	To diminish the difference between PP and National performance in all year groups and subjects	Transition between EYFS and Y1 managed to ensure that the dip in attainment is managed. All PP achieving closer to National expectations

E.	To diminish the difference between PP school and national in Y2 Reading	The difference between PP achievement in reading in Y2 and national diminishing
F.	To diminish the difference between PP school and national In Y6 Writing and Maths	The difference between PP achievement in writing and maths in Y6 and national diminishing
G.	To increase parental engagement in particular with attendance and punctuality	Parental barriers removed to ensure that PP children are supported through homework, attendance punctuality,

		curriculum knowledge and an increase in parental attendance in parents evenings
H	To diminish disadvantage through enhancements and enrichments to the whole school offer	PP receiving a personalised offer to ensure that they access curricular and extra- curricular enhancements

3. Planned expenditure

Academic year	**2017-18**

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?
A Increase the % of EYPP children at ARE in Prime areas to 40% **Baseline** **PSED** 71% BAR 14% WBAR 15% ARE **CL** 29% BAR 71% WBAR 0% ARE **PD** 43% BAR 43% WBAR 14% ARE	1.Train staff to use SSTEW document to audit adult interactions and support self-regulation -Introduce and implement Conflict resolution procedures and Behaviour policy as a whole EYFS unit Take part in Easy Peasy programme(Durham University/EEF) 2.Assess children and deliver Talk Boost Intervention measuring outcomes - 3. -Small group story telling activities - -Phase 1 phonics focused teaching	Children enter EYFS with poor self - regulation, speech and language continence and sleep issues Evidence from research suggests the following successful approaches **EEF Early Years Toolkit** 1. **Self regulation approaches** 2. **.Communication and language approaches** 3. **Early Literacy approaches**	Data from Easy peasy team Observations Learning walks Tracking Pupil progress Behaviour logs SIMS	N Hutton Nursery teacher	**Termly** **Pupil progress** **Ongoing Tracking**
B.Increase % FSM children achieving GLD Particularly diminishing the attainment gap between FSM Expected and above by 20% or more in Reading writing number and SSM **Reading School 2017:** **FSM:** 47.6% **others :** 80% (-32.4%)	- Objective led learning based on Reading writing Number and SSM - Purchase phonics based reading scheme 1.Maintain small Teacher pupil ratio 2. Structured questioning/ Guided reading strategies 3. Train staff to use SSTEW document to audit adult interactions and support self-regulation -Introduce and implement Conflict resolution procedures as a whole EYFS unit	Children who do not come through our Nursery enter Reception well below those who do Evidence from research suggests the following successful approaches **EEF Toolkit** 1. **Reducing class sizes** 2. **Oral language intervention** 3. **Self regulation**	Learning walks SSTEW self evaluation Observations Behaviour log SIMs Moderation Quality assurance	**N Hutton** **H Ambrose**	**Half termly** **Individual pupil progress data**

Writing FSM: 47.6% **others:**80% (-32.4%) **Numbers:** 57.2% **others:**86.6%(-29.4%) **SSM: FSM**: 57.1% **others**: 86.7%(- 29.6%)	Work with PVI settings to create better understanding of phase 1 phonics and oral blending and segmenting				
C.Increase PP children achieving phonics screening from 74% to 81% (National)	- 1. Purchase Read Write Inc.	Evidence from research suggests the following successful approaches **EEF Toolkit** **1.Phonics**	Monitoring Phonics assessments Analysis of practice screening assessments	**H Ambrose**	**Initial assessments Half termly assessments Monitoring weekly**
D.Staff to take ownership of pupil premium analysis and provision for their classes in order to Decrease the difference between PP and others performance in reading writing and maths in all year groups by 10% and particularly: **Reading** –Y1 +5 **Writing**—Y1 +4 **Maths**-Y1+4 by more than 10%	- Staff take ownership of Pupil progress analysis and reporting - CPD on Pupil premium knowledge/strategies 1.CPD -Introduce targeted marking and feedback 2.Specialist maths support CPD and classroom support Purchase mastery resources Staff focus groups / questionnaires - In class/ Year group and whole school moderation 3.CPD on metacognition strategies & thinking skills/ Tasc wheel introduced/ PIT and FAIL (First Attempts In Learning)strategies introduced 4.CPD on Bloom's taxonomy Resources and planning materials introduced - Coaching 5.CPD Coaching and resources to deliver reciprocal reading 6. Maintain pupil adult ratio of 1:15 7. Develop curriculum understanding of expectations between EYFS and Y1 8. Quality first teaching focus on comprehension, reasoning and spelling	Staff have limited knowledge of PP identification and strategies. Children are not always demonstrating resilience in learning or higher order thinking skills to support reasoning and comprehension. Evidence from research suggests the following successful approaches **EEF Toolkit** 1. **Feedback** 2. **Mastery learning** 3. **Metacognition and self regulation** 4. **Collaborative Learning** 5. **Oral language intervention** -	Environment audits Learning walks Book scrutiny CPD Lesson observation Pupil voice Pupil progress Data analysis	G Latham N Hutton All staff	Monitoring Weekly Learning walks Pupil progress meetings termly

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?
E.To decrease the difference between PP school and National figures to less than 15% in Reading at Y2 School PP 61% National 76%	1.Reciprocal reading strategies 2.Focus on regular Reading at home for PP children	Low achievement in understanding, reasoning and spelling As above Plus Evidence from research suggests the following successful approaches **EEF Toolkit** Phonics	Learning walks Book scrutiny CPD Lesson observation Pupil voice Pupil progress Data analysis	J Grant M Jones J Daly	Monitoring Weekly Learning walks Pupil progress meetings termly
F.To decrease the difference between PP school and National figures to less than 24% in writing school- 52% Nat 76% 23% in maths at Y6 school- 52% National - 75%	1.Maths mastery support 2. writing strategies across the curriculum	Low achievement in understanding, reasoning and spelling Evidence from research suggests the following successful approaches **EEF Toolkit** 1. **Feedback** 2. **Mastery learning** 3. **Metacognition and self regulation** 4. **Collaborative Learning** 5. **Oral language intervention**	Learning walks Book scrutiny CPD Lesson observation Pupil voice Pupil progress Data analysis	G Latham J Daly J Grant	Monitoring Weekly Learning walks Pupil progress meetings termly
				Total budgeted cost	£80,000

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?
A Increase the % of PP children at ARE in Prime areas **Baseline** **PSED** 71% BAR 14% WBAR 15% ARE **CL** 29% BAR 71% WBAR 0% ARE **PD** 43% BAR 43% WBAR 14% ARE	Play plans for Speech and language/ PSED/PD Targeted Objective led planning Talk Boost	**EEF Toolkit** 1.Small group tuition	Tracking Observations Moderation	N Hutton Nursery teacher TAs	Termly Pupil progress Ongoing Tracking

B.Increase % FSM children achieving GLD Particularly diminishing the attainment gap between FSM Expected and above by 20% or more in Reading writing number and SSM **Reading School 2017:** **FSM:** 47.6% **others :** 80% (-32.4%) **Writing FSM:** 47.6% **others:**80% (-32.4%) **Numbers:** 57.2% **others:**86.6%(-29.4%) **SSM: FSM**: 57.1% **others**: 86.7%(- 29.6%)	1. Focused objective led planning 2. Focused intervention to teach gaps in learning	**EEF Toolkit** 1. Small group tuition	Tracking Moderation Observations	N Hutton H Ambrose TAs	Half termly Individual pupil progress data
C .Increase PP children achieving phonics screening from 74% to 81% (National)	Targeted groups to teach gaps in learning	**EEF Toolkit** -Small group tuition -phonics	Tracking system Drop-ins Learning Walks Pupil Progress data Pupil progress meetings Moderation Quality assurance Test analysis	H Ambrose Y1-3 staff TAs CAST	Initial assessments Half termly assessments Monitoring weekly
D.Staff to take ownership of pupil premium analysis and provision for their classes in order to Decrease the difference between PP and others performance in reading writing and maths in all year groups by 10% and particularly: **Reading** –Y1 +5 **Writing**—Y1 +4 **Maths**-Y1+4 by more than 10%	Intervention groups to target gaps Support vulnerable year groups through staffing CPD to support staff to target groups more effectively through sharing of strategies Targeted marking CAST support	**EEF Toolkit** -Small group tuition -Reading comprehension strategies -Phonics	Tracking system Drop-ins Learning Walks Pupil Progress data Pupil progress meetings Moderation Quality assurance Book scrutiny Test analysis	Y1,3,4+5 staff TAs CAST	Monitoring Weekly Learning walks Pupil progress meetings termly

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?
E.To decrease the difference between PP school and National figures to less than 15% in Reading at Y2 School PP 61% National 76%	Reciprocal reading CAST support 1-1 reading intervention Library loans	**EEF Toolkit** Small group tuition Phonics Reading comprehension strategies	Tracking system Drop-ins Learning Walks Pupil Progress data Pupil progress meetings Moderation Quality assurance Test analysis	J Grant M Jones TAs CAST	Monitoring Weekly Learning walks Pupil progress meetings termly
F.To decrease the difference between PP school and National figures to less than 24% in writing school- 52% Nat 76% 23% in maths at Y6 school- 52% National -75	Specialist Maths Support SATs club x2 weekly Holiday SATs club 1-1 reading intervention Targeted catch up maths and reading support CAST support	**EEF Toolkit** Small group tuition Summer schools Reading comprehension strategies	Tracking system Drop-ins Learning Walks Pupil Progress data Pupil progress meetings Moderation Quality assurance Test analysis	G Latham S Colbeck CAST team TAs	Monitoring Weekly Learning walks Pupil progress meetings termly
Total budgeted cost					£80,000

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?
H.To diminish disadvantage through enhancements and enrichments to the whole school offer	- Purchase and implement PP provision software - Monitor and target personalised support through the system - Decrease disadvantage by making Breakfast club free of charge for PP children - Offer enrichments in EYFS and increase the offer in KS1 - Butterflies specific support - Residential trips - Trips - Pupils learn a musical instrument - Pupils learn to swim	Evidence from research suggests the following successful approaches **EEF Toolkit** - Outdoor adventure learning - Sports participation - Arts participation -	Reports from tracking system Well being surveys Enrichment registers monitored Monitoring of the clubs offer	N Hutton D Walker All staff	Monitoring of register Edukit tracking

G. To increase parental engagement	- Target families that need support with attendance and punctuality -Monitor parents evening attendance and support families to attend -Provide parental support with basic skills and homework -Offer homework club within school and monitor PP children -Provide digital ways of communicating with parents -Provide opportunities to work alongside children in school.	Evidence from research suggests the following successful approaches **EEF Toolkit** -Parental involvement	SIMs analysis Parental meetings Registers of attendance	D Walker All staff	Surveys Attendance tracking
				Total budgeted cost	£42,600