

## Pupil premium strategy statement 2019 - 2020

### 1. Summary information

<b>School</b>	Park View Academy				
<b>Academic year</b>	2019 - 20	<b>Total PP Budget</b>	£186,120	<b>Date of most recent PP review</b>	N/A TBC
<b>Total number of pupils</b>	319	<b>Number of pupils eligible for PP</b>	183	<b>Date of next internal review of this strategy</b>	December 2019

### 2. Summary of the PPG

Pupil Premium funding was introduced by the Government to help support disadvantaged pupils (defined initially by their eligibility for Free School Meals at any time in the last six years). The funding aims to enable schools to take the most effective actions to improve outcomes for disadvantaged pupils and eliminate the gap in performance between pupils from backgrounds with different levels of wealth.

Park View Academy is allocated an amount each April by the Education and Skills Funding Agency (ESFA), depending on the number of disadvantaged pupils' on-roll as at the January census. It is then for the school to decide how this money is best spent to have the maximum impact on overall pupil achievement and experience.

We recognise that disadvantaged pupils are not a homogeneous group. One size-fits-all interventions are not the most cost effective. Our pupils are influenced by their interaction with a range of people both in the school and the community, and in different settings (parents, canteen staff, receptionists, wider community, services, etc.). Gathering different stakeholders' views also supports with building a picture of the context of our pupils.

Our work in relation to Pupil Premium is reviewed regularly to ensure it is having the intended impact in raising standards. Key leaders across the school meet regularly to discuss our database of bespoke provision, of provision for all disadvantaged pupils in general and the impact of the provision. We respond rapidly and make adjustments if particular strategies are not working as well as expected. The review and monitoring is also carried out through parental and pupil forums/surveys, work sampling, data captures and lesson drop in observations. The information gathered from this monitoring is collated centrally for the Head of School and Assistant Head to access. Key headlines based on findings are reported at whole school staff meetings.

**Pupil Premium Grant Breakdown 2019/2020**

Pupil Premium Grant Income	£186,120
Educational materials	-£51,236
Other Educational Services	-£2,300
Other Educational Services	-£2,300
Staffing	-£130,284

### 3. Attainment KS2 July 2019

	Pupils eligible for PP	Pupils not eligible for PP	National Average for all pupils 2018
% achieving in reading, writing and maths	52%	71%	61%
% achieving in reading	62%	86%	75%
% achieving in writing	52%	71%	78%
% achieving in maths	81%	86%	76%
% achieving in GPS	62%	86%	78%
% achieving in Science	76%	71%	
% making progress in reading			
% making progress in writing			
% making progress maths			

### Current Attainment KS1 July 2019

	Pupils eligible for PP	Pupils not eligible for PP	National Average for all pupils 2018
% achieving in reading, writing and maths	57%	60%	
% achieving in reading	71%	87%	75%
% achieving in writing	57%	60%	70%
% achieving in maths	71%	80%	76%

4. Barriers to future attainment (for pupils eligible for PPG)		
In-school barriers (such as poor oral language skills)		
A	Some PP children with poor wellbeing and involvement.	
B	Achievement in reading in all year groups including EYFS	
C	High percentage of PP with SEN needs	
D	Communication skills, limited vocabulary, poor oral language skills.	
External barriers (including issues which also require action outside the school such as low attendance rates)		
E	Emotional barriers (resilience, low self-esteem)	
F	Complex family circumstances	
G	Pupil attendance and punctuality, although generally good is weaker for PP children	
H	Financial limitations for some of our PP children. Limited access to educational experiences, books, resources and opportunities, homework support etc.	
5. Desired outcomes (specific outcomes and how they will be measured)		Success criteria
A	Provide enrichments to support the curriculum.	<ul style="list-style-type: none"> <li>Higher % of pupils eligible for PP access extra-curricular enrichments than in 2018-2019.</li> </ul>
B	PP children to achieve expected standards in reading.	<ul style="list-style-type: none"> <li>% of PP children achieving the expected standard in reading is in line with children nationally.</li> <li>% of PP children passing phonics screening in in line with children nationally.</li> </ul>

		% of PP children achieving equivalent reading, comprehension and spelling ages is proportionate to Non-PP children.
C	PP children with SEND to make improved progress.	<ul style="list-style-type: none"> <li>• % of children with PP/SEND to increase progress made measurable through assessments.</li> </ul>
D	Improved oral language skills and extended vocabulary (entry and exit data from SALT programmes, OTrack data, phonics screening)	<ul style="list-style-type: none"> <li>• Higher % of PP pupils achieve the expected standard in reading (both KS1 and KS2)</li> <li>• Higher % of PP pupils achieve the expected standard in phonics.</li> <li>• Higher % of PP children achieve the expected standard in writing and SPaG by the end of KS2.</li> </ul>
E	Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and management of own behaviour.	<ul style="list-style-type: none"> <li>• Pupil eligible for PP make as much progress as Non-PP pupils.</li> </ul>
F	Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality.	<ul style="list-style-type: none"> <li>• % gaps between PP and non-PP children is diminished in reading and writing by end of KS2.</li> <li>• Higher % of attainment and the % gaps between PP and non-PP children in reduced in all subjects by the end of KS1.</li> <li>• Improved % attendance for PP children.</li> <li>• Less than 5% PA</li> <li>• Reduced % of lates vs 2018-2019.</li> </ul>
G	PP children are punctual and their attendance records are in line with national expectations. (SIMS, attendance and punctuality records)	<ul style="list-style-type: none"> <li>• Improved % attendance for PP children.</li> <li>• Less than 5% PA</li> <li>• Reduced % of lates vs 2018-2019.</li> </ul>
H	Activities/equipment/opportunities for PP children are subsidised to support families.	<ul style="list-style-type: none"> <li>• PP pupils can access the same activities/ equipment/ opportunities as non-PP children as part of school and the extended school provision.</li> </ul>

## 6. Planned expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies.

**i. Quality of teaching for all**

Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
Provide enrichments to support the curriculum.	Trip opportunities for each year group once a term.	Children given chance to experience visiting different location they may not otherwise experience, giving them life experiences as well as supporting their learning.	K. Cummins (educational visits lead)	Pupil interviews Ensuring PP children can access these visits (funding)	Termly.
				Funding provided for the MCF trip	Yearly.
PP children achieve expected standards in reading/ phonics.	Shared read Purple Mash Bedrock (spring 20 implementation) RWI phonics Small group work with PP of similar ability.	Structured support needed for the children within the classroom. Children experiencing greater exposure to language through LOR/VIPERS sessions in class.  Pupils learn strategies in RWI and KS1 and 2 that allow them to read and interpret text independently. They use these strategies independently to become skilled and fluent readers.	S. Morland (T&L/ English lead) SLT G. Latham (assessment lead)	Lesson observations Learning walks Drop ins Book scrutiny Termly data Pupil progress meetings	Termly outcomes of monitoring cycle and pupil progress meetings.

PP children with SEND to make increased levels of progress.	Quality first teaching Small group work with PP of similar ability PPPs Tracking of PP children with SEND.	Structured support needed for the children within the classroom. PP children given TA group support in similar ability groups focusing on areas for development. PPPs used to give children SMART targets to work on in class and small groups.	AM Ferrigan (SEND/CO) G Latham (assessment lead)	Lesson observations Learning walks Drop ins Book scrutiny Termly data Pupil progress meetings Pupil progress data Moderation Otrack analysis	Monitoring Learning walks Pupil progress meetings
Improved oral language skills and extended vocabulary (entry and exit data from SALT programmes, OTrack data, phonics screening)	RWI	Improved fluency and extends vocabulary range. Improved reading skills.  Nationally recognised programme.	H Woodray (Phonics lead)	Lesson observations Learning walks Book scrutiny Termly data Pupil progress meetings	Termly outcomes of monitoring cycle and pupil progress meetings.
Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.	Behaviour system  Wellbeing through Yoga  Wellbeing enrichment  Mindfulness enrichment	Systematic and consistency in approach across the curriculum and school.  Children and staff have a clear understanding of expectations.  Develop pupils' emotional resilience.	D Walker (ABI lead)  Jen Hoe (Yoga and wellbeing instructor)	SIMS Drop-ins Learning walks Behaviour logs Pupil progress data Evaluations of KIND centre experience.	Termly
Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children	Attendance SLA  CPOMS for safeguarding and behaviour. EWO	Specific families are targeted for support and liaise with a central point of contact	J Williams/D Walker (deputy DSL)	SIMS Attendance and punctuality reports O'Track Family meetings	Termly Attendance weekly

accessing the curriculum or attendance and punctuality. Children are supported in school to make progress in line with Non-PP children.	DSL Subsidised wrap around care "new to school" uniforms Fruit scheme (KS1) Subsidised PE kits	(ABI lead). Key person is responsible for engaging target families.  A central system is held so staff are kept up to date with developments and alerted about key issues.  CPOMS is a tool to piece together the different behaviour traits of a child to help identify appropriate support.	D Walker (ABI lead)	Drop-ins Learning walks Behaviour logs Pupil progress data	
PP children are punctual and their attendance records are in line with national.	First day response Attendance officer present for all lates. SLA attendance EWO Attendance reward trips termly.	Targeted systematic approach across the school.  Tracking system and analysis of data to identify target groups and families.	D Walker (ABI lead) Attendance SLA	SIMS Attendance and punctuality reports Tracking system	Weekly with LA
Activities/equipment/opportunities for PP children are subsidised to support families.	Subsidised enrichment activities – afterschool clubs/ lunchtime clubs/ visitors/ workshops/ trips/ residential/ outdoor learning/ competitions/ tournaments etc.	Equal access for all pupils to participate in extended learning opportunities and gain valuable experiences to add depth to the curriculum.	SLT	Enrichment programme/ timetable	Termly

ii. Targeted support



Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
<p>Higher rates of progress through KS1 and KS2 for pupils eligible for PP.</p> <p>Focus on Reading</p>	<p>Shared read Purple Mash Basic skills Bespoke English and Maths CPD for all Tas Interventions, KS1 (NPQSL – J Daly) Nominated teacher to monitor pupils progress across KS2 to make strong progress in RWM</p>	<p>In 2019, at KS2 the progress measure for PP pupils in reading was compared to a progress measure of for NPP</p> <p>To address gaps in learning.</p> <p>Professional development for staff will lead to strong practitioners who will have greater impact on outcomes for pupils</p> <p>EEF research shows that effective CPD for staff has high impact on quality of teaching and pupil attainment</p> <p>Research has shown that digital technologies have a positive impact on pupil attainment: 'EdTech presents an</p>	<p>S Morland (T&amp;L lead) SLT (assessment) PP Lead J.Daly</p> <p>IT (K Connor)</p>	<p>Drop-ins Learning walks Termly pupil data Pupil exit data Termly pupil premium review by PP lead.</p>	<p>Termly</p>

		opportunity to help level the playing field and create more equal opportunities for every child.' (Reform Think Tank report - Beyond Gadgets 2018)			
PP children with SEND to make progress.	Small group work PPP targets	Children identified for support within curriculum area. Plan for 1:1/ small group support. Improve skills for targets set,	AM Ferrigan (SENDCO)	Lesson observations Learning walks Drop ins Book scrutiny Termly data Pupil progress meetings Pupil progress data Moderation Otrack analysis	Monitoring and assessment cycle termly.
Improved oral skills and vocabulary	Targeted SALT support Phonics support (RWI)	Early identification of S&L needs. Plan for 1:1 and small group support. Improve language auditory skills and talking opportunities.  Recognised phonics scheme with high quality training available. Impact driven scheme of work.	H Woodray (Phonics lead)	SALT reports Learning walks Phonics screening checks.	Termly
Emotional barriers don't stand in the way of PP children accessing	Nurture groups	1:1 and small group support are used	D. Walker (ABI lead)	SIMS	weekly

<p>the curriculum. Children have increased levels of resilience and can manage their own behaviour.</p>		<p>where needed. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>		<p>Drop ins Behaviour logs/ system SIMS log Number of exclusions</p>	
<p>Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality.</p> <p>Children are supported in school and make progress in line with non-PP children.</p>	<p>Safeguarding officer Subsidised/ fully funded places at breakfast club/ after school club.</p>	<p>Multi-agency approach to address situations for children in challenging circumstances.</p> <p>Supporting families through extended school provision.</p>	<p>D Walker (ABI lead) SLT DSL</p>	<p>Behaviour logs Attendance/ punctuality data Exclusions data</p>	<p>Termly</p>
<p>PP children are punctual and their attendance records are in line with national expectations.</p>	<p>EWO 1:1 – target families identified, home visits, parent meetings.</p>	<p>Key member of staff has ownership of this area and is accountable for the % achieved by the school. Clear lines of responsibility and accountability.</p> <p>Direct line to home.</p> <p>Targeted and systematic approach</p>	<p>D Walker (ABI lead)</p>	<p>SIMs Attendance and punctuality reports Tracking system</p>	<p>Weekly</p>

		<p>to ensure attendance and punctuality is improving.</p> <p>They ensure families are fulfilling their legal obligations relating to school attendance in partnership with the EWO.</p>			
Provide enrichments to support the curriculum.	Wide variety of enrichment opportunities offered.	All children can access the same educational opportunities.	SLT	SIMs CPOMS	Termly
<b>iii. Other approaches</b>					
Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
Increased confidence in children to be able to articulate their thoughts and improve communication	<p>RWI</p> <p>VIPERS</p> <p>LOR</p> <p>Small group work</p> <p>Bespoke English and Maths CPD for all TAs</p> <p>Well Comms (EYFS)</p>	<p>A number of our PP children display the bullets below.</p> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Understanding language and following instructions</li> <li>• Poor vocabulary</li> <li>• Limited spoken language or poor grammar</li> <li>• Poor speech sound development</li> </ul>	SLT AM Ferrigan (SENDCO)	<p>Assessment data from OTrack.</p> <p>Drop-ins</p> <p>Pupil voice</p>	Termly.

<p>Increased social skills and confidence in PP children. Increased life experiences and opportunities offered to PP children.</p>	<p>Merseyside Children's Holiday Fund (MCHF) annual holiday to Kingswood, Colomendy</p>	<ul style="list-style-type: none"> <li>• Stammering</li> <li>• Selective mutism</li> <li>• Social and communication difficulties</li> </ul> <ul style="list-style-type: none"> <li>• Children from setting are given the opportunity to access a holiday during the summer holidays. Members of staff from school attend along with the children.</li> </ul>	<p>K Cummins (educational visits lead)</p>	<p>Funding given for MCHF holiday to support the children involved.</p>	<p>Annually</p>
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