



Pupil premium strategy statement: Parbold Douglas C of E Academy

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£19,480	Date of most recent PP Review	June 2017
Total number of pupils	219	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2018
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard in reading, writing and maths			40%	53%	
% achieving expected standard in reading			80%	66%	
% achieving expected standard in writing			80%	74%	
% achieving expected standard in maths			60%	70%	
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.	The gap between the progress of pupil premium pupils and National 'others' is too big by the end of KS2. (Reading - 103.8 vs 108 and Maths - 100.8 vs 104.1)				
B.	The percentage of pupil premium pupils achieving the expected standard in RWM is too far below the national average as is the % of children reaching the expected standard in maths.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
C.	For some children, limited opportunities to engage with enriching experiences outside of school or enrichment opportunities within the school curriculum e.g. trips				
D.	Attendance and persistent absence figures are concerning for FSM pupils –correlation to PP pupils				

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher proportions of pupils will achieve the expected standards in Reading, Writing and Maths	% of pupils achieving the expected standard in RWM is at least in line with the national average
B.	Higher rates of progress for pupils in the pupil premium group	Narrowing of the gap in progress rates of PP pupils against average and national others
C.	100% of PP children attend or engage in enriching learning opportunities within the wider school curriculum	Enriching learning experiences accessed by all enhance learning in the classroom and outcomes for children – progress and attainment
D.	Improved attendance for FSM and PP pupils.	Reduction in persistent absence and increase in percentage figures.

5. Planned expenditure					
Academic year	2016/17				
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. Higher proportions of pupils will achieve the expected standards in Reading, Writing and Maths.	Enhance reading resources across the school to increase breadth and depth of reading	Reading provision has been identified as limited and as not engaging all pupils in reading for enjoyment in line with new curriculum expectations.	English lead to support staff in developing reading provision linked to new texts and the monitoring of reading across school.	English Lead	July 17
	Engage children in wider creative writing opportunities	Current curriculum has been evaluated as restrictive and as not adequately supporting the needs of all pupils. Writing linked to a purpose and theme leads to higher engagement and quality writing from pupils.	HT will support staff, engage staff in a range of opportunities and monitor writing opportunities across the school.	HT	July 17
	Develop use of mastery approach in the teaching of maths – White Rose Hub resources and training implemented in teaching	EEF information suggests that the mastery approach can reduce the gap for disadvantaged children in the aim that EVERY child will achieve the expected standard and many will exceed it.	Lead staff will attend regional network meetings, cascade training to all staff and support and monitor teaching and learning.	Maths Lead	July 17
	Quality first teaching and learning support in classrooms to accelerate progress	Enabling all pupils access learning effectively in the classroom to ensure progress and attainment is essential in ensuring children's learning needs are met. MITA research shows the effective deployment of TLA in classrooms has most impact.	SLT monitoring, performance management, learning walks, data analysis etc.	SLT	July 17
Total budgeted cost					£16 000

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?
B. Higher rates of progress for pupils in the pupil premium group	Use of IDL for particular targeted pupils to ensure progress in learning	Proven resource with track record for increasing progress	SENCO to lead and liaise with staff monitoring implementation and impact	SENCO	July 17
	Weekly small group sessions in maths for lower-attaining pupils with experienced support staff, in addition to standard	Assessments identify particular gaps in knowledge for key pupils. These need targeted support to enable progress in learning across the curriculum.	SENCO to liaise with staff and monitor use of additional support to provided targeted interventions and support for key pupils.	SENCO	July 17
C. 100% of PP children attend or engage in enriching learning opportunities within the wider school curriculum	Targeted and individualised financial support for PP pupils to ensure attendance on school trips and visits.	Providing children with a broad range of learning opportunities, from which they can draw upon in the classroom, enriches learning. This increases and develops vocabulary which is directly linked to gains in learning.	Class teachers will link trips and visits clearly to learning and subject leaders will evaluate impact on outcomes.	HT and Subject leaders	July 17
Total budgeted cost					£3500.00

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Phonics results for PP children to increase	Read Write Inc – A structured phonic programme to develop the reading skills of targeted children in small groups	More children passed the phonics screener than last year. Due to the small number the 100% increase is not indicative	This is now well embedded within the school with teachers and support staff aware of its approach. A different focus should now be chosen.	£ 2125
Develop the independence and ownership of learning for the upper junior Pupil Premium children	Learning to Learn- enhance the learning and independence skills of our children by providing workshops on metacognition and strategies they can use to boost their learning.	Children made on average 30% improvement during the programme that ran for 6 weeks. The pupil Premium children improved by on average 42% with one child improving by 62%.	This worked well and had a good impact on the children in both Y5/6. There are less PP children in the upper juniors next year and the staff who were in the sessions are able to continue with the approaches observed.	£3,150
Improve staff understanding of Learning to Learn strategies and embed these within the curriculum and delivery	Learning to Learn – Staff twilight training and ongoing support and analysis.	A programme designed to raise aspirations, access to the curriculum and the achievement of children who traditionally underperform.	This is embedded within the curriculum and delivery and so will not be repeated.	£1,000

<p>To allow more time for teachers to meet with parents to discuss how to use PP money for their child effectively.</p>	<p>Achievement for All Consultancy Fee and cost of release staff.</p>	<p>100% turnout of PP children to the pupil conferences. Staff commented on the benefit of time generated and a positive response from parents.</p>	<p>This will be looked at for the children who are behind Age related Expectations or those who have not made better than good progress as defined from assessments.</p>	<p>£1600 + £1000</p>
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