

Pupil Premium Plan Academic Year 2016/17

Context of Academy

Cohort characteristics vary considerably from year to year at Park View Primary due to a range of factors which impact on the pupils and their families, most notably: socio-economic, ethnicity, language acquisition, parental values.

The percentage of children known to be eligible for Free School Meals is 40.5 % (RaiseOnline 2016). The majority of our children who are entitled to Pupil Premium funding, have additional educational needs: 21.9 % (RaiseOnline 2016) are on our Special Needs register and 68% (RaiseOnline 2016) of them have English as an Additional Language. 91% of our children live in areas considered to be amongst the 20% most deprived in the country.

In previous years, the Average Points Score of Free School Meal children at end of Key Stage 2 was higher than that of their non-FSM peers and higher than that of FSM pupils nationally. This success means that as a school we will continue many of our strategies from last year to effectively allocate the Pupil Premium Grant. In 2016, these strategies were not as effective for this particular cohort and school has evaluated the effectiveness of this spend appropriately. This plan, identifies the strategies we plan to use to diminish the difference in attainment for our Free School Meals pupils compared to other pupils nationally.

Objectives of Pupil Premium Spending

At Park View, we have high expectations for all our pupils and our vision is:

To be outstanding every day
To develop innovative young learners with high aspirations
To become an oasis where we are a leading light for learning

We use our Pupil Premium Grant to support our vision and values through four main areas identified to support children. However, this is not exhaustive and will be used flexibly to meet the needs of individual children:

- ① **Achieve** well in line with national expectations to ensure they are ready for the next stage on their educational journey
- ② Identify gaps in knowledge, understanding or skills at an early stage and to provide **early intervention** accordingly
- ③ Promote **inclusion** and equality of opportunity beyond the National Curriculum to meet additional needs and that systems are in place to support their pastoral needs

Amount of Pupil Premium Grant (PPG) Received

Total number of pupils on roll	212
Total number of pupils eligible for Pupil Premium Grant	81
Total amount of PPG received	£ 112,000

Plan of PPG Spending by item / project

	Item / Project	Cost	Objective
Achievement	Reading: Staff CPD, Planning Resources and age appropriate / challenging texts	£5,000	<p>Ensure pupils achieve well in line with national expectations to ensure they are ready for the next stage on their educational journey</p> <ul style="list-style-type: none"> - Promote Reading through 'Real' books which are relevant, exciting and link to topics to give children a context to learning (particularly important for EAL) - CPD to further develop Maths skills of TAs to deliver maths interventions - Improve children's writing through use of IT <p>Broaden children's experiences through curricular enhancement and educational visits</p>
	Lexia: Reading Intervention	£1,000	
	Writing: Talk for Writing Project	£6,250	
	Writing: Handwriting, spelling	£1000	
	Ed Visits London / Robinwood	£6000 £5750	
	KS2 SATs Support: DoL to team teach and lead interventions and gap analysis in Year 6	£11,000	
Early Intervention	Additional Skilled Staff in EYFS Early Years Staffing	£41,500	<p>Identify gaps in knowledge, understanding or skills at an early stage and to provide early intervention accordingly</p> <ul style="list-style-type: none"> - Improve skills in speaking and developing imagination - to develop pedagogy and resources to improve children's vocabulary and confidence
	Additional PT Teacher in LKS2	£4,000	
	Early Intervention: Outdoor Provision and S&L resources - Resources (total)	£5,000	

Plan of PPG Spending by item / project

	Item / Project	Cost	Objective
Inclusion	STARS (total)	£750	<p>Promote inclusion and equality of opportunity beyond the National Curriculum to meet additional needs</p> <ul style="list-style-type: none"> - Raise attainment and profile of children of Pakistani and Bangladeshi heritage - Children's additional needs are met, eg through Speech and Language dedicated staff - Delivery of New to English Classes <p>Ensure Pupil Premium children are well cared for, are not identifiable and that systems are in place to support their pastoral needs:</p> <ul style="list-style-type: none"> - Ensure children are well presented for school and ready to learn - Improve learning behaviour - Ensure suitable space within school to deliver support for vulnerable children and families
	Pastoral Care	£1,500	
	Uniform, Breakfast club	£550	
	Arooj Project		
	Transport for pupils to attend awards ceremony	£350	
	Resources to support Arooj	£100	
	Intervention Staff:		
Speech and Language	£20,000		
Spelling			
New to English			
Inclusion Team:			
Learning Mentor	£40,300		
Behaviour Support Worker			
	Total	150,050	

Total PPG Received	£112,000
Total PPG Expenditure	£150,050
PPG Remaining	-£38,050

What has been the impact of the PPG spending on attainment for Park View Academy’s Disadvantaged, (PP) pupils?

Item/Project	Impact comments (outcomes below)
Achievement	<p>EYFS - There was an increase of 6% in GLD from the previous year to diminish the difference. Good progress was made from Nursery exit.</p> <p>Y1 Phonics – Good progress was made in Y1 phonics from low starting points (33% GLD)</p> <p>End of KS1 – There was an increase in attainment for Writing (3%) and good progress made in all subjects from low starting points (34% GLD)</p> <p>End of KS2 – Floor standards for progress were made despite the turbulent year (staffing – see separate note). Disadvantaged pupils made better than expected progress than others in the cohort and were therefore diminishing the difference to National non-disadvantaged pupils.</p>
Early Intervention	<p>There was an increase of 6% in GLD from the previous year and disadvantaged pupils made good progress from Nursery exit figures. There is now a strong Early Years lead in place to develop practice even further.</p>
Inclusion	<p>An inclusion team is now in place. They monitor and address attendance to build positive relationships with parents and conduct home visits as required. This has had a positive impact especially on punctuality. A positive behaviour policy was implemented resulting in low incidences of poor behaviour across school.</p>

Outcomes of Previous Academic year 2016/17

EYFS			Number in cohort:	All 30	Disadvantaged 9
	2017 School	National	2017 Predictions/Comments		
GLD (all)	50	69	Exceeded prediction (37%) Assessment internally moderated by EYFS Lead and Principal. Significant increase in Maths. This was identified as an area for development on the Maths action plan for this year. Good impact. Good progress since exit from Nursery. (See Nursery exit data.)		
GLD (DV)	44	55			
GLD (other)	52	72			

Year 1 Phonics			Number in cohort:	All 31	Disadvantaged 8
	2017 School	National	2017 Predictions/Comments		
WA (all)	65	81	76% prediction (All) - One pupil (EHCP) joined school in Spring Term and did not meet standard. This is an area for improvement for the school. Good progress as 33% GLD (All) for this cohort.		
WA (DV)	50	70			
WA (other)	70	83			

Year 2			Number in cohort:	All 30	Disadvantaged 11
READING	2017 School	National	2017 Predictions/Comments		
EXS (all)	60	74	60% EXS (All) Prediction met. Good progress as 34% GLD for this cohort.		
EXS (DV)	45	78			
EXS (other)	68	78			
GD (all)	10	24			
GD (DV)	0	27			
GD (other)	16	27			
WRITING	2017 School	National	2017 Predictions/Comments		
EXS (all)	57	65	57% EXS (All) Prediction met. Good progress as 34% GLD for this cohort.		
EXS (DV)	45	78			
EXS (other)	68	78			
GD (all)	10	24			
GD (DV)	0	27			
GD (other)	16	27			
MATHS	2017 School	National	2017 Predictions/Comments		
EXS (all)	57	73	60% EXS (All) Prediction – one pupil did not meet the prediction. Good progress as 34% GLD for this cohort.		
EXS (DV)	36	78			
EXS (other)	68	78			
GD (all)	10	24			
GD (DV)	9	27			
GD (other)	11	27			

Year 6 - Met floor standard			Number in cohort: All 30	Disadvantaged 16
READING	2017 School	National	2017 Predictions/Comments	
EXS (all)	40	71	March 2017 mock test 63% - see note below re:performance	
EXS (DV)	19		The teaching of reading comprehension is a key area for development.	
EXS (other)	64		Progress score -3.3 (All)	
GD (all)	0	25	Progress score -2.7 (Disadvantaged)	
GD(DV)	0			
GD (other)	0			
WRITING	2017 School	National	2017 Predictions/Comments	
EXS (all)	50	76	March 2017 prediction 60% on track – see note below re:performance	
EXS (DV)	25		The school was moderated by the LA for writing. Intensive boosting had a positive impact on from April onwards.	
EXS (other)	79			
GD (all)	0	18	Progress score -1.5 (All)	
GD(DV)	0		Progress score -1.1 (Disadvantaged)	
GD (other)	0			
MATHS	2017 School	National	2017 Predictions/Comments	
EXS (all)	43	775	March 2017 mock test 63% - see note below re:performance	
EXS (DV)	25		Prediction was based upon mock test scores and the improvement predicted from boosting, which was not realised.	
EXS (other)	64		A maths specialist teacher and Director of Learning has been appointed in year 6 to raise outcomes in 2017/18 and to improve maths teaching throughout school.	
GD (all)	0	23	Progress score -3.1 (All)	
GD(DV)	0		Progress score -3.1 (Disadvantaged)	
GD (other)	0			
COMBINED	2017 School	National	2017 Predictions/Comments	
EXS (all)	30	61	March 2017 prediction based on Mock tests and writing moderation 57%	
EXS (DV)	7		The combined score was brought down by the low reading.	
EXS (other)	50			
GD (all)	0			
GD(DV)	0			
GD (other)	0			

NB This year 6 class had an unpredicted change of staffing. The teacher gave notice at the end of Autumn term and left at Christmas. Staffing was an issue through school last year – an unplanned mixture of maternity and promotion saw a large staff turnover in a small school with some gaps in roles. The school recruited a new, experienced year 6 teacher, but she struggled to close the gaps. Results in Year 6 suffered.

We have since seconded a Year 6 teacher for 2017/18 from within the group, who is an experienced maths leader and is Assistant Principal. He has a track record of outstanding pupil progress and already pupils in year 6 are showing great progress and commitment to learning. Delta has also provided a part time SENCO for 2016/17 shared with a sister school.