



## Park Grove Primary Academy Pupil Premium Strategy Statement

1. SUMMARY INFORMATION			
School	Park Grove Primary Academy	Total PP Budget	£66,000
Academic Year	2018 - 2019	Number of Pupils Eligible for PP	49
Total Number of Pupils	269	Date of internal PP Review	12.10.18

### Whole school 2018 Overview

GLD				
School Pupil Premium children	School other	School Gap	York Gap	National Gap
25%	78%	53%	26%	17%

Phonics				
School Pupil Premium children	School other	School Gap	York Gap	National Gap
50%	80%	38%	17%	13%

		School Pupil	School	School Gap	York Gap	National Gap
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		Premium	Other			
Year 2	Reading	56%	70%	14%	24%	16%
	Writing	56%	64%	8%	23%	18%
	Maths	56%	70%	14%	22%	17%
	RWM combined	25%	68%	43%	36%	
Year 6	Reading	75%	84%	9%	21%	16%
	Writing	38%	81%	43%	21%	16%
	Maths	38%	68%	30%	20%	17%
	RWM combined	25%	68%	43%	26%	20%

## 2. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

### In-school barriers

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| A. | The existing gap in progress and attainment between some PP children and their non-PP peers. |
| B. | Low self-esteem, resilience and aspirations for some PP children.                            |
| C. | Missed learning opportunities through low attendance for some PP children.                   |

### External Barriers

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| D. | Lack of life experiences to support general learning and development. |
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### 3. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	The gap in progress and achievement will be narrowed	<ul style="list-style-type: none"><li>• Regular monitoring of assessment data will show gaps narrowing or identify areas for further work</li><li>• Termly pupil progress meetings between SLT, teaching staff and SENDCo will show gaps narrowing or identify areas for further work</li><li>• An evaluated intervention programme will contribute to narrowing gaps or be amended in line with children's needs</li></ul>
B.	Self-esteem and resilience will increase. Children will be engaged and motivated in their learning	<ul style="list-style-type: none"><li>• Evaluated ELSA work will show an improvement in self-esteem and resilience or lead to obtaining further help</li><li>• Discussions with children, staff and parents will show progress in self-esteem and resilience or further help will be sought</li><li>• Where self-esteem, resilience and engagement in learning are improved, progress and attainment will also increase</li></ul>
C.	Attendance for PP children will improve	<ul style="list-style-type: none"><li>• Attendance figures will show a reduction in poor attendance</li><li>• Family support will reduce as attendance barriers are overcome and attendance improves</li></ul>
D.	Children will be able to experience trips, clubs and school activities without any financial barriers to participation	<ul style="list-style-type: none"><li>• Children will attend school trips, including the year 6 residential visit</li><li>• Children will participate in music, sports and other extra-curricular clubs</li><li>• Children will be fully equipped for PE, swimming lessons and enrichment days</li></ul>

4. PLANNED EXPENDITURE 2018/19							
i	<u>Quality of teaching for all</u>						
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Evaluation
A.	The gap in progress and achievement will be narrowed	<p>Regular analysis of assessment data for PP children compared to their peers</p> <p>Training to understand the new assessment system</p>	<p>Analysing the data will enable monitoring of progress towards narrowing gaps</p> <p>Staff need to be familiar with how the new system operates and interpret the results it generates</p>	<p>Assessment lead and SENDCo will meet following each data capture</p> <p>Assessment lead will attend Ebor training and feedback</p>	<p>VHe LMa</p> <p>VHe</p>	<p>End cycle 1, 2 and 3</p> <p>July 2019</p>	<p>The assessment lead and SENDCo met after every data capture and held pupil progress meetings with staff to monitor progress and tweak interventions where necessary</p> <p>The assessment lead provided training for staff throughout the year on the new assessment system so that it was embedded</p>

		<p>Pupil progress meetings involving class teachers, SENDCo and SLT will highlight new concerns and flag up where gaps are not narrowing</p> <p>To embed a sense of responsibility for PP children across the school through staff training on the wider issues that can affect PP children</p>	<p>Discussing children at an individual level will enable their needs to be identified and accounted for</p> <p>Staff need to understand the various barriers that can exist for some PP children</p>	<p>Pupil progress meetings, based on written reports, will be held termly. Any actions arising will be evaluated in the following terms meeting</p> <p>High quality training from our own staff and external agencies such as IDAS</p>	<p>VHe HSt NMa LMa</p> <p>LMa VHe</p>	<p>End cycle 1, 2 and 3</p> <p>July 2109</p>	<p>and used effectively</p> <p>See above</p> <p>The SENDCo and IDAS provided training for staff so they were more aware of the wider issues facing some disadvantaged children</p>
ii	<b><u>Targeted Support</u></b>						
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>	<b>Evaluation</b>

A.	The gap in progress and achievement will be narrowed	A regularly evaluated intervention programme	Some children will need extra help to support their learning. This needs to be regularly evaluated to continually ensure children's needs are appropriately met	Termly intervention review meetings and pupil progress meetings will ensure the intervention programme is working	VHe LMa	End of cycle 1, 2 and 3	See above re interventions
		Use of the 'gap' book	Gaps in learning that emerge during lessons can be addressed quickly	The use of the 'gap' book will be monitored through the intervention and data reviews	HOI	End of cycle 1, 2 and 3	The gap book system was used effectively to provide same day intervention to address misunderstandings
		Booster/revision sessions for years 2 and 6 in maths and English	Children will be given extra support in a smaller group to develop their confidence and address specific areas of difficulty	The use of booster/revision sessions will be monitored through the intervention and data reviews	HSt NMa	End of cycle 1, 2 and 3	Booster sessions and reciprocal reading were used consistently throughout the year - many children made significant progress although for some this was not enough to reach the expected
		Reciprocal reading	Reciprocal reading for some year 5 and 6 children will enable them to develop their comprehension skills in a smaller group	The use of reciprocal reading will be monitored through the intervention and data reviews	LMa NSI  NMa	End of cycle 1, 2 and 3	

		Participation in the York Primary Schools' Writing Project for year 4	Evidence based intervention which we have been invited to join	Monitored by the literacy co-ordinator	NMa		standard  Staff found the writing project useful to engage and teach the children
		<b>Phonics Year 1:</b> Children in year 1 will be assessed to identify any issues and provided with extra support early or taught using alternative strategies	Identifying and supporting children early will provide the best chance of preventing/narrowing gaps	Regular intervention and data reviews and observations	NMa	End of cycle 1, 2 and 3	<b>Phonics year 1</b>  Extra support provided - 80% of DC (5 children in cohort) reached the standard and the rest made progress
		<b>Phonics year 2:</b> Children who did not meet the standard in year 1 will be supported through small intervention groups to try to meet the standard in year 2	Developing phonics skills will enable children to develop their reading and writing skills and reduce gaps or prevent gaps from widening	Regular intervention and data reviews and observations		End of cycle 1, 2 and 3	<b>Phonics year 2:</b>  Intervention s provided - 67% of DC (3 children in cohort) reached the standard
		<b>Phonics year 3:</b> Children in year 3 who have still not met the	Developing phonics skills will enable children to develop their reading and	Regular intervention and data reviews and observations		End of cycle 1, 2	<b>Phonics year 3:</b>

		phonics standard but made progress in year 2 will continue to be supported in small intervention groups to try and meet the standard	writing skills and reduce gaps or prevent gaps from widening			and 3	Intervention s provided - 40% of DC (5 children in cohort) reached the standard - the rest made progress
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B.	Self-esteem and resilience will increase. Children will be engaged and motivated in their learning	ELSA support will be provided where needed	ELSA uses recognised strategies to support children's self-esteem and resilience issues	Through observing ELSA sessions and discussing impact in data and intervention review meetings	LMa	End of cycle 1, 2 and 3	40% of DC received emotional support leading to increased resilience and self-esteem
		We will work in partnership with the school wellbeing service to support children where necessary	The school wellbeing service uses evidence based approaches to support children's mental health	Work in partnership to ensure children are correctly identified to benefit from the service. Attend review meetings with the family and wellbeing worker. Monitor the impact of the work through reports from the wellbeing worker	LMa	July 2019	
		PSHE teaching will address self-esteem, resilience and aspirations	PSHE teaching will contribute to a whole school ethos of positive self-esteem, resilience and high personal aspirations	Regular monitoring of PSHE teaching through book scrutinies and analysis of planning	HSt	July 2019	Monitoring shows PSHE teaching has addressed resilience, self-esteem and high aspirations
		To use some assembly time to stimulate children's interest in education and possible future careers	White British PP children (which are the majority of our cohort) are some of the lowest performing, in part because of low family aspirations and cultural expectations (Sutton Trust)	Build in some 'inspirational' assemblies from speakers/particular occupations and monitor the children's responses through our assembly follow up questions	HSt NMa LMa	July 2019	KS2 had an assembly about STEM careers - this is an area we can develop further next year
		SLT, pupil support team	As above - to provide	'Soft' data from talking to	LMa	July 2019	Children

		and 2 x experienced TAs to 'mentor' individual children	someone in school who takes an interest in the child's school life, achievements and aspirations	the children and adults involved			valued having someone to talk to and take an interest in their learning
C.	Attendance for PP children will improve	Support will be offered by the pupil support team to families where attendance is an issue	Working with the family leads to better attendance outcomes	Attendance data will improve	NSI LMa	July 2109	Support has been provided to children and families where attendance is an issue. The attendance of DC this year has increased from 93% to 94%
iii	<b><u>Other</u></b>						
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>	<b>Evaluation</b>
A.	Children will be able to experience trips, clubs and school activities without any financial barriers to participation	To fund all school trips for children in receipt of free school meals  To fund clubs/school	Finance will not be a barrier to children participating in trips - school trips can address some of the gaps in world experience  Children are able to	Staff and parents are aware via email/letter that trips are funded by school where the child is in receipt of free school meals  Staff and parents are	LMa  LMa	July 2019  July 2019	Trips were funded allowing all children to have new experiences ie seeing the sea for the first time  Musical and

		activities, where requested	access areas that are of interest to them and enjoy a wide curriculum without finance being a barrier	aware via email/letter that this funding is available for children in receipt of free school meals			sporting clubs were funded for some DC allowing them access to new interests
		To provide PE kit, swimming kit or other school equipment, where requested	Children are able to fully access the school curriculum through being properly equipped, without finance being a barrier	Good communication between the pupil support team and staff to ensure children's needs are met	LMa	July 2019	Equipment provided as necessary allowing children to fully access the curriculum
<b>TOTAL BUDGETED COST</b>						<b>£66.000</b>	

### 2019 Results

<b>GLD x 3 children</b>				
<b>School Pupil Premium children</b>	<b>School other</b>	<b>School Gap</b>	<b>York Gap</b>	<b>National Gap</b>
<b>33%</b>	<b>77%</b>	<b>44%</b>	<b>24%</b>	<b>18%</b>

<b>Phonics x 5 children</b>				
<b>School Pupil Premium children</b>	<b>School other</b>	<b>School Gap</b>	<b>York Gap</b>	<b>National Gap</b>
<b>80%</b>	<b>97%</b>	<b>17%</b>	<b>14%</b>	<b>13%</b>

		School Pupil Premium	School Other	School Gap	York Gap	National Gap
Year 2 x 7 children	Reading	71	79	8%	20%	
	Writing	57	75	18%	23%	
	Maths	57	81	24%	25%	
	RWM combined	57	69	12%	27%	
Year 6 x 6 children	Reading	33%	95%	62%	27%	
	Writing	50%	80%	30%	21%	
	Maths	33%	85%	52%	23%	
	RWM combined	17%	80%	63%	33%	