

Park Street C of C Primary School and Nursery

Pupil Premium Statement 2018-19

Pupil Premium funding is used to address inequalities between disadvantaged children and their peers. This funding is a sum of money allocated to every school based upon the numbers of pupils in the school that are:

1= Looked after children and post looked after children.

2= Armed forces children

3= Eligible for free school meals at any point in the last six years (not including Universal Infant Free School meals introduced in 2014)

This money is allocated to initiatives to ensure children reach their full potential both academically and socially.

'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers..'=DfE website

Park Street will receive £27, 720 this current financial year.

When deciding how to spend the PPG it is important to consider the potential barriers to learning faced by disadvantaged pupils in the context of Park Street school. The reasons for underachievement are many and varied and could include:

In school barriers	<ul style="list-style-type: none"> • Insecure concept of number and place value • Need for concrete manipulatives and ICT to support visual and kinaesthetic learning. • Lack of awareness for social boundaries and limited social skills • Limited reading and knowledge of phonics. • Difficulties in concentrating for extended periods of time. • Need of classroom support appropriate to the learners' needs. • Reduced ability in gross and fine motor skills • Low self-belief, esteem and confidence
External barriers	<ul style="list-style-type: none"> • Low or declining attendance- leads to gaps in learning due to frequent time off school. • Home-learning support- knowledge of the methods used at school to support children learning at home. • Financial limitations- access to books, computers, extra-curricular activities and educational visits. • Adequate nourishment- a healthy breakfast, every day, before school. • Parenting – providing positive routines and structures that promote effective attitudes towards learning and behaviour. • Engagement- working with the school and other external agencies • Access to life experiences- to broaden their lives and enrich their experiences.

Main barriers identified for action in 2018 - 2019

1. Pupils may have social and emotional issues that affect their mind-set and attitude to learning. They may have low self-esteem and confidence which affects how they approach and persevere in tasks. This can affect their resilience which in turn can affect how they reflect upon and attempt future tasks.
2. Financial issues can affect important social interactions and well-being if children are unable to afford extra-curricular activities, school trips and the residential visit.
3. Difficulties in sustaining a level of focus and attention to concentrate for extended periods can result in children not reaching their true learning potential.
4. Some pupils oral and language skills are less developed which affects their confidence when voicing contributions and explanations in class. It also has an impact on reading comprehension and writing levels.

Barrier	Action	Expected outcome	Cost
1	<p>Support FSM children by providing a nurture group for those who are in need.</p> <p>Adopting a whole school approach to growth mindset that is embedded within the culture of the school.</p> <p>Provide well-being woods sessions.</p> <p>Reduce teaching group sizes to increase quality first teaching, providing emotional scaffolding towards perseverance and resilience.</p>	<p>Identified children will receive additional small group support to address social and emotional issues. This will provide them with strategies to help them deal with their specific needs.</p> <p>Children change their way of their thinking, feeling empowered by situations that are difficult or challenging and viewing them as opportunities to practise and improve. This change of mindset will create motivated and resilient learners that aren't afraid to move out of their comfort zones.</p> <p>Talking and team-work will help children to understand some of the complex needs of their peers while sharing thoughts and feelings. Children gain a better understanding of how to tolerate and deal with friendship and social issues which will help them in group-work situations and on the playground, enabling them to be ready-to-learn when they come back in to class after any issues that may have arisen.</p> <p>This will narrow the gap between FSM pupils and their peers. It will support those children identified as needing to be monitored so that they do not fall significantly behind their peers. Children will have greater access to class teachers and make progress.</p>	<p>£3970</p> <p>£4716</p>

	<p>Continual reference to the zones of regulation in all classes and outside.</p> <p>Provision of 'talk time' to develop confidence and work through emotional difficulties.</p> <p>Access to St Albans West Partnership, a service that provides family support and includes a behaviour support worker. It offers parenting support & courses, family first assessment and a second advice service.</p> <p>Close liaison with the school nurse allows access to programs and strategies that help deal with anxiety and anger, as well as offering counselling. Information can be made available to parents who are struggling with managing the needs of their child and would like support in the home.</p> <p>Whole-school approach to the strategies learnt from the Pivotal behaviour INSET training.</p>	<p>Children will become more in tune with their emotional feelings and be able to reflect on what's contributed to them feeling as they do. By recognising how they feel and why, they can implement strategies to help them recover quicker and be ready to learn. This in turn increases learning potential helping to narrow the gaps.</p> <p>Children will gain confidence and support from talking to their peers as well as teaching staff. Children will benefit from time dedicated to discussing emotional issues so they can move on and be ready to learn. This in turn increases learning potential helping to narrow the gaps.</p> <p>Support for families that are in need of this support.</p> <p>Children will benefit from what this service offers should they have been signposted to it through triangulated discussion with parent, teacher and SENCO.</p> <p>Consistent acknowledgement of positive behaviour to reinforce appropriate behaviours for learning enabling children to make increased progress.</p>	<p>£1278</p> <p>£260</p>
2	<p>Financial support either directly from school funds, match funding or finding external funders to provide extra-</p>	<p>Participating in extra-curricular activities allow children to make a contribution to their school and community which is important for preparing them for life outside of academics. Studies show a correlation between improved attainment, behaviour and work habits as a result in pupils' involvement in after-school activities.</p>	<p>£1550</p>

	<p>curricular experiences for pupils that would otherwise go without.</p>	<p>School trips provide a great opportunity for pupils to gain experience of the wider world and face a range of challenges that can contribute significantly to their personal development. Schools trips also make a major contribution to the acquisition of knowledge and development of skills.</p> <p>The benefits of attending a residential trip are huge and have wide reaching impacts on the pupils that attend them; from making new friendships, to gaining self-esteem and self-confidence to becoming independent by carrying out tasks for oneself etc.</p>	
3	<p>Classes include take-ten, wake and shake and supermovers which are physical brain-breaks. In addition to this, each class runs a daily mile.</p> <p>For those children who struggle to retain information and concentrate for any length of time, we feel that identified children will have the opportunity to take part in activities designed specifically to develop concentration span.</p> <p>A homework club is offered for PPG to attend twice a week.</p> <p>1:1 and small group intervention dedicated to the individual needs of each learner.</p> <p>Maths Mastery program to run throughout the school and cascading into upper juniors to help consolidate and retain maths skills</p>	<p>This 'brainergiser' helps children to refocus, settle and concentrate. This increased attentiveness promotes a readiness to learn which in turn increases the quantity and quality of work productivity. =</p> <p>Providing short, sharp and specific activities in small group situations will help to practice and develop the skill of concentrating.</p> <p>With pre-learning, children will feel prepared and up-skilled so they can approach new concepts with greater confidence. Through consolidation, led in a stimulating environment with access to all resources in small teaching groups, children can revisit areas of difficulty and complete homework to a high quality. This will increase confidence and self-esteem, help with organisation, time-management, focus and concentration.</p> <p>Children will make accelerated progress benefitting from a tailored program to suit each learners needs to help consolidate areas of difficulty and misconception.</p> <p>This program works by breaking the teaching into smaller, more practical based learning using concrete manipulatives to really grasp the concept of maths.</p>	<p>£8000</p> <p>£210</p> <p>£1100</p> <p>£3216</p> <p>£3000</p>

<p>4</p>	<p>Identified children will receive 1:1 or small group (if appropriate) support from trained member of staff in Welcomm (assessment tool) using knowledge and skills gained from attending an Elkan course.</p> <p>All members of staff, in all situations, model high quality speech. Answers and responses are encouraged to be in full sentences.</p> <p>Story-time, using enriched texts, is given a higher priority within each classes timetable.</p>	<p>Those falling below age-related expectation will have specific intervention set up for them in order to narrow the gaps and improve their oral and language skills.</p> <p>In early language development, good and consistent modelling of oral skills is the most effective way children learn to speak well. If children are speaking well, then they are able to transfer this to their writing.</p> <p>All children will benefit from hearing high quality language through story-time. This exposes them to an increasing bank of vocabulary and improves comprehension.</p>	<p>£420</p>
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How the school will measure the impact

<p>Action 1</p>	<p><i>Soft data such a pupil voice, parent comments and comments made at the Strengths and Weaknesses meeting, Ofsted Parent view, staff commentaries and reflective discussions with PPG co-ordinator, at staff meetings, twilights or INSET days, lesson observations showing greater pupils engagement through hands up, discussions, more confidence to give answers in lessons in front of peers.</i></p>
<p>Action 2</p>	<p><i>More PPG pupils take up and attend additional and extra-curricular activities.</i></p>
<p>Action 3</p>	<p><i>In house data (SIMS, AM7 and FFT) showing improved progress and gaps being narrowed.</i></p>
<p>Action 4</p>	<p><i>Over time and after intervention, termly data tracked on Sims will show that gaps are narrowing between these pupils and their peers. Notes from pupil progress meetings will show how continued use of support in class and intervention is helping children make progress in this area.</i></p>

Actual Impact of 2017-2018 Pupil Premium Grant

Key Stage 1

Key Stage 1						
No. in cohort	29	All Y2 pupils at Expected standard +	Pupil premium Y2 pupils at Expected standard +	Gap between Y2 cohort and Y2 PPG pupils	National working at Expected standard +	Gap between National and Y2 Pupil premium pupils
No. of pupil premium	2					
Reading		86.2%	50%	-36.2%	76%	-26%
Writing		79.3%	50%	-29.3%	68%	-18%
Maths		82.8%	50%	-32.8%	75%	-25%

Key Stage 2

Key Stage 2						
No. in cohort	30	All Y6 pupils at Expected standard +	Pupil premium Y6 pupils at Expected standard +	Gap between Y6 cohort and Y6 PPG pupils	National working at Expected standard +	Gap between National and Y6 Pupil premium pupils
No. of pupil premium	5					
Reading		86.7%	60%	-26.7%	79.9%	-19.9%
Writing		86.7%	60%	-26.7%	78%	-18%
Maths		80%	60%	-20%	78.9%	-18.9%

Attendance

	2016-2017		2017-2018	
	Whole School 199 total	PPG children 18 total	Whole School 209 total	PPG children 25 total
Attendance %	96.56%	91.02%	95.2%	92.3%
Gap between Whole School & Pupil Premium	-5.54%		-2.9%	