



# Pallister Park Primary School

## Review of Pupil Premium Expenditure 2015/16

### Overview of the school

<i>Number of pupils and pupil premium grant (PPG) received</i>	
Total number of pupils on roll	405
Total number of pupils eligible for PPG; not inclusive of LAC	259
Amount of PPG received per pupil	£1320.00
<b>Total amount of PPG</b>	<b>£371,627.00</b>

### Performance of disadvantaged pupils 2016

Good Level of Development		
	%	Pupil no.
All	52%	81
Boys	44%	41
Girls	60%	40
PP	43%	35
SEN	17%	6

Year 2 Phonics retake	Achieved expected Standard	Not Achieved Expected Standard
All	47%	47%
Boys	63%	38%
Girls	36%	55%
PP	38%	54%
SEN	60%	20%

Year 1 Phonics	Achieved expected Standard	Not Achieved Expected Standard
All	78%	22%
Boys	79%	21%
Girls	77%	23%
PP	77%	23%
SEN	67%	33%

Year 6	Reading		Maths		GPS		Writing			
	AS	NS	AS	NS	AS	NS	GDS	EXS	HNM	PKG
All	72%	28%	89%	11%	70%	30%	5%	51%	0%	7%
National	66%		70%		72%			74%		
Local	61%		70%		69%			68%		
Boys	75%	25%	84%	16%	59%	41%	6%	47%	0%	13%
Girls	69%	31%	93%	7%	83%	17%	3%	55%	0%	0%
PP	71%	29%	88%	13%	75%	25%	4%	52%	0%	6%

Year 2	Reading				Writing				Maths				Science	
	GDS	EXS	WTS	PKF	GDS	EXS	WTS	PKF	GDS	EXS	WTS	PKF	EXP	HNM
All	5%	45%	32%	18%	2%	50%	42%	7%	2%	58%	25%	15%	75%	25%
Boys	4%	59%	26%	11%	0%	59%	37%	4%	0%	78%	15%	7%	89%	11%
Girls	6%	33%	36%	24%	3%	42%	45%	9%	3%	42%	33%	21%	67%	30%
PP	5%	35%	35%	25%	3%	43%	45%	10%	3%	50%	28%	20%	73%	28%
SEN	0%	25%	38%	38%	0%	38%	38%	25%	0%	50%	13%	38%	50%	50%
FSM	4%	44%	30%	22%	0%	56%	37%	7%	0%	52%	33%	15%	78%	22%

## Summary of PPG spending 2015/16

### Objectives in spending PPG:

- a) To continue to bring children into Nursery 1 at 2yrs to focus on socialisation and communication skills focusing high staff:pupil ratio creating N1 and N2 teams.
- b) 3 form intake in Reception- number currently at 81
- c) To continue intervention support for each year group – focusing on Pupil Premium children identified during Pupil Progress Meetings.
- d) To continue to target children for emotional, social, behavior and attendance support via Vulnerable Pupil Support Managers and year group Teaching Assistants and increase welfare provision for PPG children.
- e) To provide a range of unique experiences for disadvantaged children; theatre, pantomime, cinema, year group curriculum visits to places of interest, sports events,
- f) To provide instrument tuition for identified children in guitar and keyboard
- g) To continue TA allocation per year group to support child's emotional well-being to enable the teacher to focus on academic attainment
- h) Praise Awards and prizes for rewarding achievement
- i) Support for individual pupils and families eg, taxi, hygiene, uniform, food
- j) Refurbishment of KS1 classrooms to ensure suitable environment for learning

Summary of spending and actions taken:

Staff Costs

Additional TA2 for Nursery 1 and 2 (4 appointed)

Building Costs

Redecoration of Year 2 classrooms – Year 1s to be completed Summer Term

Intervention Costs

In all year groups an additional Teacher works across the classes to ensure targeted small group work for PP children. The additional staffing also includes 2 TAs to support individual needs. Within EYFS the staffing ratio is much higher in order to support the social and emotional needs of our younger children to help them settle into school. In addition, Y6's ratio is 4 Teachers and 1 TA to ensure small group support for all children.

Individual Family support

Vulnerable Pupil Support for individual children and families, including transport costs

Extra-Curricular Costs:

Subsidising Y6 Carlton residential

Curriculum budgets facilitating 'unique experience' visit or workshops

All trips subsidized

Music tuition- keyboard and guitar

Praise Award prizes

## Impact of spending

- a) We have had an EYFS Peer Review and Reception moderation which has highlighted good practice across Nursery and Reception. N1 and N2 teams are now well established and assessment and monitoring continues to provide clear information as to how our children are performing. Impact is most noticeable in areas relating to personal, social and emotional development.
- b) Progress continues to improve in EYFS with our GLD improving from 38% to 52%. Results show that our Pupil Premium children finish Reception with a gap of 9% in GLD which is a significant drop from the 16% difference last year. The purpose built Reception class rooms have enabled our intake to be raised to 81 children and progress has been good across all classes. Relationships with staff and pupils enhances the provision and via Pupil Review Meetings staff are aware of children who are not reaching targets and arrange interventions accordingly.
- c) Looking at Year 1 phonics there is only a 1% difference between Pupil Premium children and others. The gap is larger between Year 2 Pupil Premium children taking the phonics retest which we shall continue to monitor progress at our termly Pupil Review Meetings and evaluate impact of interventions in place. Looking at the Year 2 test results there continues to be a gap of around 9% between both groups and this shall continue to be a focus next year. This year's tests have been the first cohort on the new curriculum which has required additional targeted work to ensure children are working at the required standard. This will continue to be embedded next year.
- d) Targeted intervention support continues via our Team around the Child support within each year group. There are a range of interventions in place to support with maths and English which are provided by both Teaching Assistants and Teachers and reviewed at least termly. This support is focused on not only academic need but also emotional where children may benefit from additional support. By Year 6 the gap is negligible between all areas with GPS having a 5% improvement for PP children in comparison to others. Interventions have clearly made an impact by the end of school.  
Our Vulnerable Pupil Support Managers continue to provide support for all our pupils although this support is not restricted to PP children it often involves them. As well as during Pupil Review meetings individuals are discussed at our internal Child Protection meetings which allow us to identify any other children who require additional support.
- e) Providing a range of unique experiences for our children continues to be a priority. This year it has included;
  - Shrek the musical
  - Pantomime

- American experience day involving horses, bucking bronco and archery
  - Carlton Outdoor Centre
  - Bouncy castle fun day for whole school
- f) Instrument tuition has been provided by an external musician who has taught; keyboards and guitar. This has enabled individual children who would not usually have access to instruments be taught and be able to perform. Many of our children have now been learning an instrument for a couple of years which enables them to make progress and hopefully create an enjoyment of music that will continue with them into Secondary school.
- g) The support of our Teaching Assistants is vital in ensuring that our children are ready to learn. Within year groups consistent teams are established to facilitate the formation of relationships and trust. Termly Pupil Review meetings are held to evaluate the impact of staffing and discuss any issues that may arise.
- h) Children and parents value the rewards and birthday books awarded by school. We have begun to Tweet our pupils of the week and any other achievement that has occurred in order to keep parents fully informed of all activities that the school is a part of. We feel it has been an excellent way to highlight what goes on in our school each and every day.
- i) School continue to provide support for individual pupils and their families as and when it is required. This has included additional nursery sessions, clothing, games to support with hospital visits, washing and wraparound care before and after school. The Executive Head teacher decides if there is any support which is required and if it is necessary.
- j) KS1 Classrooms have now been refurbished to facilitate increased capacity ensuring suitable learning environment and ability to have targeted small group work and flexibility to work with groups according to academic need.

2016/17 Action Plan:

- To focus on narrowing gap between Pupil Premium children in Year 2 phonics retest and test results
- Refurbishment of KS2 areas to facilitate smaller class sizes/ increased capacity for PPG children
- To ensure more able PPG children are identified and interventions in place to enable them to reach their potential
- EYFS GLD to continue to be tracked to highlight children to focus on
- Reading assessments to be implemented and evaluated
- Music tuition – keyboards for targeted individuals