



Pallister Park Primary School

Review of Pupil Premium Expenditure 2016/17

Overview of the school

<i>Number of pupils and pupil premium grant (PPG) received</i>	
Total number of pupils on roll	493
Total number of pupils eligible for PPG; not inclusive of LAC	265
Amount of PPG received per pupil	£1320.00
Total amount of PPG	£349,800.00

Performance of disadvantaged pupils 2017

Good Level of Development		
	%	Pupil no.
All	43%	79
Boys	38%	45
Girls	50%	34
PP	19%	21
SEN	0%	2

Year 1 Phonics	Achieved expected Standard	Not Achieved Expected Standard
All	41%	22%
Boys	45%	21%
Girls	33%	23%
PP	25%	23%
SEN	50%	33%

Year 2 Phonics retake	Achieved expected Standard	Not Achieved Expected Standard
All	38%	56%
Boys	50%	50%
Girls	17%	83%
PP	25%	63%
SEN	100%	0%

Year 2	Reading				Writing				Maths				Science	
	GDS	EXS	WTS	PKF	GDS	EXS	WTS	PKF	GDS	EXS	WTS	PKF	EXP	HNM
All	7%	57%	23%	13%	3%	54%	30%	13%	7%	62%	18%	13%	69%	31%
Boys	3%	57%	29%	11%	3%	51%	34%	11%	6%	69%	14%	11%	66%	34%
Girls	12%	58%	15%	15%	4%	58%	23%	15%	8%	54%	23%	15%	73%	27%
PP	6%	53%	21%	21%	3%	50%	26%	21%	6%	50%	29%	15%	56%	44%
SEN	0%	25%	25%	50%	0%	25%	25%	50%	0%	50%	0%	50%	50%	50%
FSM	5%	41%	23%	32%	0%	41%	27%	32%	0%	41%	36%	23%	45%	55%

Year 6	Reading		Maths		GPS		Writing				
	AS	NS	AS	NS	AS	NS	GDS	EXS	WTS	HNM	PKG
All	72%	28%	92%	8%	80%	20%	0%	59%	28%	0%	13%
National	71%	29%	75%	25%	77%	23%		76%			
Local											
Boys	57%	43%	89%	11%	75%	25%	0%	54%	28%	0%	18%
Girls	85%	15%	94%	6%	85%	15%	0%	64%	27%	0%	9%
PP	72%	28%	91%	9%	84%	16%	0%	63%	28%	0%	9%
SEN	44%	56%	56%	44%	56%	44%	0%	22%	33%	0%	45%

Summary of PPG spending 2016/17

Objectives in spending PPG:

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

Summary of spending and actions taken:

Staff Costs

Team Around the Child - additional Teacher in each year group to enable small group work. KS1 TA per class and 2 in Reception classes. Year 6 with 4 Teachers and 1 TA.

Building Costs

Redecoration of Year 2 classrooms, additional break out areas in KS2

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 and 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 subsidised

Praise Award prizes

Impact of spending

- a) There continues to be a gap between the arraignment of PP children in the phonics retest. Children are monitored throughout the year and this cohort was the first three form entry in Year 1, which required additional staffing and organization. 11% of the cohort were new to the school.
- b) The refurbishment of Year 2 classrooms has been completed alongside areas in KS2 have also been modified to accommodate spaces for Y1, 2 and 5 so that there is additional capacity to have small focused groups with the additional Teacher allocated to those groups.
- c) PP children are highlighted for all teachers so and their progress is discussed at Pupil Progress meetings where an evaluation of the impact of any interventions are considered. Children are also moved between groups when attainment alters enabling a focus to be made on areas where they excel or require support. Support is focused on not only academic need but also emotional where children may benefit from additional support. By Year 6 PP children have made the same progress as their peer so the gap is narrowed by the end of school, this year they also outperformed other children in writing.
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.
- d) We continue to track the progress of our Reception children in relation to their GLD. Ensuring that our children make progress towards the ELGs is dependent on their starting points and this is discussed at Pupil Progress Meetings. Whilst attainment has not improved on last year this continues to be a focus for our school, how to improve attainment whilst also continuing the good development of social skills.
- e) Reading assessments have now been implemented throughout school and are having an impact on teaching and learning. Focus will continue to be on ensuring children read a range of texts and are immersed in reading not just on an individual basis but as part of whole class teaching. Leaders have visited other schools to evaluate the impact of their assessment procedures.
- f) Individual children have been targeted for keyboard tuition. We continue to evaluate the value of weekly lessons when the children do not have access to the instrument when at home to practice. Opportunities to perform were provided for the children at the various concerts held throughout the school year.

2017/18 Action Plan:

- To focus on GLD % for all children
- Improvements to playground areas to enhance provision of sports
- Continue to track the attainment of PPG and impact of interventions
- Provide an enriched curriculum which not only supports attainment but development of individual skills and attributes.
- Focus on strategies to support children with mental health issues