

## Parsons Heath C of E Primary School Pupil Premium Strategy 2017 to 2018

Summary information					
<b>School</b>	Parsons Heath C of E Primary School				
<b>Academic Year</b>	2017 to 2018	<b>Total PP budget</b>	£44,880 (April 17 to March 18)	<b>Date of most recent PP Review</b>	November 17
<b>Total number of pupils</b>	207	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	Data is reviewed at least half termly by teachers and governors but this form will be updated in April 2018 in line with the new budget.

Current Attainment (ie KS1 2017 SATs)		
(6 pupils)	<i>Pupils eligible for PP (at Parsons Heath)</i>	<i>Pupils not eligible for PP (at Parsons Heath)</i>
% achieving the expected standard or better in reading, writing and maths	83%	71%
% achieving the expected standard or better in reading	100%	79%
% achieving the expected standard or better in writing	83%	71%
% achieving the expected standard or better in maths	83%	88%

Current Attainment (ie KS2 2017 SATs)		
(3 pupils)	<i>Pupils eligible for PP (at Parsons Heath)</i>	<i>Pupils not eligible for PP (at Parsons Heath)</i>
% achieving the expected standard or better in reading, writing and maths	33%	71%
% achieving the expected standard or better in reading	67%	82%
% achieving the expected standard or better in writing	33%	82%
% achieving the expected standard or better in maths	33%	86%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers:</b>	
<b>A.</b>	Poor speech, language and communication.
<b>B.</b>	Learning behaviours and therefore lack of independent skills of some pupils.
<b>External barriers:</b>	
<b>C.</b>	Completion of homework and access to extra – curricular activities and experiences
<b>D.</b>	Fixed mindset and low aspirations and expectations of what pupils can achieve for some.

<b>E.</b>	Emotional well-being of the pupils.	
<b>Desired outcomes:</b>		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	For improved access to speech, language and communication strategies including Talk for Writing and access to personalised interventions aimed at accelerating progress in the subject.	To increase the percentage of disadvantaged pupils achieving age related expectations in reading, writing and maths in each year group based on the previous year's attainment.
<b>B.</b>	For pupils increase their ability to work independently and to make accelerated progress so that more PP children reach age related expectations by KS2. Progress is measured, analysed and shared at least termly. Termly Pupil progress meetings between the Senior Leadership Team and individual teachers include a focus on pupil premium.	To reduce the difference between disadvantaged pupils at Parsons Heath and disadvantaged pupils nationally achieving the expected standard at the end of Key Stage 2 in reading and maths.
<b>C.</b>	For all pupils to have access to a suitable environment in which to complete homework and access additional adult support for learning.	For all eligible pupils to access adult support and complete homework in a good learning environment.
<b>D.</b>	For all pupils, staff and parents to have a "Growth Mindset" and be aspirational for children's futures. Ongoing work with pupils and parents is planned for throughout this academic year.	For all pupils to be aspirational in their own goals and achievements. For pupils to see themselves as lifelong learners. For pupils to also believe in the value of the pupil voice.
<b>E.</b>	Children are emotional ready to learn.	For all pupils in need of external emotional support to receive it as and when needed.

<b>Planned expenditure Academic year 2016-2017</b>					
<b>i. Quality of Teaching for All</b>					
<b>Barrier Addressed</b>	<b>Action Taken</b>	<b>Rationale for this choice</b>	<b>How we will measure impact</b>	<b>Staff lead</b>	<b>When we will review impact</b>
<b>B and D</b>	Contribution towards NAHT Aspire School Development Project aimed at improving pupil outcomes and developing teaching and learning.	We embarked on our 3 year partnership with NAHT Aspire in January 2015.	External advisors visit the school 3-5 times each term.	All teachers and governors	This is monitored very regularly with at least termly evaluations being shared with governors.
					= £3,214
<b>Total budgeted Quality of Teaching for All =</b>					<b>£3,214</b>

<b>ii. Targeted support</b>					
<b>Barrier Addressed</b>	<b>Action Taken</b>	<b>Rationale for this choice</b>	<b>How we will measure impact</b>	<b>Staff lead</b>	<b>When we will review impact</b>

<b>A and B</b>	Targeted TA support in the classroom	Additional Teaching Assistant support to ensure interventions take place for individual and groups of children.	Part of One Planning for pupils with SEND or who have been tracked at pupil progress meetings.	Mrs Stephenson – Inclusion Manager	Half-termly
					£3,684

<b>A and B</b>	School contribution to our Local Delivery Group to fund Partnership work eg children's counsellor and Family Support Worker.	Child First schools have been working in partnership for the good of all of the children in the town. It is very successful at ensuring it gets the best opportunities and economies of scale for the children.	Consortium Headteachers meet at least 6 times per year. Governors and staff attend joint training as appropriate.	Mrs Newson - HT	Half-termly
					£3,762

<b>B</b>	1:1 or small group tuition for Maths and English for identified PP children.	PP identified due to data analysis completed each half term. 1:1 or small group tutoring depending upon the needs of the child.	Tutoring reviewed each half term with the tutor and class teacher.	Mrs Newman - DHT	Half-termly
					£8,100

<b>E</b>	Emotional Well-being Play Therapist	To support well-being.	Pupils are emotionally ready to learn	Mrs Newson - HT	Half-termly
					£3,000

<b>B and D</b>	Targeted support in the classroom	Additional Teacher support to ensure interventions take place for individual and groups of children.	Planning for pupils who have been tracked at pupil progress meetings.	Mrs Newson - HT	Half-termly
					£17,462
<b>Total budgeted for Targeted Support =</b>					<b>£19,878</b>

<b>iii. Other approaches</b>					
<b>Barrier Addressed</b>	<b>Action Taken</b>	<b>Rationale for this choice</b>	<b>How we will measure impact</b>	<b>Staff lead</b>	<b>When we will review impact</b>
<b>A and B</b>	Dyslexia Assessments carried out by Thorpe Centre. (£285)	Parents report that private assessment is too expensive.	Number of assessments carried out resulting in further investigation/diagnosis.	Mrs Stephenson – Inclusion Manager	January 2018
<b>B</b>	Staff Training on WordSmith and Science Bug with support on assessment.	SATs results of PP children in KS2	KS2 results of PP children in 2018.	Mrs Cairey – KS2 Lead	January 2018 April 2018
<b>C</b>	Additional Adults employed to work with pupils at Homework Club.	Homework Club was effective for most pupils last year.	Completion of homework task and feedback from pupils and parents.	Mrs Johnson – KS1 Lead and Mrs Newson - HT	April 2018
<b>D</b>	Purchasing of clothing/uniform as and when needed.	To ensure pupils have a sense of belonging.	Full participation of the group	Mrs Newson - HT	March 2018
<b>B and D</b>	Breakfast Club	Providing some children with a good hot breakfast at the start of the day.	Concentration of pupils in class and end of year results.	Mrs Newson - HT	April 2018
<b>C and D</b>	Year 6 Study Club	Providing Year 6 children with a good hot breakfast at the start of the day and a 35 minutes each day of additional study with a class teacher.	Concentration of pupils in class and end of year results.	Mrs Cairey – KS2 Lead Mrs Newman – DHT Mrs Newson - HT	April 2018
<b>D</b>	Trips subsidy	To ensure the children have access to enrichment experiences.	Full participation of the group	Mrs Newson - HT	April 2018
<b>Total budgeted for Other Approaches =</b>					<b>£5,658</b>