



Park Hill Primary School Pupil Premium Statement 2018-19



1. Summary Information					
School	Park Hill Primary School				
Academic Year	2018-19	Total PP Budget	£51,140	Date of most recent PP Review	Summer '18
Total Number of children	438	Number of children eligible for PP	38	Date for next internal review of this strategy	Summer '19

2. Current attainment (Summer 2018 end of Year data)		
	Children eligible for PP	All Children
% Achieving 'ARE and above' in Reading, Writing AND Maths combined	67%	70%
% Achieving a 'Higher standard' score in Reading, Writing AND Maths (combined)	0%	4%
KS1 to KS2 Progress Score: Reading	-1.73	-3.01
KS1 to KS2 Progress Score: Writing	4.00	-1.99
KS1 to KS2 Progress Score: Maths	-1.68	-1.36

Pupil Premium Attainment and Progress – Summer 2018

End of KS2 Progress – Summer 2017

Reading		Writing		Maths	
All	PP children	All	PP children	All	PP children
- 3.0	-1.73	- 2.0	4.00	- 1.4	-1.68

End of KS2 Attainment – Summer 2018

	Reading		Writing		Maths	
	All	PP children	All	PP children	All	PP children
School expected	72%	67%	81%	100%	81%	83%
National expected	75%	80%	78%	83%	76%	81%
National v School difference	-3%	-13%	+3%	+17%	+5%	+2%
School Working Above ARE	26%	17%	13%	17%	19%	0%
National Working Above ARE	28%	33%	20%	24%	24%	28%
National v School difference	-2%	-16%	-7%	-7%	-5%	-28%

End of KS1 Attainment – Summer 2018

	Reading				Writing				Maths			
	All		PP children		All		PP children		All		PP children	
	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE
School expected	77%	27%	80%	20%	70%	3%	60%	0%	75%	8%	60%	0%
National expected	75%	26%	60%	*	70%	*	53	*	76	22%	61%	*
National v School difference	+2%	+1	-20%	*	0%	*	-7%	*	-1	-14%	+1%	*
School Working Above ARE	*	27%	*	20%	*	3	*	0	*	8%	*	0
National Working Above ARE	*	26%	*	*	*	*	*	*	*	22%	*	*
National v School difference	*	+1%	*	*	*	*	*	*	*	-14%	*	*

* Awaiting data to be confirmed

Year Group	Reading				Writing				Maths			
	All		PP children		All		PP children		All		PP children	
	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE	At ARE	Above ARE
Year 1 (6 PP children)	80%	10%	100%	17%	77%	5%	83%	0%	73%	8%	83%	0%
Year 2 (5 PP children)	77%	24%	80%	20%	70%	3%	60%	0%	75%	8%	60%	0%
Year 3 (7 PP children)	79%	0%	86%	0%	66%	0%	71%	0%	64%	0%	43%	0%
Year 4 (8 PP children)	66%	20%	63%	0%	56%	12%	13%	0%	56%	10%	50%	0%
Year 5 (4 PP children)	77%	27%	75%	25%	64%	27%	50%	0%	64%	29%	25%	0%
Year 6 (6 PP children)	72%	26%	67%	17%	81%	13%	100%	17%	81%	19%	83%	0%

Year Group	What does the data analysis tell us about the relative attainment and achievement of Pupil premium and non-Pupil Premium children for each year group?	
Year 1	Reading	Pupil Premium children performed better than their peers, with all six children achieving 'At ARE', and one child achieved 'Working Above ARE' at the end of the year.
	Writing	Pupil Premium children achieved broadly in line with their peers, with five of the six children achieving 'At ARE', although no children achieved 'Working Above ARE' at the end of the year.
	Maths	Pupil Premium children achieved broadly in line with their peers, with five of the six children achieving 'At ARE', although no children achieved 'Working Above ARE' at the end of the year.
Year 2	Reading	Pupil Premium children achieved broadly in line with their peers, with four of the five children achieving 'At ARE', and one child achieved 'Working Above ARE' at the end of the year.
	Writing	Pupil Premium children underachieved compared with their peers, with three of the five children achieving 'At ARE', and no children achieved 'Working Above ARE' at the end of the year.
	Maths	Pupil Premium children underachieved compared with their peers, with three of the five children achieving 'At ARE', and no children achieved 'Working Above ARE' at the end of the year.
Year 3	Reading	Pupil Premium children achieved broadly in line with their peers, with six of the seven children achieving 'At ARE', although no children achieved 'Working Above ARE' at the end of the year.
	Writing	Pupil Premium children achieved broadly in line with their peers, with four of the seven children achieving 'At ARE', although no children achieved 'Working Above ARE' at the end of the year.
	Maths	Pupil Premium children underachieved compared with their peers, with three of the seven children achieving 'At ARE', and no children achieved 'Working Above ARE' at the end of the year.
Year 4	Reading	Pupil Premium children underachieved compared with their peers, with five of the eight children achieving 'At ARE', and no children achieved 'Working Above ARE' at the end of the year.
	Writing	Pupil Premium children underachieved compared with their peers, with one of the eight children achieving 'At ARE', and no children achieved 'Working Above ARE' at the end of the year.
	Maths	Pupil Premium children achieved broadly in line with their peers, with four of the eight children achieving 'At ARE', although no children achieved 'Working Above ARE' at the end of the year.
Year 5	Reading	Pupil Premium children achieved broadly in line with their peers, with three of the four children achieving 'At ARE', and one child achieved 'Working Above ARE' at the end of the year.
	Writing	Pupil Premium children underachieved compared with their peers, with two of the four children achieving 'At ARE', and no children achieved 'Working Above ARE' at the end of the year.
	Maths	Pupil Premium children underachieved compared with their peers, with one of the four children achieving 'At ARE', and no children achieved 'Working Above ARE' at the end of the year.
Year 6	Reading	Pupil Premium children achieved broadly in line with their peers, with four of the six children achieving 'At ARE', and one child achieved 'Working Above ARE' at the end of the year.
	Writing	Pupil Premium children performed better than their peers, with all six children achieving 'At ARE', and one child achieved 'Working Above ARE' at the end of the year.
	Maths	Pupil Premium children achieved broadly in line with their peers, with five of the six children achieving 'At ARE', although no children achieved 'Working Above ARE' at the end of the year.

Attendance	2017-18	2016-17
	Pupil Premium 94.7%	Pupil Premium 94.8%
	All Children 96.4%	All Children 96.6%

Funding Priorities

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced; these are varied and there is no “one size fits all”. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach Age Related Expectations + as they move through the school, and for those who attain high, we aim to continuously challenge them to further improve.

We are determined to ensure that the percentage of children working at Age Related Expectations and above increases, and that we narrow the attainment gap between pupils in receipt of Pupil Premium Funding and other pupils.

3. Barriers to future attainment of children eligible for Pupil Premium funding:	
In-school barriers	
A	Through the majority of the school, Maths attainment of children receiving Pupil Premium funding is lower than their peers.
B	Few children in receipt of Pupil Premium funding achieve ‘Working Above’ or ‘Greater Depth’ in Reading, Writing or Maths.
C	Social and emotional barriers to learning for a small number of children across the school.
D	Behaviour issues provide learning distractions for a small number of children across the school.
External barriers	
E	Several children in receipt of Pupil Premium are also SEND

4. Desired Outcomes		Success Criteria
A. To improve the attainment in Maths for Pupil Premium children in line with their peers.		The attainment of Pupil Premium children is largely in-line with their peers
B. To support Pupil Premium children to achieve 'Working Above' Age Related Expectations in Reading, Writing and Maths.		Targeted children in each year group achieve 'Working Above' ARE in Reading, Writing and Maths.
C. Social and emotional barriers are lessened or removed.		More confidence demonstrated in lessons by PP pupils enabling them to make sustained contributions which impacts on their learning. Targeted work with teachers and Pastoral team to promote self-confidence, independence and promote life skills.
D. Behaviour has improved and has little or no impact on learning.		More confidence demonstrated in lessons by PP children, enabling them to make sustained contributions which impact on their learning.
E. Pupil Premium with SEND will make progress in line with their cohort peers, from their relative starting points.		All Pupil Premium children with SEND will make expected or better progress, in line with their cohort peers.

5. Planned expenditure					
Academic Year		2018-19			
The three headings below enable us to demonstrate how we are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
a. Quality of teaching for all					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	Implementation review date
A. Pupil Premium children will make attainment and progress in line with their cohort peers	CPD on the use of teacher/ TA to target children.	Low numbers of PP children can cause irregular data patterns, so targeting is important.	CPD planning, book trawls, lesson observations, learning walks, and discussions, data analysis, Pupil Progress Meetings, planning and 'live feedback' analysis.	Deputy Headteachers, Maths and English subject leaders.	December 2018
	CPD on questioning, and high quality verbal feedback including 'live marking'.	Use of TA and teacher supports progress of all children.			December 2018
	Children specifically targeted and discussed in Pupil Progress Meetings				Termly after each data entry.

		<p>High quality feedback ensures children know how to improve.</p> <p>Underperforming and higher ability children targeted.</p>			
<p>B. Pupil Premium children will achieve Working Above ARE in line with their cohort peers</p>	<p>CPD on the use of teacher/ TA to target children.</p> <p>CPD on questioning, and high quality verbal feedback including 'live marking'.</p> <p>CPD for subject knowledge and pedagogy of greater depth expectations.</p> <p>Specifically targeted children and discussed in Pupil Progress Meetings</p>	<p>Low numbers of PP children can cause irregular data patterns, so targeting is important.</p> <p>High quality feedback ensures children know how to improve.</p> <p>Staff are aware of 'greater depth' expectations and challenge the children accordingly.</p>	<p>CPD planning, book trawls, lesson observations, learning walks, and discussions with PP children, data analysis, Pupil Progress Meetings, planning and 'live feedback' analysis.</p>	<p>Deputy Headteacher</p>	<p>December 2018</p> <p>December 2018</p> <p>December 2018</p> <p>Termly after each data entry.</p>
<p>C and D. Social, emotional and behaviour barriers lessened or removed.</p>	<p>Increased Learning Mentor time.</p> <p>Increased extra-curricular provision and participation.</p> <p>Begin Forest-schools in the summer term.</p> <p>'Barriers to learning' identified for all children.</p>	<p>Increased accessibility for children to meet with Learning Mentor</p> <p>PE subject leader to provide balanced and broad extra-curricular timetable of clubs.</p> <p>Opportunities for children to teams build and work outdoors.</p> <p>Outside influences and barriers to learning are noted for all children.</p>	<p>Monitoring of participation in extracurricular activities.</p> <p>Pupil voice interviews</p>	<p>Pastoral Lead SENCo Deputy Headteacher PE leader</p>	<p>End of each term</p>
<p>E. Pupil Premium children with SEND will</p>	<p>Personalised intervention</p>	<p>Personalised intervention has proven success over time, for the identified children.</p>	<p>Rigorous monitoring of interventions</p>	<p>SENCo Deputy Headteacher</p>	<p>December 2018</p>

make progress in line with their cohort peers from their relative starting points.	<p>CPD on use of TA/ Teacher deployment for children.</p> <p>Personalised curriculum from Learning Conversations to tailor learning to the needs of pupils.</p> <p>Targets set for specific individuals.</p>	<p>High quality feedback ensures children know how to improve.</p> <p>Specific, achievable target and work supports progress.</p>	Targeted pupil progress meetings following assessment points		<p>April 2018</p> <p>July 2018</p>
Total budgeted cost					£29,500

b. Targeted support					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	Implementation review date
A. Pupil Premium children will make attainment and progress in line with their cohort peers	<p>CPD on the use of teacher/ TA to target PP children.</p> <p>PP children specifically targeted and discussed in Pupil Progress Meetings</p>	Low numbers of PP children can cause irregular data patterns, so targeting is important.	CPD planning, book trawls, lesson observations, learning walks, and discussions with PP children, data analysis, Pupil Progress Meetings, planning and 'live feedback' analysis.	Deputy Headteachers, Maths and English subject leaders.	<p>December 2018</p> <p>December 2018</p> <p>Termly after each data entry.</p>
B. Pupil Premium children will achieve Working Above ARE in line with their cohort peers	<p>CPD on the use of teacher/ TA to target PP children.</p> <p>CPD on questioning, and high quality verbal</p>	Low numbers of PP children can cause irregular data patterns, so targeting is important.	CPD planning, book trawls, lesson observations, learning walks, and discussions with PP children, data analysis, Pupil Progress Meetings, planning and 'live feedback' analysis.	Deputy Headteacher	<p>December 2018</p> <p>December 2018</p>

	<p>feedback including 'live marking'.</p> <p>PP children specifically targeted and discussed in Pupil Progress Meetings</p>	<p>High quality feedback ensures children know how to improve.</p>			<p>Termly after each data entry.</p>
<p>C and D. Social, emotional and behaviour barriers lessened or removed.</p>	<p>Increased Learning Mentor time.</p> <p>Increased extra-curricular provision and participation by PP Pupils.</p> <p>Begin Forest-schools in the summer term. 'Barriers to learning' identified for PP children.</p>	<p>Increased accessibility for PP children to meet with Learning Mentor</p> <p>PE subject leader to provide balanced and broad extra-curricular timetable of clubs.</p> <p>Opportunities for children to teams build and work outdoors. Support given to overcome the barriers to learning.</p>	<p>Monitoring of PP participation in extracurricular activities.</p> <p>Pupil voice interviews</p>	<p>Pastoral Lead SENCo Deputy Headteacher PE leader</p>	<p>End of each term</p>
<p>E. Pupil Premium children with SEND will make progress in line with their cohort peers from their relative starting points.</p>	<p>Personalised intervention</p> <p>CPD on use of TA/ Teacher deployment for PP children.</p> <p>Personalised curriculum from Learning Conversations to tailor learning to the needs of pupils.</p> <p>Targets set for specific individuals.</p>	<p>Personalised intervention has proven success over time, for the identified children.</p> <p>High quality feedback ensures children know how to improve.</p> <p>Specific, achievable target and work supports progress.</p>	<p>Rigorous monitoring of interventions</p> <p>Targeted pupil progress meetings following assessment points</p>	<p>SENCo Deputy Headteacher</p>	<p>December 2018</p> <p>April 2018</p> <p>July 2018</p>
Total budgeted cost					£22,000

