

1. Summary information					
<b>School</b>	Park Lane Primary & Nursery				
<b>Academic Year</b>	2018/19	<b>Academic Year</b>	2018/19	<b>Academic Year</b>	2018/19
<b>Total number of pupils</b>	400	<b>Total number of pupils</b>	400	<b>Total number of pupils</b>	400

2. Current attainment - 2017 KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	78	64
<b>% achieving progress in reading</b>	77.2	75
<b>% achieving progress in writing</b>	79.7	78
<b>% achieving progress in maths</b>	77.2	76
<b>% making progress in reading</b>	+0.70	+0.33
<b>% making progress in writing</b>	+4.04	+0.17
<b>% making progress in maths (9/18)</b>	+0.82	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Disadvantaged pupils making less progress in Reading, Writing and Maths in KS2	
B.	Disadvantaged pupils' attainment in reading is lower than that of non-PP across KS2.	
C.	Middle ability entry PP pupils make less progress and attain lower than non-PP pupils nationally in reading and to a lesser extent maths	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates and persistent absence for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind as difficult to catch up on learning lost	
E.	Low aspirations and expectations from home impact on outcomes and progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment and accelerated progress of disadvantaged pupils from their starting points	Intervention folders in place for each class and evaluated by Pupil Premium champion, we also have provision tracker.
B.	Staff to plan for all PP children and have dedicated intervention strategy Children to be screened on entry using Wellcome screening tool	Children below ARE will be given intervention plan and strategies to raise attainment quickly implemented
C.	Improve oral language skills for pupils eligible for PP in reception class.	Children achieve ARE expectations or above by end of reception year.
D.	Persistent absence decreases through work with families and Warwickshire WAS (Warwickshire, attendance service) team	PP children attendance is improving to be in line with non-PP.
E.	Improved engagement of families in their child's education through increased opportunities	All children including PP access 101 experiences. Evidence of parents engaging in child's learning through completing homework tasks and reading records.

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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	When will you review implementation?
A – Improve attainment and progress	Staff training on active learning and effective feedback strategies (£5000) Additional teaching hours including Easter School booster (£6500) Revision/general resources (£3000) Senior Leader release time (£11,530)	Staff training focuses on active learning and effective feedback aligned to the school action plan. The Head will plan and deliver quality training using specific and concise learning intentions. The Dept. Head will evaluate planning to ensure sessions are planned with the focus on the development of assessment for learning techniques. In the moment marking is also beneficial as this provides instant feed back to the children.  Revision resources to be provided for all year groups with particular emphasis on Yr6 in lead up to SATs. Teaching resources provided as required for all eligible pupils.	Staff training is planned for each term to including INSET days and weekly twilight sessions. A triangulation process is used to measure the impact of the training including lesson observations, book trawls and data analysis.	DEPT	July 2019
A - Improve attainment of focus children including PP	Booster sessions – targeted year 6 but across all year groups (£36,438)	Low entry disadvantaged pupils make less progress than their peers – targeted sessions are planned and resourced for these children, curriculum support assistants have been employed to help support this most vulnerable children.	Data analysis on half termly basis – pupil progress meetings	Data analyst, PP Champion	Half termly

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<p>A – Improve attainment and progress</p>	<p>Intervention groups – TA hours (£65,588)                  SENCO release time (£5,265)                  EIS Subscription (£2,834)                  Ed Pysch subscription (£6,500)                  Counselling (£1200)                  Uniform (£2000)                  CAF training (£1000)                  Additional year 6 teacher support (£5,265)                  Nurture provision (£19,035)                  1-2-1 provision (£3,665)</p>	<p>Tailored individual and small group support will be provided across the curriculum in order to meet individual need and to address emotional barriers which may be causing difficulties. Counselling for pupils has been provided where the need arose and support for vulnerable children and their families provided through engagement in the CAF process and through working in partnership with Children’s Services. Access to school uniform free of charge will be also be offered with many parents taking advantage of this in previous years. Nurture support is given to those children identified as requiring this type of intervention during which a range of social skills are developed and an environment in which they can learn and discuss in a small group setting. Some interventions are also delivered on a 1-2-1 basis for pupils who may be finding areas of the curriculum difficult and provision for more able pupils will be provided in the form of after school tuition.</p>	<p>Pupil progress meetings held half termly to analyse attainment and progress of all identified pupils and to assess the effectiveness of the interventions.</p> <p>Liaison with external providers (Sycamore Counselling) to measure impact of intervention.</p>	<p>HT</p>	<p>Half termly</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£165,486</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
B. Skill gap not identified early enough in EYFS	<p>EYFS Lead on Smart Start training. (£2000)</p> <p>Staff training on Welcome Screening (£1500)</p> <p>Closing the Gap training (£1500)</p>	<p>Warwickshire LA recommendation – AHT of KS1 can deliver closing the gap strategies through Smart Start training. Variations in cognitive development are seen as early as 22 months, closely linked to advantage and disadvantage. By the age of 3, children from disadvantaged backgrounds can be up to a year behind their more advantaged peers. The gap increases steadily over time, lasts a lifetime, and is apparent across a range of indicators, from health and well being to income and attainment. Quality is pivotal in making a difference - effective early years education, is determined to be that which is good or better at the point of inspection.</p> <p>High quality provision is able to redress the balance, helping children disadvantaged backgrounds to catch up (or not fall further behind) children from more advantaged families.</p>	<p>Supporting practitioners to identify and act upon vulnerability and developing leaders with the confidence to champion vulnerable groups relentlessly</p> <p>Enhancing practitioners knowledge and skills in delivering effective programme and approaches to support communication skills</p>	SEL	Half Termly
<b>Total budgeted cost</b>					<b>£5,000</b>



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<p>C. Oral language skills in reception are lower on entry for pupils eligible for PP than other pupils</p>	<p>Chatter Matters Training (£1500) Release time for SLT (£5137.35)</p>	<p>Training from 'time to talk'<sup>TM</sup> team on the principles of effective early intervention with specific focus on the strategies which support the development of speech, language</p>	<p>This training enables practitioners to offer language enrichment sessions for young children based around singing, storytelling and play. Chatter matters weeks in school where parents are invited to attend.</p>	<p>SEL</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					<b>£6,637.35</b>
<p>D. Persistent absence decreases through work with families and Warwickshire ACE team</p>	<p>Attendance Improvement Service (£720) Release time to attend meetings – attendance, CAF, Core group (£4000) Breakfast club (£6500)</p>	<p>All staff members are fully aware of the link between attendance and achievement therefore attendance levels for all pupils are monitored frequently. The school makes use of professional services to provide targeted support to improve attendance and punctuality and to establish and develop links with families where poor attendance and punctuality are barriers to learning. Free access to breakfast club is available to all.</p>	<p>Weekly attendance evaluation and meetings scheduled with parents as required.</p>	<p>Attendance lead</p>	<p>Weekly</p>
<b>Total budgeted cost</b>					<b>£11,220</b>



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<p>E. Improved engagement of families in their child's education through increased opportunities</p>	<p>Y5/6 Residential Trip - (£3,500) County Music Service - (£500) Staffing After school Club - (£17,550.00) Pantomime M&amp;M productions - (£3,500) Curriculum events for all year groups - (£8,000) Whole school trips - (£5,500) - Griffin Arts/Sports Festival and Founders Day (£4,000)</p>	<p>Family homework projects are promoted with resources available from school. A homework club is available for all children. This is particularly beneficial to those who lack support at home or to those where the home environment is not conducive to effective learning.</p>	<p>Homework projects displayed prominently throughout the school and achievements celebrated.</p> <p>Curriculum days to share learning and achievement.</p>	<p>AHTs</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					<b>£38,550</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
<p>GST 5% contribution</p>	<p>Contribution to sponsors – use of funds as displayed on GST website. (£7,723)</p>				
<b>Total budgeted cost</b>					<b>£7,723</b>

6. Review of expenditure				
Previous Academic Year		<b>2017/18</b>		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment and progress	<p>Staff training on active learning and effective feedback strategies (£2874.75)</p> <p>Additional teaching hours including Easter School booster (£3500)</p> <p>Revision/general resources (£3330)</p> <p>Senior Leader release time (£5000)</p> <p>Booster sessions – targeted year 6 but across all year groups (£5200)</p>	<p>Of the 17 pupils eligible for funding, 11 achieved the expected standard in reading, writing and maths combined in the SATs tests. (65%) This figure is above the national average for non PP ARE attainment.</p> <p>Individual attainment: 2017                      Reading PP = 76% national non PP = 73%                      Writing PP = 88% national non PP = 79%                      Maths PP = 76% national non PP = 76%</p> <p>PP v Non PP national gap 2017                      RWM -3% (SATs results)</p> <p>In school gap – RWM -3% combined                      National PP – RWM= 39% - PL PP = 65% (+26%)</p> <p>Internal tracking data shows that PP pupils made better than expected progress over the key stage from low starting points on entry.</p> <p>All pupils, including pupils not eligible for PP benefitted from intense focus on active learning strategies and effective feedback. All pupils now routinely complete learning comments and are becoming reflective learners taking full advantage of a metacognitive approach.</p>	<p>The focus on developing pedagogical approaches will continue next year with a focus on further promoting active learning with more emphasis on the development of independent learning via an enquiry based approach.</p> <p>The use of additional teaching hours in year six was effective in terms of outcomes generally although not specifically to PP children with regard to test results. This model will be repeated next year.</p> <p>Booster sessions and interventions will continue across the school although more commitment will be given to allow teachers to lead and deliver interventions where possible.</p>	£62,149.95

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attainment and progress</p> <p>Improve engagement of families in learning</p> <p>Improve attendance</p>	<p>EYFS Lead on Smart Start training. (£2000)</p> <p>Staff training on Welcome Screening (£1500)</p> <p>Closing the Gap training (£1500)</p> <p>Chatter Matters Training (£1500)</p> <p>Release time for SLT (£2000)</p> <p>Attendance Improvement Service (£720.00)</p> <p>Release time to attend meetings – attendance, CAF, Core group (£3,310.45)</p> <p>Breakfast club (£6270)</p>	<p>Intervention groups were partly beneficial across the school and the SENCO has evaluated the full impact of each.</p> <p>STS subscriptions allowed the SENCO to plan for assessments of cognitive need to take place. These, along with reports and assessments from the Educational Psychologist, have been invaluable in allowing the school to provide individual need and to support the process of EHC application where necessary.</p> <p>Hard to engage families are still a significant barrier which the school needs to address. The relationship with the Attendance Compliance Enforcement agency (ACE) has proven to be beneficial and efforts to improve overall school attendance are ongoing. The focus has been on supporting vulnerable families and pupils eligible for PP funding through the Early Help process and attendance support meetings.</p> <p>Breakfast Club is available to all children with priority given to children who receive PP funding.</p>	<p>Interventions will continue next year based on secure assessment of learning and accurate tracking in order to identify under-performance.</p> <p>Emphasis on teachers being released in order to deliver the interventions were possible and will continue.</p> <p>Subscriptions to external professionals are crucial and will continue in order to support pupils already on roll and also members of new intake who have already been identified as requiring additional support.</p> <p>Support from the ACE team will continue next year as we look to fully close the attendance gap. Breakfast Club will remain a feature of the provision offered by the school.</p>	<p>£18,800.45</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	<p>Y5/6 Residential Trip (£3,000)</p> <p>County Music Service (£500)</p> <p>Staffing After school Club (£17,550)</p> <p>Pantomime M&amp;M productions (£3,000)</p> <p>Curriculum events for all year groups (£8,000)</p> <p>Whole school trips (£5,500)</p> <p>Griffin Arts/Sports Festival and Founders Day (£4,000)</p>	<p>The current curriculum did not provide what we wanted for our children.</p> <p>The various actions and approaches listed have all been well attended by PP and non-PP pupils and have beneficial impact on behaviour and attitudes to learning as evidenced by pupil interviews and behaviour logs.</p> <p>Attendance at after school clubs: Academic year total has increased by 74.9% from 2017/18 meaning 95% of pupils have accessed a club since September.</p> <p>72.1% of PP children participated in a club.</p> <p>KS1 girls participation at Park Lane improved in all years and by up to 30% in one. For the first time, overall participation for girls has been higher than boys.</p> <p>Opportunities to represent the school in competitive/elite sport increased significantly. PP participation has increased in all year groups. This suggests that using Free G funding to target PP and personalised letters have been effective. Teams have had chance to play at quality facilities such as The Pingles Athletics Stadium, Bedworth Cricket Club, Bablake 3G and Cricket field/pavilion, St Michaels 3G, NCS Sportshall. All have been inspired to perform at a higher level.</p>	<p>With the new wider curriculum opportunities this will start to further possibilities and provide our children with a rich wide exciting curriculum.</p>	<p>£41,550</p>

## 7. Additional detail

### Statement on Pupil Premium Spend Across the Griffin Schools Trust

The Griffin Schools Trust retains 5% of pupil premium allocation across its schools. This funds co-ordinated, strategic work across the Trust that supports the chosen work of individual schools but would not be affordable from single budgets. It contributes to:

#### Culture and climate

- A Director of Performances to lead and co-ordinate drama and performance across all schools
- A Director of Art to lead and co-ordinate our annual 2 week-long arts festival and to broaden best practise provision across all schools.
- An annual residential arts and cultural experience in London for 10 year olds.
- A Director of Music to drive best practice across all schools and make performance level music available at no charge to disadvantaged pupils.
- A Director of Sport to drive best practise across all schools and make performance sport a realistic option for disadvantaged pupils.
- An annual Sports Festival, Founders Day and Science Symposium.

#### Leadership and Management

- Training for all Heads in the identification of underperformance in the pupil premium group of children, analysis of their individual progress and the design of focused plans strategies to raise their attainment.
  - In depth support to schools to make rapid improvements to their attainment of underperforming groups of pupils.
  - The co-ordination, monitoring and analysis of hundreds of free-extra-curricular clubs and activities, the provision of which is a central precept of wide horizons.
  - Training for new leaders in the identification of underperformance. Analysis of progress and the design of plans and strategies to improve attainment.
  - Support to middle leaders, individually and in groups, in the identification of underperformance, analysis of progress and design of plans to improve attainment.
  - Focused staff visits to exceptional settings to share and see good and successful practise.
  - Expert support for teachers, individually and in groups, in the teaching of literacy including phonics and mathematics.
- To redress the national disproportion of advantaged pupils versus disadvantaged pupils benefitting from sporting, artistic provision and leadership opportunities in and out of school, future plans include:
- The appointment of a Lead Practitioner for Dance
  - The further development of Trust wide pupil leadership