

1. Summary information					
<b>School</b>	Park Lane Primary & Nursery				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	170,280	<b>Date of most recent PP Review</b>	Sep 19
<b>Total number of pupils</b>	405	<b>Number of pupils eligible for PP</b>	122 = 30%	<b>Date for next internal review of this strategy</b>	April 20

2. Current attainment		
	<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%	65%
<b>making progress in reading</b>	-0.1	Plus 0.3
<b>making progress in writing</b>	-0.2	Plus 0.2
<b>making progress in maths</b>	1.1	Plus 0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<b>Disadvantaged pupils making less progress in Reading, Writing and Maths in KS2</b>
<b>B.</b>	<b>Disadvantaged pupils attainment in reading is lower than that of non PP across KS2</b>
<b>C.</b>	<b>Middle ability entry PP pupils make less progress</b>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	<b>Attendance rates and persistent absence for pupils eligible for PP are below the target for all children of 96.4%. This reduces their school hours and causes them to fall behind . Low aspirations and expectations from home impact on outcome and progress.</b>

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment and accelerated progress of disadvantaged pupils from their starting points	Intervention folders in place and Provison Tracker being used to track spend per child for their interventions.
<b>B.</b>	Improve oral language skills for pupils eligible for PP in reception classes	Children receive ARE and get ELG



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C.	Persistent absence decreases through work with the WAS (Warwickshire attendance team) and the new Inclusion Manager.	PP childrens attendance continues to improve to be in line with non- PP.
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## 5. Planned expenditure

Academic year	2019/20
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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?
Improve attainment & Progress	Staff training on active learning & effective feedback strategies	Staff training focuses on active learning and effective feedback aligned to the school action plan. The head, along with the Dept will evaluate planning to ensure sessions are planned for with focus and attention, and will develop 'in the moment' marking as this provides beneficial instant feedback to the children.	Staff training days is planned for each term.	DEPT	July 2020
	Revision/general resources	Revision resources to be provided for all year groups with the particular emphasis on YR6 on the lead up to SATs. Teaching resources to be provided as required for all available pupils.	A triangulation process is used to measure the impact of the training, thus to include lesson observations, book trawls and data analysis.	DEPT & AHT	
	Easter School and Boosters for YR 6	To ensure that all children have the best opportunity for sitting their SAT's	As above		
	Release time of Pastoral Manager x3	Work with the most vulnerable children	Children will be able to deal and discuss their emotions and will be		

					<b>Total budgeted cost</b>	12,560
<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>	
Intervention & Nurture groups across whole school take place daily am & pm by our support staff	Tailored individual and small group support will be provided across the curriculum in order to meet the individual needs. Address emotional barriers which may cause difficulties. Counselling for pupils is provided through the engagement in the CAF process and through working in partnership with the childrens services team.  SENCO release time x3 day	Children attainment and progress will improve bringing them in line with their peers.	Through quality first teaching, assessment and feed back. Also due to the tracking of our interventions on PT this will be evuated at the end of the half term.	HEAD & DEPT	Half termly	
	Nurture provision & Extra EP sessions to support our most vulnerable					
					<b>Total budgeted cost</b>	£125,600
<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>	
Improve oral lanauge skills from EYFS	Time to talk/S&P training & Catter matters training	Effective early intervention with specific focus on the strategies which support the development of speech and lanauge.	Training enables practioners to offer lanauge rich sessions for young children based around singing and storytelling. Ch are also Wellcome screened which then provides intervention idears and plans to move their skills forward.	TR – Nursery Manager	Half termly	



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Improved engagement of families in their child's education through increased opportunities	YR4,5 & 6 Residential YR 2 trip to the beach Warwickshire Music Curriculum events Griffin Arts & Sports Festival & Founders day Whole school trips	Whilst using our curriculum we aim to provide a rich learning experience for them all and ensure we provide real life experiences which they will be able to remember and talk about.	Curriculum days are planned and staff share ideas and learning achievement. Children also fill out their 101 PL experiences.	DEPT & AHT	Half termly
<b>Total budgeted cost</b>					31,500

6. Review of expenditure				
Previous Academic Year		2018/19		
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 & Progress	Saturday schools and targeted booster groups	<p>Of the 14 pupils eligible for funding 11 achieved the expected standard in reading writing and maths combined in the SAT's tests. 78% this is above national average for non PP ARE attainment (71%)</p> <p style="text-align: center;"><u>Individual attainment 2019</u></p> <ul style="list-style-type: none"> <li>• Reading PP = 78% national non PP 73%</li> <li>• Writing PP = 78% national non PP 78%</li> <li>• Maths PP = 86% national non PP 79%</li> </ul> <p style="text-align: center;">Pp V Non PP national gap 2019 RWM +7% (SAT's results)</p> <p style="text-align: center;">In school gap – RWM 86% combined National PP – RWM 51% - PL PP = 78% (+27%)</p> <p>Internal tracking data shows that PP pupils made better than expected progress over the key stage from the low starting points on entry. All pupils, including pupils not eligible for PP benefitted from the 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>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 the metacognitive approach.</p>	<p>Continue to focus on developing the pedagogical approach, this will continue onto next year with a focus on further promoting active learning with more emphasis on the development of our rich curriculum.</p> <p>Teaching hours in year 6 was not effective in terms of outcomes. The model of teaching has been re-evaluated and the extra support has been put into place.</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>	£12,030
ii. Targeted support				



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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 &amp; progress &amp; improve engagement of families in learning thus improving attendance.</p>	<p>Attendance improvement service</p> <p>Release time to attend CAF meetings</p> <p>WAS improvement team</p> <p>Core groups</p> <p>Breakfast club</p>	<p>Hard to engage families are still a significant barrier which the schools needs to address. The relationships with the WAS agency 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.</p>	<p>Subscriptions to external professionals are crucial and will continue in order to support pupils.</p> <p>Support from the WAS team will continue as we look to fully close the attendance gap.</p> <p>Bfast club will remain free for PP children.</p>	<p>£10,300.45</p>
<p><b>iii. Other approaches</b></p>				
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><b>Improve attainment and progress.</b></p>	<p>Staff training on active learning and feedback strategies £3250.50</p> <p>Easter school booster £5800</p> <p>Revision and general resources £2330</p> <p>Booster target yr 6 but interventions across all year groups £36,438</p> <p>Intervention TA hrs £65,588</p> <p>SENCO release time £5,265</p>	<p>Impact made, evidence in childrens books.</p> <p>Children made amazing progress due to extra booster sessions.</p> <p>Revision and resources we proven to be very useful and beneficial.</p>	<p>Easter school &amp; Booster groups will continue for YR 6 children paying partuicalr attention to the PP children.</p> <p>Revision and general resources will continue.</p> <p>Booster groups will remain across the whole school.</p> <p>TA's will continue to work across the whole school supporting our most vunerble children.</p> <p>19/20 we will have a full time SENCO out of class and we have appointed a new Inclusion manager.</p> <p>We will continue to provide uniform for our PP children. EIS subscription will continue so will counselling for our most at need children.</p> <p>121 support will also carry on with more children have successful ECHP's</p>	

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	EIS Subscription £6,500 Counselling £1200 Uniform £2,000 CAF training £1000 Additional YR6 teacher £5,265 Nurture Provision £19,035 121 provision £3665.45			<b>£157,336.95</b>
GST 5% Contribution	Contribution to sponsors - use of funds as displayed on GST website.			£7,723

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.