



Pupil Premium Strategy statement: Park Road Community Primary School
 IMPACT OF PLAN ANALYSIS AND REVIEW SEPTEMBER 2019

Y3	6 (2B 4G)	33.3	16.6	33.3	33.3	33.3	0	33.3	16.6	33.3	16.6	33.3	33.3
Y4	3 (3G)	33.3	0	33.3	0	33.3	0	33.3	0	33.3	0	33.3	0
Y5	5 (4B 2G)	83.3	0	100	16.6	66.6	0	83.3	0	100	16.6	83.3	16.6
Y6	4 (3G 1B)	100	50	100	50	75	50	75	50	75	25	100	50

Potential barriers to attainment
EMH and low self-esteem as a result having impact upon children's ability to fully access potential and make good progress
Disadvantaged learners potentially not achieving GD in line with peers in Re/Wr/Ma as a result of other factors impacting upon ability to achieve i.e. EMH, attendance, post adoption/attachment disorder/separation anxiety, resilience, approaches to independent learning, social and emotional skills
Gaps in learning in Y5 and Y6 for disadvantaged learners not yet achieving ARE in Re/Wr/Ma (i.e. including secure fluency in Ma, reading enjoyment and participation) and at risk as a result
Parental engagement and support
Access to trips and enrichment activities and opportunities



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Teaching and Learning and Achievement (standards and attainment)			
Desired Outcomes	Success Criteria	Impact	Next Steps
<p>Improve outcomes in all cohorts and end KSs at ARE (and GD) in Writing and Grammar</p> <p>Improved application of grammar/spelling in writing in all areas including x-curricular</p>	<p>% of children achieving ARE above in Wr and GPS at end KS1 and KS2 improved and at least in line with peers</p>	<p>KS2 results at ARE/GDS in Wr were in line with peers, in line with PP eligible pupils in the previous year at ARE and above at GDS, and above all peers at GDS this year. Progress for PP eligible pupils was well above peers in Re/Wr - +2.9 in Re, +1.3 in Wr compared to overall -0.9 Re, -2.7 Wr.</p> <p>One PP eligible pupil achieved either EXP at KS1. Of the two children who did not, one child experienced challenging circumstances outside of school which did impact upon his attendance and learning. Both children entered Y2 well below expected standard (both did not achieve GLD end of EYFS). Both developed greater engagement and resilience in learning and made good progress from starting points.</p> <p>Whilst other year groups did not all achieve expected standards, again, low numbers in the majority of year groups (2 or 3) mean each child is weighted with a greater % and as a group, they are less statistically significant.</p>	<p>Current Y3 have a larger number of PP eligible pupils who did not achieve ARE. Focused support is needed to address this. Experienced staff have been deployed to take this class this year.</p> <p>1-1 tuition will be offered to identified pupils to diminish differences.</p>
<p>To exceed ARE and increase % children achieving GD/ making greater progress in Ma across school including disadvantaged HA children</p>	<p>All staff, including support staff leading interventions/additional support confident in developing approaches to teaching for mastery and</p> <p>All staff to be fully aware of those PP/vulnerable pupils in their care and plan/adjust provision accordingly to meet their needs – as a result</p> <p>All pupils will make good progress</p>	<p>PowerMaths scheme and Mastery approach introduced this year. CPD on delivering this provision prioritised for all staff, including TAs. Experienced Ma lead undertook Maths Mastery specialist programme and was awarded SLE status in recognition of her expertise by GSTSA.</p> <p>Whilst PP eligible pupils did not achieve in line with their peers in Ma, this was very small numbers of pupils and therefore not statistically significant. Overall end of KS2 results were above Re/Wr for the 1st time, bucking previous trend of outcomes in En being stronger. Progress in MA was above Re/Wr also.</p>	<p>Continue to embed new maths scheme and to develop new practices with regards to inclusion</p> <p>1-1 /small group tuition for targeted pupils</p>
<p>Increase reading skills/word acquisition through:</p>	<p>School raises the profile of reading for pleasure and this is promoted with high value. As a result, children across school including vulnerable</p>	<p>100% of Pupil premium eligible pupils achieve EXP standard in Re at end KS2 and outperformed their peers – 85% and in line with their peers in Writing.</p>	<p>Embed rigorous tracking of reading including tracking book banding reading progress trackers in KS2 ensuring all staff know and understand pupils' needs in</p>



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<p>Developing early love of reading and reading for enjoyment in EYFS/KS1 so that this becomes embedded and leads to successful outcomes across school in all subjects</p> <p>Systematic approaches to teaching of spelling</p> <p>Development of word acquisition in all subjects and key vocabulary</p> <p>Leading to: Improved outcomes for all pupils. Including DA/PP</p>	<p>groups/learners develop a love of reading and improved reading/writing outcomes as a result of increased engagement/understanding of text</p> <p>Children increasingly articulate in their learning and able to demonstrated deep understanding of learning in all subjects as a result of school led focus/high priority on word acquisition</p> <p>Robust and accurate assessment developed of the above.</p>	<p>PP eligible pupils also significantly outperformed their peers in progress scores- +3 compared to -0.9 for non PP eligible pupils and +1.5 in Wr compared to -2.7 for non PP eligible pupils.</p>	<p>terms of daily reading provision and the tracking of this.</p> <p>Embed non-negotiable practice in GR so that the teaching of reading is consistent across school.</p> <p>Engage with LA/EEF Reading Evidence lead training programme, with school's En lead training to become an Evidence lead in Reading, with findings of research based training impacting positively on school.</p>
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Wellbeing, behaviour and safety			
Desired Outcomes	Success Criteria	Impact	Next Steps
<p>Increased staff awareness and understanding of the range of needs/ barriers to learning PP eligible pupils may face</p>	<p>Focused CPD on identifying needs of learners including those disadvantaged by need/additional barriers and planning to meet these effectively</p>	<p>Changes in ways in which we deploy staff have had impact. All staff have received inset x 2 on inclusive practice/strategies for all learners and school has led CPD following this on developing this further.</p>	<p>Ensure all staff fully aware of the PP eligible pupils in their care and meeting their needs appropriately, tracking their progress closely</p> <p>All staff to undertake case study of</p>



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	<p>Pupil Progress meetings to formally require information on PP eligible pupils and tracking to be shared with all staff and progress discussed</p> <p>Carefully monitor progress of PP eligible pupils and undertake scrutiny of this cohort of pupils' learning specifically</p>	<p>All staff fully aware who their PP eligible pupils are and case study to evidence impact of their differentiated learning has met needs effectively</p>	
<p>To ensure all children in school experience high quality and rich breadth of life and learning experiences as an entitlement in order to raise self-esteem, confidence and depth of understanding</p>	<p>Offer and fund bespoke opportunities for PP eligible pupils, in discussion with families to raise self-esteem, confidence and thus impact on learning i.e. individual music tuition, extra-curricular opportunities</p>	<p>Whilst it is difficult to measure impact of additional opportunities on a child's progress in learning, children have said within questionnaires that they really value enrichment opportunities they are given and believe it is a highlight of their school experience. Those pupils who engage with self-esteem/social skills small group sessions talk with enthusiasm and excitement about these experiences and look forward to them – they talk about them during the rest of the week.</p> <p>Confidence of some of the children have noticeably increased. Analysis of after school extra-curricular activities evidence that a greater % of PP eligible pupils participate than school's non PP eligible pupils. A recent external LA SEND review report stated that:</p> <p><i>"The review team spoke with a number of SEND and non -SEND pupils across the school. Feedback from all pupils was extremely positive. They all love school, are happy and state that they feel safe and secure. Pupils were asked what they liked and disliked about school. Pupils stated; "I like school because learning is easier and fun...Pupils talked very highly of the Clubs and activities on offer to them at Park Road hey all talked eagerly about the Wednesday enrichment afternoons. One pupil said; "I enjoy the activities because you can really express yourself."</i></p>	<p>Further develop offer i.e. commission services of Active Hope to work with identified DA pupils on offsite adventurous activity designed to promote self-esteem, confidence, independence and collaboration.</p>
<p>Intensive support for those most vulnerable and disadvantaged</p>	<p>Continue to embed range and breadth of Early Help offers in school and work with families to</p>	<p>EH lead has developed strong relationships of trust with several families experiencing challenge. Parents reported during the above review that</p> <p><i>"Communication and relationships with Parents at Park Road is</i></p>	<p>Further develop offer including development of a dedicated safe space</p>



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pupils ensure they make progress and thrive in school	identify needs and ways to support these by: EH lead to work with families to create EH plans for individuals EH, with HT/Inclusion lead to arrange/facilitate and implement these plans and to monitor impact HT/Inclusion lead to monitor	<i>excellent. Parents interviewed said that; "The school go the extra mile and the pupils want for nothing." They feel that;" without the extra support they receive they would be lost." And that their 'Children are happy, want to come to Park Road and their confidence has grown.'(parent of an SEND/PP eligible pupil).</i> EH lead has dedicated time to undertaking this role, building in time and opportunities to meet with parents regularly. She participates in supervision and training via the FIM CAMHS service.	for Early Help work, SEMH work, therapy and counselling. Commission services of Art therapy to enhance school's range of pathways to support pupils.
Improve outcomes and wellbeing of all pupils including disadvantaged by extending Early Help offer to support families as well as individuals	Play therapist to work with those identified PP pupils who present with complex, emotional vulnerability	Several children have benefitted this year from this additional support. PP eligible pupils have been prioritised for this support as well as other, vulnerable pupils or those deemed to be disadvantaged.	

Leadership and Management			
Desired Outcomes	Success Criteria	Impact	Next Steps
Improve outcomes by ensuring any differences in pupil achievement is swiftly addressed and eliminated so that PP eligible pupils achieve at least as well as their peers	All staff fully aware of those pp eligible and/or vulnerable pupils in their class, closely track their progress and plan effectively to meet their needs – as a result, gaps in learning will be swiftly addressed and all pupils irrespective of need will make progress	CPD twilights have included several on meeting needs of all learners through quality first teaching and of the tracking of this. New tracking formats have been introduced to evidence impact of additional support/interventions on individual progress. Evaluation and monitoring of T and L and impact upon all groups of learners regularly reflected upon i.e. last year, TAs were deployed to work alongside teachers within the class, to support Quality First Teaching, given regular high quality CPD to was recognised within the above report also:	Ensure all staff undertake close tracking of all pupil premium eligible pupils using school's newly refined tracking tool. All staff to case study PP pupil and use individual tracking when undertaking additional support/intervention Those at greatest risk to be considered for 1-1 tuition.
Develop staff understanding and			



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<p>awareness of PP eligible pupils within their care and to ensure learning is targeted to any specific needs of these pupils</p>		<p><i>“Teaching Assistants are an absolute strength offering high quality, light touch support where necessary with timely interventions to promote independence and inclusion TAs have an excellent CPD programme linked to school improvement priorities” As a result: “Park Road Primary School has a welcoming, calm, inclusive environment where all pupils are nurtured and cared for”</i></p>	<p>School to engage in research around improving outcomes for PP eligible pupils through the LA/EEF foundation</p>
<p>Improve overall attendance and PA % to be below National for all learners with a specific focus on PP eligible pupils</p>	<p>Persistent Absence will be below % Nationally and PP eligible pupils will have good attendance and make good progress as a result</p>	<p>School purchased an SLA for attendance support from the LA, via the MAT. Regular meetings with LA officer ensured that attendance improved for % of the pupils monitored. Overall attendance for all pupils was above National. Persistent absence % at end of year was half the previous year and below National, however, 7 out of 20 pp eligible pupils’ attendance was below 90% - improving this PA outcome specifically for PP eligible pupils will therefore continue to be a target.</p>	<p>Continue to engage with LA EWO to support those small numbers of pupils/families identified- EHL to continue to support families to engage children into school.</p>



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