

**Park's Pupil Premium Strategy 2016-17. To be reviewed Spring Term GB meeting 2017 in order to inform next year's Budget Setting Process.**

Strategy Statement

The Pupil Premium is an amount of money the government allocates to each school, to support all pupils to reach their potential. It is particularly aimed at pupils coming from disadvantaged backgrounds, who may also be in receipt of free school meals.

In 2016/17 Park has been funded £168,220

In 2015-16 Park was funded £172,180 (please click for last year's spend report)

At Park we believe that every child deserves the best and as such are wholly committed to narrowing any achievement gaps.

In 2016-17, we will use our Pupil Premium spend to predominantly ensure that the children for whom the school receives PP funding have access to the very best provision; additional support where necessary and access to all resources without which, barriers may be increased.

We do also believe that, in securing this excellence, non- PP funded children should also benefit where appropriate. We feel very strongly that our PP data does not reflect the reality as a result of Newham's policy of FSM for all. For example our FSM statistic for our Y6 children in 2015 was 44.9% whereas for our Yr1 children in the same year was 12.2% and the nature of our community has not altered to that degree. The ongoing issue is one of not 'needing' to register in order to be entitled.

At Park our fundamental belief is that the school's strongest resource is its teachers and therefore we have decided to invest highly in this.

As our building is extending we will, over time, become a 3 FE school but this transitioning will take 6 further years. As a direct result of our commitment to Quality First Teaching we have invested in 3 additional teachers in 2016-17. We could of course run each phase with five classes instead of 6 but this year we have chosen to use our PP money to predominantly ensure there are no mixed classes and in so doing, maintain class sizes at 25.

This is of course a huge expenditure and will require significant analysis and impact evaluation but early indicators are that relationships (our key T and L performance indicator) are strengthened; feedback is improved and opportunities for perceptive guided work maximised through the use of this model.

It is very difficult to analyse what the barriers are to our PP children's achievement as, as has already been stated there is a confusion as to whether the funding appropriately reflects the numbers so in analysing barriers it is more effective to consider our generic barriers at Park these are:

## **Our Strategy is underpinned by this rationale**

- ensuring that teaching and learning opportunities meet the needs of all pupils;
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged are adequately assessed and addressed;
- recognising that not all pupils who receive free school meals will be socially disadvantaged, as well as that not all pupils who are socially disadvantaged are registered or qualify for free school meals;
- allocating the funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged; and
- allocating the funding following a 'needs analysis' to identify priority class, groups or individuals.
- vulnerable pupils and groups of pupils are identified through termly pupil progress meeting (PPMs) and whole school data reviews.

The targeted and strategic use of Pupil Premium will support us in achieving our vision. All our work through the Pupil Premium is aimed at accelerating progress and ensuring that all children are empowered to achieve through minimising barriers.

### **Provision:**

- Smaller teaching groups
- AHT targeted perceptive intervention
- small group catch up and pre-learning support throughout the school
- after school support for Year 6 pupils
- 1:1 support for those who need additional support in phonics ( RWI) or maths
- additional learning opportunities provided through learning mentors, trained TAs or external agencies
- speech and language support
- Coaching and mentoring support for the emotional, behavioural and mental well-being of pupils
- Drama classes to support and raise self-esteem and confidence.

It will be the responsibility of the Head Teacher to produce termly reports to the SLT and the GB. This report will include: the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils and an outline of the provision that was made since the last meeting. Additionally, the Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', vulnerable pupils. This task will be carried out within the requirements published by the Department for Education.

### **Questions/Appeals:**

- Any questions or appeals against this spending policy will be directed through the Governor Complaints procedure which can be found on the website.

	<b>Explanation</b>	<b>Approx. Cost</b>
Smaller class sizes in KS1 and KS2	<ul style="list-style-type: none"> <li>• Lower pupil ratio for teaching groups.</li> <li>• Improved AfL through improved teacher- child relationships and increased and improved feedback</li> <li>• Raising standards in English and maths enabling the school to have smaller teaching groups.</li> <li>• Raised results in Reading, Writing and Maths.</li> </ul>	<b>£120,000</b>
1-2-1 and Small Group Support	<p>Key pupils identified to have been falling behind for a variety of reasons. Pupils are then supported by excellent teachers. Teachers conducting intervention groups. Groups to be timely, and outcome and improvement focused.</p> <p><b>1/10 of 2 x AHT salaries (1/10 of week to be spent in intervention)</b></p>	<b>£12,000</b>
Subsidised Educational Visits.	<p>To enhance the curriculum and life experiences of children linked to the school's topics. In order for us to continue to ask for voluntary contributions of £5.00. Money allocated so more elaborate visits can be considered to support the children's learning.</p> <p>Including Writers' Retreat Nov. 2016</p>	<b>£6,000</b>
1-1 reading support for targeted children	Impact of the 1-1 support has been good so PP money to fund 1 TA salary in KS2 and to support reading in class over the course of time and to actively target PP children to ensure they are heard reading twice per week.	<b>£14,000</b>
Speech and Language therapist	$\frac{3}{4}$ of this to be funded from PP, $\frac{1}{4}$ from SEN	<b>£8,000</b>
Play Worker Deployment in playground to aid wellbeing of vulnerable children.	Play worker to support children as per list as well as supporting all children to be increasingly involved in the playground.	<b>£5,000</b>
Breakfast club	<p>Ensure that children have a good start to the morning, with opportunities to complete homework, read and develop social skills-track children attending. FSW to target families to attend.</p> <p>1 x BC Manager salary as well as topping up resourcing so that targeted children can attend for free.</p>	<b>£6,000</b>
Homework and Booster clubs	<p>Supporting parents in supporting their children's education. Parents invited to the club.</p> <p>(20 weeks Aut and Spring 2 x 10)</p> <p>Upper School and Middle school</p> <p>PP Children to be invited.</p> <p>Booster classes pre and after school for Y6</p> <p>Holiday school</p>	<b>£3,000</b>
Class support (mentoring)	<p>Assertive mentoring having considered Education Endowment Foundation Study – Mentors to focus on individual feedback and targets. Self-Regulation and Learning to Learn.</p> <p>Funding to support support staff salaries.</p> <p>Kick London Mentoring 2 hours per day so 1/4 of annual cost of coach-mentoring in the playground as well as in lesson time.</p>	<b>£4,000</b>
After school clubs	Extra curriculum activity paid to teachers as well as delivered by external specialists as well as teachers- targeted at PP children to encourage inclusion, confidence and engagement.	<b>£6,000</b>
	<b>TOTAL spend</b>	<b>£184,000</b>
	<b>Total allocation</b>	<b>£168,220</b>