

Park Primary School Pupil Premium Impact Statement and Evaluation 2015-16

Activity	Explanation	Cost	Impact evaluation
Maintain class sizes in KS1 and YR at 25	<ul style="list-style-type: none"> • Lower pupil ratio for all sessions • Raising standards in all areas but most notably in speaking and listening, providing increased opportunities for quality talk. • To raise standards and to allow children the very best start in terms of provision. 	£45,000 (1.5 x class teacher's salary)	<p>This has had excellent impact most notably in YR where achievements are significant and areas for development have been able to be focused on in a timely and targeted fashion.</p> <p>Lower teacher/ child ratios have significantly increased the opportunity to speak and listen.</p> <p>Lack of space and increased intake means we cannot extend this next year in YR as the class size has to increase to 30. However we will additionally support YR next year through the release of the Lead and an additional support assistant as additional staff.</p>
Extra Year 5/6 and Y3/4 teacher for core Subjects	<ul style="list-style-type: none"> • Lower pupil ratio for teaching groups. • Raising standards in English and maths enabling the school to have smaller teaching groups. • Purpose is to raise results in Reading, Writing and Maths. 	£30,000 (1/2 of 2x PT salaries)	<p>In Dec 15 this needed to be reviewed as the impact was not what we had hoped. We reviewed our strategy for intervention and decided that the way forward is for our now AHTs to deliver these packages or to direct support staff to do so. The previous model was disjointed and evidence from PPMs suggested it was allowing children to slip through the net. As a result this money was not spent in the way that it was originally proposed.</p>
<p>Whilst the above row was agreed by the GB we removed this spend from PP as it was not achieving its aim. We decided instead to cover classes using the teaching resource, as data analysis indicated that the model of intervention was failing to achieve its intended aims. This is not a model we will be using in future and we perceptively acted to secure Vfm.</p>			
1-2-1 and Small Group Support. Standards	Key pupils identified to have been falling behind for a variety of reasons or pupils who are falling behind within sessions are immediately and perceptively supported to catch up and keep up.	£60,000 (1/4 of salaries x 3)	<p>In Autumn 2015 this was proving to be an excellent spend however staffing changes meant that the offer was diluted in the Spring and Summer Terms. Next year this excellent model will be maintained over the course of the year and the AHTs will be accountable for the progress of the PP and</p>

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<p>Leaders to teach interventions.</p>	<p>Experienced and excellent teachers to conduct intervention groups. Groups to be timely and outcomes focused; the outcome intention is to catch up and keep up for reintegration into full access to Quality First Teaching.</p>		<p>vulnerable in their phase as well as for the progress of all children.</p>
<p>Top up to support the CAT model</p>	<ul style="list-style-type: none"> • ELPA Drama Specialist to provide drama on CAT (PPA day) • Artist in residence (from Bow Arts) to provide art to whole school on CAT Day • Qualified teacher to provide PE to whole school on Cat Day. <p>Park provides an excellent model of PPA which engages, enriches, complements and enhances our curriculum. This offer provides opportunities for expression and diversity which all children benefit from but our most disadvantaged benefit most from.</p>	<p>£15,000</p>	<p>This model provided opportunities which complemented our curriculum meaning that all children had excellent chances for enrichment and engagement through access to high quality specialist provision – PE, Art and Drama.</p> <p>Shakespeare Festival, Bow Arts Community Project (Gate Design), Choral Speaking whole school event, performing at Theatre Royal Drury Lane and Royal Albert Hall. Increased confidence and inclusion reported and reluctant speakers and learners fully engaged on CAT Day.</p> <p>Next year due to premises constraints we have reviewed the model. Not as a result of impact analysis but instead a needs' analysis- we will review in March for next year's budget.</p>

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Subsidised Educational Visits.	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.	£7,000 (£4,200 - £600 top up per yr group plus £2,800 for Y6 residential	Subsidizing educational visits has been an effective investment enabling DA pupils the chance to do things they may never have the chance to otherwise. High level take up for all ed visits Teachers and parents report increased engagement and confidence through inclusion in all visits. Informal conferencing through Stars Lunch shows high pupil satisfaction with educational visits.
1-1 reading support for targeted children	Impact of the 1-1 support in 14-15 has been good so PP money to fund a FT member of staff to support reading in KS2.	£15,000	Whilst the success of this is difficult to quantify in terms of attainment, achievement in reading is good and our readers are increasingly engaged by virtue of the support and audience they receive through this expenditure.
Reading Days	1 day per term per class so that real reading conference can take place for all children	£7,000 (supply plus a proportion of the HLTA's salary to cover)	The opportunity this day, termly, provides allows quality discussion time between teacher and individual. This impacts the most vulnerable children who may not otherwise have these meaningful opportunities.
Speech and Language therapist	¾ of this to be funded from PP, ¼ from SEN To target children whose speech inhibits their capacity to confidently learn.	£7,000	Parents report significant impact of this spend and teachers notice the difference the improvements make on children's general capacity to learn.

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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>2 x BC workers' salaries.</p>	£5,000	<p>Effective as an Early Help Strategy and offered free to children who are eligible.</p> <p>Whilst this has been effective, we believe it could be significantly improved so next year we will employ someone to target PP children as well as our most vulnerable and we will improve provision so that the offer is more enticing.</p>
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 Assistants' salaries to implement the learning from the Resilience Project and provide pastoral support for such issues as mental wellbeing, dealing with abuse, bereavement and transition points.</p>	£8,000	<p>These spontaneous sessions as well as planned ones allowed our most vulnerable children access to a skilled professional who could talk to them and coach them through their feelings in order that the child could re-engage with the learning process. Often these were sessions post play/ lunchtimes and were barrier removers.</p> <p>Next year should engage with a training programme for coaching to follow up on this year's resilience training.</p>
After school clubs	<p>Extra curriculum activity delivered by external specialists as well as teachers – targeted at PP children to encourage attendance. All year groups. Clubs to provide enrichment and engagement opportunities.</p> <ul style="list-style-type: none"> • To reinforce basic skills and social skills • High quality teaching will ensure high standards and experiences. 	£6,000	<ul style="list-style-type: none"> • A wide range of quality experiences has been provided. • Very high levels of access. • Parents and GB report high levels of satisfaction with provision. <p>Teachers report that skills mastered are transferrable and that the clubs provide meaningful social experiences complementing the school's community feel.</p>

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<p>Holiday Booster School</p>	<ul style="list-style-type: none"> 3 days Booster school for Y6 children. 4 activities across the course of the time (9-1.00) inclusive of a physical activity. 	<p>£1500 (cost of teachers and a dance/drama specialist)</p>	<ul style="list-style-type: none"> Very good impact over the three days Excellent engagement and levels of motivation <p>Next year this needs to form part of a comprehensive suite of Booster Provision with early morning, lunchtime and after school targeted sessions. This will ensure that the children who have had the least lengthy exposure to the requirements of the new curriculum have increased opportunities to achieve their potential.</p>
<p>Implementation of Forest School and Nurture Groups' Interventions</p>	<p>Increased opportunities for outdoor learning; Opportunities to really focus on speaking and listening in various contexts; Implement FS so that in future years it will provide a meaningful intervention strategy as well as an early learning fundamental tool.</p>	<p>£7,000</p>	<p>Excellent impact seen in engagement levels of YR children.</p> <p>Improved speaking and listening skills through real life opportunities and desire to speak.</p> <p>All children provided with opportunities out of their range of daily experience; these were most noteworthy with our most vulnerable children.</p>
<p>Cost Allocation</p>		<p>£183,500 £172,180</p>	