



### Pupil Premium IMPACT measured Summer 2016-2017

During this financial year, Parkside Community Primary School received £144505 for pupil premium funding.

In the table below, you will find a breakdown of the impact of this funding.

<b>Provision</b>	<b>Impact</b>
Additional teacher to support Year 6	<ul style="list-style-type: none"> <li>• Outcomes in Reading and Writing at the expected standard are in line with National figures. Good progress has been made in Reading and Writing from KS1 starting points.</li> <li>• Improved behaviour and learning focus for targeted groups through individualised learning and personalised timetables.</li> <li>• Our key focus for 2017-2018 will be to accelerate progress in Maths and to increase the number of Pupil Premium pupils achieving the higher standard of Greater Depth.</li> </ul>
Pastoral Support Officer to support pupils with emotional/behavioural needs	<ul style="list-style-type: none"> <li>• Improved attendance for targeted pupils.</li> <li>• Evaluation of Bright Stars confirms that pupils are more confident and able to manage their emotions (see case study).</li> <li>• Targeted pupils empowered with Protective behaviours.</li> <li>• Staff empowered to support all vulnerable groups through appropriate training e.g. Young Carers.</li> </ul>
Additional specialised TAs at 0.5 (1FTE) to support reading primarily in FS and KS1 (targeted early intervention)	<ul style="list-style-type: none"> <li>• End of KS1 outcomes in Reading and Writing show improvement for targeted pupils. Headline attainment data was deflated by a number of pupils with complex learning needs. Internal evaluation shows pupils have made good progress from their starting point.</li> <li>• Targeted pupils in Year 1 have made good progress from their starting points in Reading.</li> <li>• Our key focus for 2017-2018 will be to accelerate progress in Reading and Phonics and to increase the number of Pupil Premium pupils achieving the higher standard of Greater Depth. For EYFS the focus will be to improve communication by using the Wellcomm package.</li> </ul>
Maths specialist teacher – carefully targeted booster groups in KS1 to improve understanding of number and targeted booster groups in Key Stage 2	<ul style="list-style-type: none"> <li>• The impact of support on Maths outcomes were variable and a review of the school's work to accelerate progress further is a current priority.</li> </ul>
Two Assistant Headteachers - Literacy specialists	<ul style="list-style-type: none"> <li>• Standards in Reading and Writing at KS2 were in line with National figures. KS1 data shows that the majority of the pupils made good progress from their starting points in Writing and</li> </ul>



	<p>standards were in line with National figures. This was confirmed by external KS1 moderation and this reflects good impact of internal monitoring, evaluation and support. Outcomes in Reading were more variable.</p> <ul style="list-style-type: none"><li>• A priority focus for next year will be to support pupils in accessing test techniques and being better prepared to tackle reading tests.</li></ul>
Attendance Officer	<ul style="list-style-type: none"><li>• Although attendance figures have remained a focus area for next year, some strategies have been successful for pupils (see case study).</li></ul>
Extra-Curricular activities, enriched curriculum, visitors to school, showbuild, counselling, residential trip support (Year 5/6) £8000	<ul style="list-style-type: none"><li>• Subsidies for residential trips where available were needed to ensure that all PP children who wanted to attend the trips were able to do so. Subsidies were also given to uniforms, school day trips, the Year 5/6 residential trip and clubs.</li><li>• Targeted pupils received counselling, allowing pupils to feel supported and confident with a developed emotional well-being.</li></ul>