



Pupil Premium Funding Impact 2017-2018

What is Pupil Premium?

In 2011-12 the Government launched its Pupil Premium Funding. The Pupil Premium is allocated to schools to be used for children from low-income families who are eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months and children whose parents are currently serving in the armed forces. Since April 2012 Pupil Premium funding was extended to children who have been eligible for free school meals at any point in the last six years. In the 2015/2016, 2016/2017 and 2017/18 financial years schools also receive funding for pupils who have left local authority care because of adoption, a special guardianship order, a child arrangements order, or a residence order. Children who have been in local authority care for one day or more (Looked-after children) also attract funding. These funds go to the virtual school head (VSH) in the local authority and schools receive funding from the VSH.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

We have the highest expectations for all our pupils. We assess, track, monitor and evaluate the progress of each individual child and this informs our provision.

At Parkside Community Primary School we take into account the following factors when deciding how to spend Pupil Premium funding:

- **How to adapt high quality whole class teaching to meet the needs of those eligible for Premium funding and all pupils.**
- **How to identify the right provision for Pupil Premium pupils: what is effective for one pupil might not be so effective for another.**
- **How to ensure that the Pupil Premium pupils have the opportunity to apply and consolidate what they have learnt in group and individual tuition.**
- **How to enhance provision if the pupil also has special education needs or disabilities (SEN/D)**
- **How to train teachers and teaching assistants so that the needs of those eligible for the Pupil Premium, and all pupils, are met.**
- **How to engage with parents so that school and home can work together to meet needs.**
- **How to support pupils to ensure they fully participate in all that the school can offer**
- **How to use research findings which show relative effectiveness of different interventions.**

The main barriers to educational achievement faced by eligible pupils were learning difficulties in reading, writing and mathematics, speech and language difficulties, attention and concentration and social and emotional difficulties.



Provision:	Success Criteria:	Review Impact:																						
<p>Additional TA to run daily Phonics catch up interventions in KS1, particularly in Year 2, every afternoon</p> <p>TA to run individual programmes for pupils needing an alternative reading programme</p> <p>Rigorous monitoring of progress using RWI assessment every 6 weeks and phonics screener termly</p> <p>TAs to attend training at Parkside SpLD Outreach Service in early Autumn term.</p>	<p>The vast majority of pupil premium pupils will pass the phonics screening test at the end of Year 2.</p> <p>Pupils will make accelerated progress in Reading and Phonics.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will narrow</p>	<p>Year 1 phonic screening test results:</p> <table border="1" data-bbox="1111 331 1503 496"> <thead> <tr> <th>PP</th> <th>All</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>66%</td> <td>69%</td> <td>83%</td> </tr> </tbody> </table> <p>There has been an improvement on the phonic screening scores in comparison with the last academic year, for both PP and Non PP children. Last year, 56% of all pupils passed their phonics screening test with a score this year of 69% (13% increase).</p> <p>Out of the 14 PP children, 10 received extra 1:1 reading and phonics intervention and 2 were targeted by the phonics project. 2 pupils were disaplied from the phonics screening test (1 EAL and 1 SEN).</p> <p>Year 2 phonics screening test results:</p> <table border="1" data-bbox="1111 898 1655 1062"> <thead> <tr> <th>PP</th> <th>Non PP</th> <th>Difference</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>63% (7/11)</td> <td>67% (10/15)</td> <td>-4%</td> <td>69%</td> </tr> </tbody> </table> <p>69% of the 26 pupils who failed their phonics screening test passed in Year 2, after receiving phonics catch up interventions. 63% of PP pupils passed their test.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils has decreased (Year 1 – 6 Teacher Assessment):</p> <table border="1" data-bbox="1111 1326 2033 1396"> <thead> <tr> <th>READING</th> <th>Summer 2017</th> <th>Spring 2018</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>53.3%</td> <td>69.4%</td> <td>80.9%</td> </tr> </tbody> </table>	PP	All	National	66%	69%	83%	PP	Non PP	Difference	All	63% (7/11)	67% (10/15)	-4%	69%	READING	Summer 2017	Spring 2018	Summer 2018	PP	53.3%	69.4%	80.9%
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<p data-bbox="188 746 584 847">TAs to run daily Phonics catch up intervention in Year 3, every afternoon (5 pupils)</p> <p data-bbox="188 890 584 991">TAs to attend training at Parkside SpLD Outreach Service in early Autumn term.</p>	<p data-bbox="678 746 1084 991">All pupil premium pupils who require support to develop word blending and segmenting skills in phonics. Pupils will make progress from their baseline using the Parkside Word, Reading and Spelling Assessment.</p> <p data-bbox="678 1034 1084 1241">Pupils will make accelerated progress in Reading and Phonics. The gap between disadvantaged pupils and non-disadvantaged pupils will narrow. Pupils will make good progress in Reading.</p>	<p data-bbox="1115 746 2033 847">Pupils took part in a catch up phonics group in Year 3 and 4 during the Spring and Summer term, led by a trained TA. This aimed to improve reading fluency.</p> <p data-bbox="1115 890 2033 991">All PP pupils made at least positive progress over the year and 2 of these pupils made significantly positive progress despite all of these pupils having learning difficulties.</p> <p data-bbox="1115 1034 2033 1098">In Year 3, PP pupils made significantly positive progress in Reading in comparison to non PP pupils who made positive progress.</p> <table border="1" data-bbox="1115 1134 1839 1251"> <thead> <tr> <th></th> <th colspan="2">Pupil Premium Score</th> <th colspan="2">Non Pupil Premium Score</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading</td> <td>2.4</td> <td>(13)</td> <td>1.4</td> <td>(31)</td> </tr> </tbody> </table> <p data-bbox="1115 1289 2033 1353">The attainment gap between disadvantaged and non-disadvantaged pupils has decreased (Year 1 – 6 Teacher Assessment):</p>		Pupil Premium Score		Non Pupil Premium Score		Year 3 Reading	2.4	(13)	1.4	(31)				
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<p>TA to provide additional 1:1 reading sessions with pupils across KS1 and KS2, twice weekly.</p>	<p>Pupils will move up at least one book band within one term in KS1 and KS2.</p> <p>The vast majority of pupils will make good progress in reading.</p> <p>Pupils will make accelerated progress in Reading. The gap between disadvantaged pupils and non-disadvantaged pupils will narrow.</p>	<p>Specific TAs provided 1:1 additional reading sessions for PP pupils in KS2.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils has decreased (Year 1 – 6 Teacher Assessment):</p> <table border="1"> <thead> <tr> <th>READING</th> <th>Summer 2017</th> <th>Spring 2018</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>53.3%</td> <td>69.4%</td> <td>80.9%</td> </tr> <tr> <td>Non PP</td> <td>66.7%</td> <td>75.5%</td> <td>81%</td> </tr> <tr> <td>Difference</td> <td>13.4%</td> <td>6.1%</td> <td>0.1%</td> </tr> </tbody> </table> <p>% of KS1 Disadvantaged pupils attaining the expected standard+ compared to national 'other' pupils in 2017/2018:</p> <table border="1"> <thead> <tr> <th>PP</th> <th>All</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>78%</td> <td>75%</td> <td>79%</td> </tr> </tbody> </table> <p>There has been an improvement in Reading for disadvantaged pupils since the last academic year with an increase of 22%.</p> <p>% of KS2 Disadvantaged pupils attaining the expected standard+ compared to national 'other' pupils in 2017/2018:</p>	READING	Summer 2017	Spring 2018	Summer 2018	PP	53.3%	69.4%	80.9%	Non PP	66.7%	75.5%	81%	Difference	13.4%	6.1%	0.1%	PP	All	National	78%	75%	79%
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PP	All	National
63%	76%	80%

Additional specialised TA at 0.5 (1FTE) to support reading primarily in KS1 and KS2.

End of KS1 outcomes in Reading and Writing will show improvement for targeted pupils. Targeted pupils in Year 1 and 2 and 3 will make good progress from their starting points in Reading. Accelerated progress in Reading and Phonics will be made and the number of Pupil Premium pupils achieving the higher standard of Greater Depth will increase. Pupils will make good progress in Reading.

Autumn 2017 – Summer 2018 PM Benchmarking Results:

71 target readers since Autumn term
 25/71 (35%) PP target readers
 20/25 (80%) PP target readers moved at least 2 book band colours
 17/25 (68%) PP target readers moved at least 3 book band colours
 10/25 (40%) PP target readers moved at least 4 book band colours
 7/25 (28%) PP target readers moved at least 5 book band colours
 1 PP target reader moved 7 book band colours
 (one book band colour per term would be expected progress)

Progress measures shows that PP pupils made more significant progress than non PP pupils in Reading, throughout Years 1, 2 and 3.

	Pupil Premium		Non Pupil Premium	
Year 1 Reading	5.8	(12)	3.9	(22)
Year 2 Reading	4.0	(19)	3.9	(29)
Year 3 Reading	2.4	(13)	1.4	(31)

The attainment gap between disadvantaged and non-disadvantaged pupils



		<p>has decreased (Year 1 – 6 Teacher Assessment):</p> <table border="1" data-bbox="1115 300 2033 451"> <thead> <tr> <th>READING</th> <th>Summer 2017</th> <th>Spring 2018</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>53.3%</td> <td>69.4%</td> <td>80.9%</td> </tr> <tr> <td>Non PP</td> <td>66.7%</td> <td>75.5%</td> <td>81%</td> </tr> <tr> <td>Difference</td> <td>13.4%</td> <td>6.1%</td> <td>0.1%</td> </tr> </tbody> </table>	READING	Summer 2017	Spring 2018	Summer 2018	PP	53.3%	69.4%	80.9%	Non PP	66.7%	75.5%	81%	Difference	13.4%	6.1%	0.1%										
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<p>Year 3, 4 and 5 Parkside Number Intervention for pupils who need to secure early number concepts within KS1 Number expectations. Some TAs to attend training at Parkside SpLD Outreach Service in early Autumn term.</p>	<p>Pupils will make accelerated progress in Maths from their baseline. The gap between disadvantaged pupils and non-disadvantaged pupils will narrow,</p>	<p>Pupils in Year 3 and 4 attended a twice weekly maths intervention, led by a trained TA focussing on KS1 number gaps. 9 out of 24 pupils were pupil premium.</p> <p>5 out of 9 PP pupils made at least positive progress and 4 made significantly positive progress.</p> <p>Year 3 progress shows that PP pupils performed slightly better than non PP pupils in Maths:</p> <table border="1" data-bbox="1115 933 1975 1038"> <thead> <tr> <th></th> <th colspan="2">Pupil Premium Score</th> <th colspan="2">Non Pupil Premium Score</th> </tr> </thead> <tbody> <tr> <td>Year 3 Maths progress</td> <td>1.5</td> <td>(13)</td> <td>1.1</td> <td>(31)</td> </tr> </tbody> </table> <p>The attainment gap between disadvantaged and non-disadvantaged pupils has decreased (Year 1 – 6 Teacher Assessment):</p> <table border="1" data-bbox="1115 1246 2018 1391"> <thead> <tr> <th>MATHS</th> <th>Summer 2017</th> <th>Spring 2018</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>60%</td> <td>67.6%</td> <td>73.6%</td> </tr> <tr> <td>Non PP</td> <td>73.3%</td> <td>79.2%</td> <td>79.8%</td> </tr> <tr> <td>Difference</td> <td>13.3%</td> <td>11.6%</td> <td>6.2%</td> </tr> </tbody> </table>		Pupil Premium Score		Non Pupil Premium Score		Year 3 Maths progress	1.5	(13)	1.1	(31)	MATHS	Summer 2017	Spring 2018	Summer 2018	PP	60%	67.6%	73.6%	Non PP	73.3%	79.2%	79.8%	Difference	13.3%	11.6%	6.2%
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<p>Consider Rising Stars On Track maths for Year 3, 4 and 5 to target specific gaps and misconceptions and provide mini-lessons for disadvantaged pupils who require catch up.</p>	<p>Pupils will make accelerated progress in Maths from their baseline. The gap between disadvantaged pupils and non-disadvantaged pupils will be closed.</p>	<p>Please see the results above.</p>												
<p>Consider Third Space Learning, an online tuition tool which provides catch up for Years 3, 4 and 5 in maths and SATs preparation for Year 6. This has been recommended by other schools to boost progress of Pupil Premium pupils. It has been shown to have a high impact on progress.</p>	<p>Pupils will make accelerated progress in Maths from their baseline. The gap between disadvantaged pupils and non-disadvantaged pupils will be closed.</p>													
<p>Additional Teacher to deliver targeted maths intervention for Y5 pupils who are not securely working at ARE (9 pupils)</p>	<p>Targeted Y5 pupils will make accelerated progress to within securely ARE, closing the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>As a result of employing a teacher for part time teaching in Year 3 and PPA cover in Year 6, this meant that the teacher could also deliver maths interventions.</p> <p>Pupils in Year 5 attended a weekly maths intervention, led by an intervention teacher (qualified teacher), focussing on closing gaps in maths learning. 3 out of 6 pupils were pupil premium.</p> <p>All 3 PP pupils have made positive progress over the year.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils has decreased (Year 1 – 6 Teacher Assessment):</p> <table border="1" data-bbox="1115 1273 2020 1386"> <thead> <tr> <th>MATHS</th> <th>Summer 2017</th> <th>Spring 2018</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>60%</td> <td>67.6%</td> <td>73.6%</td> </tr> <tr> <td>Non PP</td> <td>73.3%</td> <td>79.2%</td> <td>79.8%</td> </tr> </tbody> </table>	MATHS	Summer 2017	Spring 2018	Summer 2018	PP	60%	67.6%	73.6%	Non PP	73.3%	79.2%	79.8%
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<p>Year 3 TA to carry out 'The Pirate Writing Crew' intervention 4 x weekly, targeting pupil premium pupils. (3 pupils)</p> <p>TA to attend 3 full day training sessions</p>	<p>Pupils will make accelerated progress in Reading and Phonics and the number of Pupil Premium pupils achieving Y3 age-related expectations will be increased. The gap between disadvantaged pupils and non-disadvantaged pupils will be closed. Pupils, particularly boys, will have an improved quality of writing. Pupils will make good progress in Writing.</p>	<p>Pupils in Year 3 attended the Pirate Writing Crew intervention 3-4 times weekly.</p> <p>4 PP pupils made positive progress in writing. Writing progress in Year 3 shows that PP pupils have made more positive progress than non PP pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>Pupil Premium Score</th> <th>Non Pupil Premium Score</th> </tr> </thead> <tbody> <tr> <td>Year 3 Writing Progress</td> <td>1.5 (13)</td> <td>0.3 (31)</td> </tr> </tbody> </table> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils has decreased (Year 1-6 Teacher Assessment):</p> <table border="1"> <thead> <tr> <th>WRITING</th> <th>Summer 2017</th> <th>Spring 2018</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>53.3%</td> <td>64.8%</td> <td>74.5%</td> </tr> <tr> <td>Non PP</td> <td>73.3%</td> <td>74.8%</td> <td>77.3%</td> </tr> <tr> <td>Difference</td> <td>20%</td> <td>10%</td> <td>2.8%</td> </tr> </tbody> </table>		Pupil Premium Score	Non Pupil Premium Score	Year 3 Writing Progress	1.5 (13)	0.3 (31)	WRITING	Summer 2017	Spring 2018	Summer 2018	PP	53.3%	64.8%	74.5%	Non PP	73.3%	74.8%	77.3%	Difference	20%	10%	2.8%			
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<p>After school Sports Club – enrichment and extra-curricular activities for PP pupils, run by an external agency.</p>	<p>Pupils have the opportunity to engage with the wider curriculum. Pupils will be up-skilled to take part in Sports tournaments.</p>	<p>10 pupil premium children attended the CSE sports club. This enabled pupils to take part in the wider curriculum, maintain a healthy lifestyle and enhance their skills.</p>																									
<p>External agencies to support pupils' social, emotional and mental health e.g. play therapy, art therapy – 2 sessions per week</p>	<p>Pupils will receive professional support they need to develop and aide their emotional health and well-being. Pupils will be more confident and able to manage their emotions. Pupils will be</p>	<p>We privately employed a Speech and Language therapist to support a high number of pupils with speech, language and communication difficulties leading to social and emotional difficulties. This therapist was employed to support children through 1:1 and group sessions, including lego therapy.</p> <p>16 pupils have been assessed by our private Speech and Language therapist.</p>																									



	<p>more engaged and will feel secure to participate in learning in the classroom.</p> <p>Boxall profiles entry and exit to show progress in social, emotional and behavioural development.</p>	<p>Out of those 12 are PP pupils (75%). 7 PP pupils have been support with their speech and language and 6 PP pupils have attended 10 lego therapy sessions. Boxall profiles have not yet been used to measure progress for Lego Therapy, however the impact of results are measured by the therapist. Time has been spent assessing the pupils and setting up targets. These targets will be implemented in the Autumn term and progress will be measured through SEN support plans and academic progress by the end of the Autumn term.</p>
<p>School counsellor visiting school ½ day per week</p>	<p>Pupils will receive professional support they need to develop and aide their emotional health and well-being. Pupils will be more confident and able to manage their emotions. Pupils will be more engaged and will feel secure to participate in learning in the classroom.</p> <p>Boxall profiles entry and exit to show progress in social, emotional and behavioural development.</p>	<p>4 pupils (PP) have accessed weekly counselling. The counselling, along with other nurturing interventions such as 'Tea and Toast', 'Nurture group' and lunch club have enabled the pupils to be much calmer and happier in school, enabling them to be ready for learning and to have strategies for coping with social and emotional difficulties.</p> <p>.</p>
<p>Nurture groups run by SEN TA/INCO every week</p>	<p>Pupils develop their social, emotional and mental health. They will develop social skills, self-regulation of emotions, self-esteem, resilience and perseverance. Pupils should be more equipped to manage situations inside and outside of the classroom. They will be more engaged and focussed in lessons, allowing them to make good progress.</p>	<p>The SENCO/INCO ran Nurture groups for 15 out of 21 PP pupils (71%) with the SEND TA. 9/20 PP pupils (45%) made a significant improvement within their confidence, emotional regulation and social skills over the course of the intervention.</p> <p>9/20 PP pupils (45%) who attended the Nurture group come to Lunch Club led by the SENCO and SEND TA either on a regular basis or when they feel they need to (self-regulation).</p> <p>10 pupil premium pupils had access to the nurture lunch club either on a daily or ad hoc basis.</p>



	<p>Boxall profiles entry and exit to show progress in social, emotional and behavioural development.</p>	<p>Overall, pupil surveys, observation and teacher comments demonstrated that pupils were more settled, accessed learning quicker and focus was more concentrated.</p>
<p>Wellcomm programme to be carried out in Early Year by Early Years Leader to improve communication.</p>	<p>Communication in EYFS will be improved by the use of the Wellcomm package. EYFS pupils will make good progress in 'Communication and Language', leading to good progress in Literacy.</p>	<p>The Foundation Leader carried out Wellcomm assessments across Reception. 80% of PP pupils in Reception achieved expected progress in Communication and Language and 40% achieved typical progress in Literacy. The SENCO has been contacting the NHS speech and language service seeking training around the wellbeing package.</p>
<p>Additional extra-curricular and family support – subsidies.</p>	<p>All pupil premium children will have the opportunity to access school trips – both residential and day trips in order to experience a wealth of life experiences. Pupils will be able to access attendance at breakfast club and after school clubs.</p>	<p>6 pupils have had breakfast club paid for ££2.50 per child each day. Since January, 18 PP children have had further school trips paid for costing £251. In total, 50 PP pupils have had school trips paid for costing approximately £670. 37% of PP pupils had the opportunity to access a wide range of opportunities and life experiences that PPG funds have paid for.</p>
<p>Two Assistant Headteachers - Literacy specialists</p>	<p>The vast majority of pupils will make good progress in KS1 and KS2 in Reading, Phonics and Writing.</p> <p>The number of Pupil Premium pupils achieving the higher standard of Greater Depth will increase.</p> <p>Pupils will be supported in</p>	<p>As a result of training, monitoring and delivery of effective teaching and learning, including interventions by our Literacy leaders, Reading and Writing results demonstrate a strength across the school. A significant increase has been shown in the KS1 phonics screening test.</p> <p>% of KS1 Disadvantaged pupils attaining the expected standard+/Greater Depth compared to national 'other' pupils in 2017/2018:</p>



accessing test techniques and being better prepared to tackle reading tests.

Pupils will be taught and assessed against ITAFs.

	PP EXS+	All EXS:	National EXS:	PP GDS+	All GDS:
Reading	78%	75%	79%	26%	32%
Writing	57%	70%	74%	4.3%	10.5%

There has been an improvement in Reading for disadvantaged pupils since the last academic year with an increase of 22%.

% of KS2 Disadvantaged pupils attaining the expected standard+/Greater

	PP EXS+	All EXS:	National EXS:	PP GDS+	All GDS:
Reading	63%	76%	80%	19%	26%
Writing	81%	83%	83%	6%	17%

Depth compared to national 'other' pupils in 2017/2018:

There has been an increase in the percentage of PP pupils achieving GDS since last year in Reading, by 15%.

In Writing, the improvement has been 3% for PP pupils since the last academic year.

Progress in KS1 and KS2:



		<table border="1" data-bbox="1115 229 2020 560"> <thead> <tr> <th></th> <th colspan="2">Pupil Premium Score</th> <th colspan="2">Non Pupil Premium Score</th> </tr> </thead> <tbody> <tr> <td>Year 2 Reading progress</td> <td>4.0</td> <td>(19)</td> <td>3.9</td> <td>(29)</td> </tr> <tr> <td>Year 2 writing progress</td> <td>3.1</td> <td>(19)</td> <td>3.7</td> <td>(29)</td> </tr> <tr> <td>Year 6 reading progress</td> <td>0.1</td> <td>(13)</td> <td>0.0</td> <td>(24)</td> </tr> </tbody> </table> <p data-bbox="1115 600 1993 699">In Year 2 PP pupils have made significant positive progress in Reading and Writing. In Year 6, PP pupils have made positive progress in Reading. PP pupils have made progress in line with non PP pupils.</p>		Pupil Premium Score		Non Pupil Premium Score		Year 2 Reading progress	4.0	(19)	3.9	(29)	Year 2 writing progress	3.1	(19)	3.7	(29)	Year 6 reading progress	0.1	(13)	0.0	(24)
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Attendance Officer	<p data-bbox="678 711 1084 1098">Pupils with low attendance are monitored rigorously. Pupils consistently low on attendance will be communicated to the parents and attendance interviews will take place with the Head teacher, INCO and Pastoral Support Officer. This will happen half termly. Pupils' attendance will be at least 96%.</p>	<p data-bbox="1115 711 2033 882">The attendance officer sent letters and texts to families with low attendance inviting them to attendance meetings. Attendance meetings took place each term for families with low attendance with the Headteacher, Pastoral Officer and SENCO. In most classes, attendance of PP pupils has been broadly in line with the attendance of non PP pupils.</p> <p data-bbox="1115 927 1473 954">Attendance table comparison:</p> <table border="1" data-bbox="1115 994 1960 1163"> <thead> <tr> <th></th> <th>Summer 2017</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>92.7</td> <td>90.9</td> </tr> <tr> <td>Non PP</td> <td>94.6</td> <td>94.3</td> </tr> <tr> <td>All</td> <td>93.9</td> <td>92.9</td> </tr> </tbody> </table> <p data-bbox="1115 1203 2042 1374">In the Summer term, we set up an incentive of receiving £40 worth of TESCO vouchers for each child who achieved 96% of attendance in the Summer term. 47 PP pupils (37.6%) achieved 96% attendance and were entitled to TESCO vouchers. We will use this figure as a baseline, to see the impact of the incentive in Summer 2019.</p>		Summer 2017	Summer 2018	PP	92.7	90.9	Non PP	94.6	94.3	All	93.9	92.9								
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Robust monitoring of the attendance of pupil premium pupils, alongside the introduction of new rewards /incentives to encourage good school attendance.	The attendance of PP children will improve to 96% or above.	Please see the impact above.
Pastoral Care Coordinator to support pupils with emotional/behavioural needs	Improved attendance for targeted pupils. Evaluation of Bright Stars confirms that pupils are more confident and able to manage their emotions. Teachers will feedback the impact of the intervention on their pupils' emotional wellbeing. Targeted pupils will be empowered with Protective behaviours. Staff empowered to support all vulnerable groups through appropriate training.	Our Pastoral Care Coordinator is currently working with 36 pupils and 28 of those are pupil premium (77.8%). She has been involved with the pupils and their families in the following ways: <ul style="list-style-type: none">- Bright Stars intervention for pupils with social and emotional difficulties- Tea and Toast breakfast club for pupils who struggle to come into school- Family meetings with external professionals involved- Referrals to a range of support agencies e.g. young carers, family support workers.- Care conferences- 1:1 support for pupils in need of pastoral care

During this financial year, Parkside Community Primary School received a total £118,879 pupil premium funding. In addition to high quality class teaching, the funds have been allocated in the following ways to address these barriers and maximise each pupil's progress and attainment:

Barriers to Educational Achievement

Within our school setting, there are a number of barriers faced by eligible pupils:

- low entry levels to the school – especially in language and communication;
- lack of perseverance skills / belief / ambition in what they can achieve in life;



- gaps in understanding of basic skills – especially where attendance is low;
- limited 'life experiences'.

Monitoring and Measuring Impact

- PPM run half termly will identify Pupil Premium pupils and review their progress and attainment. SMART targets and interventions for them will be identified to ensure accelerated learning.
- We measure impact of the interventions half termly.
- We use a rigorous system to ensure that additional support is individually tailored for each pupil across the year.
- Alongside this, we track data throughout the year to measure the summative impact of the interventions provided.

Review Date

A review of our pupil premium strategy will take place every half term, in line with Pupil Progress Meetings.

Future Actions

- CPD for teachers using pupil premium funding to raise standards of teachings and to raise attainment and progress of our pupil premium children.
- Wellcomm training for early identification of communication difficulties and to raise attainment and progress of communication and literacy in Early Years, starting in Nursery. All EYFS staff to be trained so that they are fully able to use the programme effectively.
- Better evaluations of wellbeing strategies e.g. Bright Stars, Nurture groups. The SENCO must ensure that these interventions are reviewed on provision maps.
- As discussed with the headteacher, at future PPMs, the SENCO will monitor data and track particular actions for pupil premium pupils.