



Pupil Premium Funding 2018 - 2019

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. 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.**



Provision:	Cost:	Success Criteria:	Review Impact:
<p>Private Speech and Language Therapist to provide assessments, programmes, therapy and training from Nursery – Year 6:</p> <ul style="list-style-type: none"> • S+L therapist to assess pupils who are overdue an NHS review. • S+L therapist to assess pupils with identified with speech and language difficulties by the SENCO. • S+L therapist to train TAs to run speech and language groups e.g. lego therapy, in addition to training them up to support individual pupil targets. • S+L therapist to work closely with the SENCO and class teachers to ensure that pupils receive consistent support by staff responsible, to raise the speech, language and communication skills of pupils. 	<p>Delivery - 1 day a week £10,556</p>	<p>Disadvantaged pupils will meet their individual speech and language targets.</p> <p>Disadvantaged pupils will make accelerated progress in Reading and Writing.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Reading and Writing.</p> <p>Disadvantaged pupils will make at least good progress from their starting points in Reading and Writing.</p>	<p>20 pupils received support from the Speech and Language therapist. 16 out of 20 pupils (80%) were PPG pupils.</p> <p>6 PPG pupils had 12 sessions of lego therapy which supported their progress in communicating effectively, turn-taking and working with others.</p> <p>4 PPG pupils had recommendations to refer to NHS Speech and Language Service, of which have been completed and we have received 2 speech and language reports with targets and provision to implement in the new academic year.</p>
<p>Early Years staff to provide additional communication and language support to Early Years pupils using the Wellcomm Toolkit:</p> <ul style="list-style-type: none"> • All staff in Early Years to be trained via NHS Speech and Language Service. • Teachers and TAs in Early Years to accurately assess all pupils using the Wellcomm Assessment kit. • Disadvantaged pupils to be carefully selected for additional communication support, according to low scores from the assessments. • Teachers and TAs in Early Years to efficiently deliver the Wellcomm Toolkit activities to meet specific targets of disadvantaged pupils who 	<p>Training - £0</p> <p>Delivery of Early years teacher providing assessment and delivery for autumn term £1532</p>	<p>Disadvantaged pupils will make at least good progress from their starting points in Communication and Language.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Communication and Language and Literacy and Good Level of Development.</p> <p>The number of disadvantaged pupils achieving the higher standard of Greater Depth will be the same as National results.</p> <p>Disadvantaged pupils will achieve GLD alongside the National statistics.</p>	<p>14 PPG children were assessed in Reception during the Autumn term using the Wellcomm assessments to support their Communication and Language.</p> <p>9 out of 14 PPG pupils (64%) achieved ELG in Communication and Language. 13 out of 14 PPG pupils (93%) achieved positive + progress (3+ steps). The pupil who didn't joined the school half way through the year. 21 out of 25 non PPG pupils (84%) achieved ELG and made positive + progress (3 steps+). PPG pupils made more positive + progress than non PPG pupils.</p> <p>20 out of 25 (80%) of non PPG pupils achieved a good level of development (GLD). 8 out of 14 (57%) of PPG</p>



<p>scored low on the assessments.</p> <ul style="list-style-type: none"> All Early Years pupils to be assessed using the Wellcomm Toolkit to measure progress, atleast termly. Targeted Nursery TA targeting disadvantaged pupils on a daily basis 	<p>£2000</p>		<p>pupils achieved GLD.</p>
<p>3 TAs to provide daily Fischer Family Trust intervention to accelerate Reading and Writing progress in KS1 Year 2:</p> <ul style="list-style-type: none"> TAs to attend 3 day training. Disadvantaged pupils to be carefully selected with identified difficulties suited to the intervention. Carefully selected pupils to receive this additional reading and writing programme on a daily basis. Rigorous monitoring of pupils' progress to occur every 10 weeks. 	<p>Training – £200</p> <p>Delivery by 3 TAs daily £3900</p>	<p>Disadvantaged pupils will make accelerated progress in Reading and Writing.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Reading and Writing.</p> <p>Disadvantaged pupils will make at least good progress from their starting points in Reading and Writing.</p> <p>The number of disadvantaged pupils achieving the higher standard of Greater Depth will be the same as National results.</p> <p>Disadvantaged pupils will achieve the expected standard in Reading alongside the National statistics.</p>	<p>TAs assessed the pupils they worked with and delivered the programme 4 times weekly for 30 minutes per session.</p> <p>3 out of 4 pupils receiving the specialist intervention were PPG pupils. All pupils receiving FFT at least 1 book band per term (positive + progress). 3 out of 4 pupils made positive + progress in Writing (one pupil could not be included as they left the school). 1 PPG pupil made at least positive + progress in both Reading and Writing.</p>
<p>Class teacher to deliver additional phonics booster groups and specialised SEND programmes in KS1:</p> <ul style="list-style-type: none"> Disadvantaged pupils in Year 2 who did not pass their Year 1 phonics screening test, to be selected to receive additional phonics support. Pupils to receive phonics booster sessions on a weekly basis by an experienced class 	<p>Training - £0 – SpLD service</p> <p>Delivery of class teacher providing 1 day a week of support</p>	<p>All disadvantaged pupils will pass the phonics screening retest.</p> <p>Disadvantaged pupils will make accelerated progress in Reading and Writing.</p> <p>Disadvantaged pupils will make at least good progress from their starting points in Reading and Writing.</p>	<p>Alphabet intervention with 3 out 7 pupils PPG, 3 out of 7 SEND and 3 out of 7 EAL:</p> <p>All pupils know all alphabet letter names and reading CVC words.</p> <p>1:1 Phonics booster twice weekly in Year 2 since September 2018:</p>



<p>teacher.</p> <ul style="list-style-type: none"> • Pupils to be rigorously assessment every half term to measure progress. • Disadvantaged and/or SEND pupils to be carefully selected to receive delivery of the Secure Start intervention programme, on a daily basis in Year 1 and 2. 	<p>£5140</p>	<p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Reading and Writing.</p> <p>The number of disadvantaged pupils achieving the higher standard of Greater Depth will be the same as National results.</p> <p>Disadvantaged pupils will achieve the expected standard in Reading alongside the National statistics.</p>	<p>3/7 pupils were PPG children. All but 1 SEND pupil passed the phonics screening in Year 2. 2 pupils left the school last term.</p>
<p>3 TAs to deliver 'Write Away Together', an evidenced based intervention that focuses on editing pupils' writing:</p> <ul style="list-style-type: none"> • TAs to attend training alongside SENCO at the SpLD base. • School to purchase resource file. • TAs work alongside the class teachers and SENCO to carefully select disadvantaged pupils who require additional support to progress in their writing development. • TAs to deliver 20 minute writing sessions twice weekly with a small group of pupils in Year 3 and 5. • Writing progress to be rigorously monitored and measured by the class teacher and SENCO, using assessment materials. 	<p>Training - £0 from SpLD service</p> <p>Resource file - £50</p> <p>Delivery by 3 TAs twice weekly £1019</p>	<p>Disadvantaged pupils will make accelerated progress in Writing.</p> <p>Disadvantaged pupils will make at least good progress from their starting points in Writing.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Writing.</p> <p>Accelerated progress will be demonstrated in the Writing Gap Analysis.</p>	<p>TAs delivered Write Away Together twice weekly for 30 minutes.</p> <p>Y3: All 5 pupils, including all 3 PPG pupils made at least positive progress.</p> <p>Y5: Out of 10 pupils, 4 pupils made at least positive progress in Writing. 3 out of 6 PPG made positive progress in Writing.</p>
<p>Additional specialised TA to support reading and run specialised reading interventions, primarily in KS1:</p>	<p>£7,100</p>	<p>Disadvantaged pupils will move at least one book colour per term (good progress in Reading).</p>	<p>Refer to Reading Tracker for Year 1, Year 2, Year 3 and Year 4.</p>



<ul style="list-style-type: none">• TA to work closely with SENCO by benchmarking all pupils in Year 1, Year 2 and some very low readers in lower KS2.• TA to work closely with SpLD base teacher to ensure quality of interventions.• Benchmarking to occur accurately using the PM Benchmarking kit every 6 weeks.• TA to read with disadvantaged pupils at least twice weekly in Year 1 and 2.• TA to deliver specialised SEND intervention for a pupil with complex needs on a daily basis in Year 3.• TA to read with a small number of disadvantaged pupils in Year 3 and 4 at least twice weekly.		<p>Disadvantaged pupils will make accelerated progress in Reading.</p> <p>Disadvantaged pupils will make at least good progress from their starting points in Reading.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Reading.</p> <p>The number of disadvantaged pupils achieving the higher standard of Greater Depth will be the same as National results.</p> <p>Disadvantaged pupils will achieve the expected standard in Reading alongside the National statistics.</p>	<p><u>Summer 2018 – Summer 2019</u></p> <p>38 pupils altogether 20 PPG pupils (57%) 18 non PPG pupils (47%)</p> <p>10 out of 18 PPG pupil made positive + progress (3 steps per term) 56% 2 pupils left and could not be included</p> <p>12 out of 16 non PPG pupils made positive + progress in Reading (3 steps per term) 75% 2 pupils left and could not be included</p>
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<p>Additional Teachers and HLTA to run interventions in Year 6 for pupils who are not secure ARE.</p> <ul style="list-style-type: none"> Interventions delivered by 2 additional teachers, Deputy Head teacher and HLTA. Class teachers to work closely with staff delivering to carefully select disadvantaged pupils who need support in Maths/English Class teachers to work closely with staff delivering to identify gaps in learning so that interventions can be planned as boosters or same day interventions. Staff delivering to be monitored closely by class teachers and SENCO to measure progress made. 	<p>£14,400 in total</p>	<p>Disadvantaged pupils will make accelerated progress in Reading/Writing/Maths</p> <p>Disadvantaged pupils will make at least good progress from their starting points.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Reading/Writing/Maths</p> <p>The number of disadvantaged pupils achieving the higher standard of Greater Depth will be the same as National results.</p> <p>Disadvantaged pupils will achieve the expected standard in Reading/Writing/Maths alongside the National statistics.</p>	<p>Year 6 SATs results – Expected Standard +</p> <table border="1" data-bbox="1476 347 2056 762"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> <th>All</th> <th>Difference between PPG/Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>62%</td> <td>55%</td> <td>-10%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>93%</td> <td>74%</td> <td>-26%</td> </tr> <tr> <td>SPAG</td> <td>33%</td> <td>58%</td> <td>40%</td> <td>-25%</td> </tr> <tr> <td>Maths</td> <td>52%</td> <td>74%</td> <td>60%</td> <td>-22%</td> </tr> </tbody> </table>		PPG	Non PPG	All	Difference between PPG/Non PPG	Reading	52%	62%	55%	-10%	Writing	67%	93%	74%	-26%	SPAG	33%	58%	40%	-25%	Maths	52%	74%	60%	-22%
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<p>School counsellor visiting school ½ day per week, working with 2 pupils with social, emotional and mental health difficulties.</p> <ul style="list-style-type: none"> 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. Professionals will work closely with the Pastoral Care Co-ordinator, SENCO and class teachers to identify the pupils' needs Progress will be monitored externally by external services and internally by SENCO/Pastoral Care Co-ordinator 	<p>£4,500</p>	<p>Pupils will receive professional support they need to develop and aide their emotional health and well-being.</p> <p>Pupils will be more confident and able to manage their emotions.</p> <p>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>Between September 2018 and March 2019, 4 pupils received counselling sessions (one hour weekly).</p> <p>2 out of 4 pupils were PPG pupils and had between 4 and 12 sessions of counselling. The counselling session enabled the pupils to express and manage their emotions around difficult changes in their personal lives, in a safe space.</p> <p>In the Summer term 2019, 2 pupils (1PPG) received counselling sessions and 1 of these pupils will have ongoing counselling in the new academic year.</p> <p>All pupils received closing reports to demonstrate the themes explored and the impact of the sessions for each</p>																									



<p>Additional extra-curricular and family support subsidies.</p> <ul style="list-style-type: none"> Disadvantaged pupils to be supported to benefit from residential trips, school trips and clubs, should the need arise. Costings for pupil premium pupils should be monitored by the office staff. Staff costs and resources needed for these clubs will be incorporated in the pupil premium costs. 	<p>£7260</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.</p> <p>Approximately 6 pupils will be able to access consistently attendance at breakfast club and 4 pupils will be able to access After School Club. Attendance should improve for pupils attending breakfast club.</p> <p>A number of pupil premium children will benefit from attending morning nurture clubs, lunch time clubs and after school clubs to widen pastoral and extra-curricular experiences.</p>	<p>individual session.</p> <p>School trips – 57 PPG children subsidised at a total of £2,195</p> <p>Breakfast Club – £1900</p> <p>After school club – Provision offered but no parents required the offer.</p>																
<p>Attendance Officer employed to monitor pupil absence and attendance.</p> <ul style="list-style-type: none"> Pupil absence to be monitored daily. Calls to parents to be made. Pupils /families with persistent absence to be monitored. Officer to follow procedures and policy for families and pupils with attendance issues. 	<p>£9681</p>	<p>Pupils with low attendance are monitored rigorously.</p> <p>Pupils consistently low on attendance will be communicated to the parents and attendance interviews will take place with the Head teacher.</p> <p>Pupils' attendance will be at least 96%.</p>	<p>There has been an improvement this year with attendance.</p> <table border="1" data-bbox="1480 922 1957 1153"> <thead> <tr> <th>Group</th> <th>Sept 17 – Jul 18</th> <th>Sept 18 – Jul 19</th> <th>Progre ss</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.8%</td> <td>93.8%</td> <td>+1%</td> </tr> <tr> <td>PPG</td> <td>91.2%</td> <td>92.6%</td> <td>+1.4%</td> </tr> <tr> <td>Non PPG</td> <td>94%</td> <td>94%</td> <td>0%</td> </tr> </tbody> </table> <p>Currently, there is a 1.4% difference in attendance between PGG and non PPG pupils. Non PPG pupils are doing slightly better than PPG pupils in their attendance. Attendance for our PPG pupils has improved significantly by 0.4% since last year. Overall attendance has improved by 1% for all pupils.</p>	Group	Sept 17 – Jul 18	Sept 18 – Jul 19	Progre ss	All	92.8%	93.8%	+1%	PPG	91.2%	92.6%	+1.4%	Non PPG	94%	94%	0%
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<p>Robust monitoring of the attendance of pupil premium pupils, alongside the introduction of new rewards /incentives to encourage good school attendance.</p> <ul style="list-style-type: none"> Office staff to monitor pupil attendance to track which pupils and families are entitled to attendance rewards. Families to receive TESCO uniform vouchers at the end of the year for pupils with attendance at 96% or above Pupils with 96% + attendance over the year will attend an end of year cinema trip. Pupils will receive a reward stamp for each week of 96% + attendance, leading to a toy shop reward after 6 stamps received. 	<p>£3000 in total:</p> <p>Uniform vouchers £1800</p> <p>Toy shop £400</p> <p>End of year cinema trip £800</p>	<p>The attendance of disadvantaged children will improve to 96% or above.</p>	<p>The attendance of PPG pupils and non PPG pupils has improved slightly. The toy shop began in the Spring term and this appears to have had a positive impact on the pupils.</p> <p>TOY SHOP 918 prizes given to children since January 2019. This will be more closely monitored in the new academic year and we will be able to give numbers of PPG and Non PPG students.</p> <p>UNIFORM FIGURES - 48 PPG families got vouchers from having 96% attendance</p> <p>CINEMA TRIP – 96% AND ABOVE PPG Children - 50 Non PPG Children - 121</p> <p>LATES Number of PPG Children involved with - 23 Number of Non PPG Children involved with - 24</p> <p>PERSISTENT ABSENTEES Number of PPG Children involved with -14 Number of Non PPG Children involved with - 1</p> <p>FINES Number of PPG Children involved with - 6 Number of Non PPG Children involved with - 3</p> <p>IMPROVED ATTENDANCE Number of PPG Children involved with - 4</p>



<p>Pastoral Team Support:</p> <p>Pastoral Care Co-ordinator employed to support families and pupils with social and emotional difficulties. SEND TA employed to support a high number of pupil premium children with special educational needs and/or pastoral needs. INCO employed to monitor and track provision for PPG children in addition to all other vulnerable groups.</p> <ul style="list-style-type: none"> • Paroral Care Co-ordinator to work closely with families that need support through a variety of meetings with external professionals. • Pastoral Care Co-ordinator to make the necessary referrals to support the wellbeing of pupils. • Pastoral Care-Co-ordinator to liaise with SENCO to support pupils with additional needs, through interventions and referrals. • INCO to monitor and track support for pupil premium children, to ensure that all disadvantaged pupils have needs identified and provision put in place. • INCO to support colleagues to deliver interventions of a high quality. INCO to work closely with all professionals within the school to analyse progress and modify practice. • SEND TA to work closely with the INCO and Pastoral Care Co-ordinator to deliver effective academic and social/emotional 	<p>£79,500</p>	<p>Disadvantaged pupils will receive high quality nurture/pastoral support which will lead to Improved social and emotional wellbeing as well as attendance for targeted pupils.</p> <p>Evaluation of social/emotional interventions confirms that pupils are more confident and able to manage their emotions.</p> <p>Teachers will feedback the impact of the intervention on their pupils' emotional wellbeing through monitoring systems overseen by INCO.</p> <p>Staff empowered to support all vulnerable groups through appropriate training.</p> <p>Disadvantaged pupils will make accelerated progress in Reading/Writing/Maths (overseen by INCO)</p> <p>Disadvantaged pupils will make at least good progress from their starting points (overseen by INCO).</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils will be closed in Reading/Writing/Maths (overseen by INCO).</p> <p>The number of disadvantaged pupils achieving the higher standard of Greater Depth will be the same as National results</p>	<p>Number of Non PPG Children involved with - 2</p> <p>The Pastoral Care Co-ordinator delivered a range of interventions which have had positive outcomes on pupils' social and emotional development:</p> <p>Bright Stars – The main purpose is to begin to develop young people's self- esteem and to build their confidence, thereby improving their emotional and mental well-being.</p> <p>September 2018 – May 2019 30 children participated in the groups 23 of whom were pupil premium. They participated in 6 sessions over 6 weeks for one hour.</p> <p>Tea and Toast – A nurture group for a small group of children having toast and juice allowing them time to sit and talk in a calm environment before they start their day. Most of the children who attend do so due to social and/or emotional reasons i.e. open to other services; having a difficult time at home or they might be struggling with coming into school and having difficulties with friendships.</p> <p>September 2018 –July 2019 a total of 11 children attended.</p> <p>Pupil premium children accounted for 7 out of 11 of the children</p> <p>Pupil premium children - taking into account the children's attendance at Tea & Toast between September 2018 – July 2019 the increase in some children's attendance went up to a total of 19.5% whilst some children's attendance went down a total of</p>
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interventions for pupil premium children and run a daily nurture lunch club for selected pupils. SEND TA and Pastoral Care Co-ordinator to run a morning nurture group 'Tea and Toast' in addition to a weekly social/emotional intervention 'Bright Stars'.

(overseen by INCO)

Disadvantaged pupils will achieve the expected standard in Reading/Writing/Maths alongside the National statistics (overseen by INCO).

15.2% which left an overall increase of **4.3%**

The Pastoral Care-Coordinator regularly meets with parents, social workers and other professionals where parents have pastoral concerns or whereby families are open to children's services. She also works very closely with the SENCO where PPG or SEND pupils are under her care. The SENCO has been attending CIN meetings for families of 3 pupils with SEND. The SENCO has attended IFST meetings for a family involving 2 pupils with SEND.

The Pastoral Care-Coordinator has worked closely with the SEND TA, running a Nurture Lunch club daily and a Young Carers group on a monthly basis. Between September 2018 and July 2019, 19 PPG pupils attended the Nurture lunch club out of 31 pupils overall (61%) 15 pupils attended and benefited from the club regularly (8 PPG) and 16 pupils benefited occasionally (11 PPG). This club enables pupils to engage in a range of play and social activities, learn to engage with peers, develop interactions and friendships as well as have an opportunity to talk to trusted adults about any worries that they may have, or on the contrary, share positive experiences with.

The SENCO has supervised the provision of a high number of pupils with complex SEND needs and PPG pupils, working alongside parents, teachers, TAs and external professionals to ensure that pupils have tailored provision for their individual needs. The SENCO has also delivered reading and writing interventions for a number of pupils in Year 4 to improve recall of sounds and words in reading and spelling. She has also delivered Circle of Friends



intervention for pupils in Year 5 to support with their peer relationships and social development which has reduced anxiety and negative incidents with peers.

Year 2 SATS results – Expected Standard +:

	SEN D	PPG	Non PPG	All	Difference between Non PPG/N on PPG
Reading	4/7	75%	70%	75%	+5%
Writing	2/7	58%	70%	66%	-12%
Maths	3/7	67%	75%	72%	-8%

Year 6 SATs results – expected Standard +:

	PPG	Non PPG	All	Difference between PPG/Non PPG
Reading	52%	62%	55%	-10%
Writing	67%	93%	74%	-26%



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<p>Resource Subsidies:</p> <p>Third Space Learning trialled to raise attainment and progress of Maths and English in Year 6.</p> <p>Colour banded reading books for additional PPG readers</p>	£15000	<p>The number of disadvantaged pupils achieving the higher standard of Greater Depth will be the same as National results (overseen by INCO)</p> <p>Disadvantaged pupils will achieve the expected standard in</p>	<p>Data on national statistics is not yet available and will be explored later on in Autumn term 2019.</p> <p>Third Space Learning was trialled in Year 6. Whilst the pupils enjoyed using the laptops and completing activities, there were some technical issues and learning was not specifically tailored to the needs of the</p>																						



<p>Reading Revival Toolkit for PPG readers with SEN needs</p> <p>Uniform costs for disadvantaged families.</p> <p>Year 6 SATS books.</p> <p>Resources for PPG pupils with emotional needs</p>		<p>Reading/Writing/Maths alongside the National statistics (overseen by INCO).</p> <p>Disadvantaged pupils and families will receive the support with resources to benefit their child as required.</p>	<p>children.</p> <p>Additional books were purchased for Key Stage One and 2. The specialist reading TA used these books during 1:1 reading. They are also available for home reading, broadening and enriching children's reading experiences at suitable levels for individual needs.</p> <p>The Reading Revival Toolkit was purchased for specific reading interventions for SEND pupils working with the specialist reading TA and SEND TA. The SEND pupils accessing this intervention and resources benefited immensely and made small steps of progress in their reading. Case studies on these pupils are available with more detailed progress information.</p>
<p>TOTAL for 2018/2019</p>	<p>£170,000</p>		

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.

During this financial year, Parkside Community Primary School received a total £170,000 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.