



# Pupil Premium Strategy Statement

1. Summary Information					
School	Parkland Junior School				
Academic Year	2019-20	Total PP Budget	£95,040	Date of Most Recent PP Review	July 2019
Total Number of Pupils	236	Number of Pupils Eligible for PP	80 (34%)	Date for Next Internal Review of This Strategy	Sept 2020

2. Current Attainment			
	All Pupils	Pupils Eligible for PP	Pupils Not Eligible for PP (national average)
% achieving expected in Reading, Writing and Maths KS2	79%	85%	71%
% achieving expected standard in Reading KS2	83%	85%	78%
% achieving expected standard in Writing KS2	90%	90%	83%
% achieving expected standard in Maths KS2	79%	85%	84%
% achieving greater depth standard in Reading, Writing and Maths KS2	7%	10%	13%
% achieving greater depth standard in Reading KS2	16%	15%	31%
% achieving greater depth standard in Writing KS2	16%	10%	24%
% achieving greater depth standard in Maths KS2	21%	20%	31%

3. Barriers to Future Attainment (for pupils eligible for PP, including high ability)	
<b>In-School Barriers</b>	
A.	Disadvantaged pupils are not targeted / challenged to achieve the greater depth standard.
B.	A significant proportion of our disadvantaged group have emotional and behavioural needs.
<b>External Barriers</b>	
C.	School attendance of disadvantaged pupils.
D.	Low parental aspirations and expectations on their children's education.

4. Desired Outcomes		
	<i>Desired Outcomes</i>	<i>Success Criteria</i>
A.	Greater % of disadvantaged children achieve greater depth standard at KS2	<p>Increased percentage of disadvantaged pupils achieve the greater depth standard in Reading, Writing and Mathematics in comparison to the previous year.</p> <p>The difference between disadvantaged pupils and national non-disadvantaged pupils achieving expected in Reading, Writing and Mathematics is no less than 5%.</p>
B.	Improved emotional well being, and in turn behaviour, of our disadvantaged children	<p>Reduced number of behaviour incidents across the school as the year goes on.</p> <p>Reduced number of fixed and permanent exclusions in comparison to the previous year.</p> <p>Thrive assessments evidence impact of intervention.</p> <p>Internal pastoral interventions evidence impact.</p> <p>Pupil and parent wellbeing surveys are positive.</p> <p>Pupils with SEMH are integrated well into mainstream classes and there is a reduction in behaviour incidents.</p>
C.	Increased attendance of disadvantaged children across the school	<p>Attendance of disadvantaged pupils is in-line with national attendance target of 96%.</p> <p>Disadvantaged persistent absence shows an improvement from the previous year.</p>
D.	Raised pupil aspirations and ambition.	<p>The school provides an increased amount of aspiration projects (e.g. Careers Aspiration Project, Scholars Programme) and pupil / parent surveys evidence impact.</p> <p>Computing curriculum evidences progression and challenge, resulting in improved digital learning outcomes.</p>

5. Planned Expenditure : This Academic Year (2018-2019)					
Focus on learning and the curriculum = 55%		Focus on wellbeing= 22%		Focus on enrichment and engagement = 23%	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for All					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A. Greater % of Disadvantaged children achieve greater depth standard at KS2	Aspirational targets set for all children at the beginning of the year and monitored half termly at Pupil Progress Meetings (£3500 Teacher Release).	Sutton Trust and NFER emphasise the importance of 'quality teaching first' to all children but additionally stress the disproportionate effect on PP children. Research shows that good teachers are especially important for pupils from disadvantaged backgrounds. For	<p>Lesson observations by SLT show high quality teaching and learning in all classes.</p> <p>Focus on individual progress and attainment rates for targeted disadvantaged GDS pupils through half termly pupil progress meetings.</p>	<p>Head of School (SS)</p> <p>UKS2 Phase Leader (SS)</p>	<p>Reporting to the Executive Headteacher termly.</p> <p>Executive SEN Leadership Reflections</p>

	<p>Quality first teaching identifies target GDS children.</p> <p>Targeted GDS interventions in Reading, Writing and Mathematics (<b>£5000</b>).</p> <p>Staff training on pupil independent learning approaches &amp; utilising feedback strategies within a lesson to deepen and secure target GDS children's understanding (<b>£500</b>).</p> <p>Teacher / Pupil Conferencing with GDS pupils in Writing (<b>£1000</b>).</p> <p>Same day interventions to address misconceptions at the point of teaching and learning.</p> <p>Purchase of CGP Study and workbooks for home learning and revision (<b>£1500</b>).</p> <p>Learning Support Assistants in each class in the mornings to support core subject teaching (<b>£10,000</b>).</p>	<p>poor pupils the difference between a good teacher and a bad teacher is a whole year's learning with PP children greatly affected by poor quality teaching.</p> <p>Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly independent learning approaches including feedback, peer tutoring, collaborative learning, and metacognition strategies, provide powerful ways</p>	<p>Well planned interventions and well trained intervention leads ensure quality provision.</p> <p>Weekly meetings for target PP children to discuss learning and celebrate achievement. Book scrutinies</p>		<p>Term 3 and 6 Reports to Governors.</p>
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**Total budgeted cost** £21,500

**ii. Targeted Support**

<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<p><b>B.</b> Improved emotional well being and in turn behaviour of our disadvantaged children</p>	<p>Delivery of high quality PSHE program (<b>£250</b>).</p>	<p><i>EEF Toolkit: Social and Emotional Learning +4 months</i></p> <p>Research evidences strong impact in interventions that seek to improve</p>	<p>Monitoring of Jigsaw Scheme of work and termly review of curriculum objectives being met on O-track.</p> <p>Managing and co-ordinating provision for dual vulnerability children, particularly those with a Statement / EHC.</p>	<p>Deputy Head of School (LMD)</p>	<p>Reporting to the Executive Headteacher termly.</p>

	<p>Employment of Deputy SENCo with a focus on SEMH (<b>£10,000</b>)</p> <p>Development of bespoke THRIVE Rainbow Room for pupils at the 'being' emotional stage of development (<b>£2,000</b>)</p> <p>Yearly license for Thrive practitioners (<b>£2,500</b>)</p> <p>Development of 'Therapy Cottage' (<b>£2,000</b>) to include specialist therapists:</p> <ul style="list-style-type: none"> <li>• Family Support Worker (<b>£3,500</b>)</li> <li>• School Counsellor (<b>£3,000</b>)</li> <li>• Art Therapy (<b>£750</b>)</li> <li>• Play Therapy (<b>£750</b>)</li> </ul> <p>Delivery of additional SEMH Interventions including:</p> <ul style="list-style-type: none"> <li>• THRIVE (<b>£5,000</b>)</li> <li>• Dog Therapy (<b>£200</b>)</li> </ul> <p>External intervention support (<b>£2000</b>):</p> <ul style="list-style-type: none"> <li>• ESBAS (Education Support for Behaviour &amp; Attendance Service)</li> <li>• Educational Psychologists</li> </ul> <p>Behaviour Learning Mentors working with targeted SEMH pupils (<b>£10,000</b>)</p>	<p>pupils' interactions with others and self-management of emotions.</p> <p>As a result of the school's newly specialised programmes targeted at students with particular social or emotional needs, the number of behaviour incidences and exclusions has reduced.</p> <p>The role of our SENCO has been stretched as a result of high numbers of SEND children and those with dual vulnerability. Appointment of a Deputy SENCO with a focus on SEMH will enable us to meet all statutory requirements for our children and ensure that good progress is made by all.</p>	<p>Monitoring and reporting on progress made at weekly SEN impact meetings.</p> <p>Ensuring quality first teaching and sharing best practice.</p> <p>Working with the Assessment lead to monitor impact and data.</p> <p>Work closely alongside other professional agencies to ensure appropriate support for pupils.</p> <p>Work closely with parents to ensure the best support and progress for their children.</p> <p>Learning walks and drop ins.</p>	<p>Head of School (SS)</p>	<p>Term 3 and 6 Reports to Governors.</p> <p>Executive SEN Leadership Reflections.</p> <p>Weekly impact meetings with SENCo / Deputy SENCo.</p>
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iii. Other Approaches

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p><b>C.</b> Increased attendance of disadvantaged children across the school</p>	<p>Employment of Attendance Administrator and Attendance Lead <b>(£5,000)</b>.</p> <p>Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends.</p> <p>Follow hub Attendance and Punctuality protocol and procedures.</p> <p>Attendance Passports for identified pupils <b>(£200)</b> .</p> <p>Reward systems for pupils and identified families (e.g. food hampers) <b>(£1,000)</b>.</p> <p>Lease of mini-bus for attendance and extra-curricular engagement opportunities <b>(£3,500)</b></p> <p>Provision of wide-ranging after school extra-curricular activities <b>(£500)</b>.</p>	<p><i>EEF: Attendance interventions +4 months</i></p> <p><i>EEF Parental Engagement +5 months</i></p> <p>The deprivation indicator for the school is above national 0.25</p> <p>The school has above the national average of pupil premium families.</p> <p>Many parents find it challenging to participate in some activities due to parental status / socio-economic circumstances.</p> <p>To ensure wider opportunity and best possible life chances for our disadvantaged pupils.</p> <p>To maximise learning for children receiving pupil premium who are achieving at or above age related expectations.</p>	<p>Weekly SEND/Pastoral Impact Meetings.</p> <p>Termly HUB attendance meetings to follow protocols and procedures and suggest best practices across the schools.</p> <p>Pupil voice.</p> <p>Parent voice.</p> <p>Analysis of extra-curricular club attendance and pupil voice.</p> <p>Executive Leadership Reflections.</p>	<p>Head of School (SS)</p> <p>Deputy Head of School (LMD)</p>	<p>Termly attendance reports provided for Executive Headteacher and SLT</p> <p>Term 3 and 6 Reports to Governors</p>

	<p>Subsidised school trip including Year 6 residential (£500).</p> <p>Subsidised extended school day provision / wrap-around care (£1000).</p> <p>Subsidised school uniform (£500).</p>				
<p><b>D.</b> Raised disadvantaged pupil aspirations and ambition.</p>	<p>Teaching and delivery of high quality Computing Curriculum, including purchase of supporting technology (£15,000).</p> <p>Delivery of Careers and Aspirations Project (£2000).</p> <p>Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) (£1500).</p> <p>Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science) (£1500).</p> <p>Aspiration projects, for example:</p>	<p><i>EEF toolkit: Digital learning : +5 months</i></p> <p><i>EEF toolkit: Aspiration projects: +3 months</i></p> <p><i>EEF toolkit: Social and Emotional Learning: +4 months</i></p> <p>Our computing curriculum and digital learning opportunities have meant that Langeny is a digital centre of excellence contributing to the overall attainment and progress improvements made in the past 5 years.</p> <p>To provide workforce skills in digital computing, enabling future employment in more highly paid sectors.</p>	<p>Monitor implementation of Computing and ESafety curriculum.</p> <p>Careers project review and training, with fortnightly impact meetings and established curriculum links.</p> <p>Termly meetings to discuss impact of Scholars Programme, informed by stakeholder voice.</p>	<p>Head of School (SS)</p> <p>Computing Lead Teacher (MD)</p>	<p>Reporting to the Executive Headteacher termly.</p> <p>Term 3 and 6 Reports to Governors.</p> <p>Executive SEN Leadership Reflections</p>

	<ul style="list-style-type: none"> <li>• ESCC Careers Champion Project</li> <li>• University of Sussex Explorers Programme (£500).</li> <li>• Digital Leaders (£500).</li> </ul>				
<b>Total Budgeted Cost</b>					£33,200

Total Pupil premium allocation	<b>£93,720</b>
+ Available Pupil Premium ring fenced capital	<b>£0</b>
Total projected spend	<b>£96,650</b>

# 2018 - 2019

6. Review of Expenditure : Previous Academic Year				
Focus on learning and the curriculum = 69%		Focus on wellbeing= 18%		Focus on enrichment and engagement = 13%
Our Desired Outcomes for 2018-19				
Desired Outcomes and How They Will Be Measured			RAGed Success Criteria	
<p>Improve outcomes of Disadvantaged children in Reading, in all year groups.</p> <p>The percentage of pupils reaching the expected standard at the end of Key Stage 2 in Reading is on an upward trajectory towards the national average (78%) and no less than the previous year (41%). The school's progress score in Reading is positive (-7.9 in 2017/18) Year 6 has 20 disadvantaged children so each child will represent approx 5% for us this year.</p>			<p>KS2 Reading 85% EXS+ and 15% GDS improved by 44% this year and national gap against non disadvantaged is now +7%</p>	
<p>Improve outcomes of Disadvantaged children in Writing, in all year groups.</p> <p>The percentage of pupils reaching the expected standard at the end of Key Stage 2 in Writing is on an upward trajectory towards the national average (78%) and no less than the previous year (65%). The school's progress score in Writing is positive (0.6 in 2017/18) Year 6 has 20 disadvantaged children so each child will represent approx 5% for us this year.</p>			<p>KS2 Writing 90% EXS+ and 11% GDS improved by 25% this year and national gap against non disadvantaged is now +7%</p>	
<p>Improve outcomes of Disadvantaged children in Mathematics, in all year groups.</p> <p>The percentage of pupils reaching the expected standard at the end of Key Stage 2 in Maths is on an upward trajectory towards the national average (75%) and no less than the previous year (35%). The school's progress score in Maths is positive. (-6.4 in 2017/18) Year 6 has 20 disadvantaged children so each child will represent approx 5% for us this year.</p>			<p>KS2 Maths 85% EXS+ and 15% GDS improved by 50% this year and national gap against non disadvantaged is now +2%</p>	
<p>Development of leadership capacity to bring sustained change.</p> <p>Established leadership culture where relationships are highly positive, staff and pupils are enabled to do their best and a collective responsibility to diminish the difference between our Disadvantaged children and all others nationally exists. Improved leadership of teaching, learning and assessment focused on disadvantaged children.</p>				
<p>To increase attendance of disadvantaged/dual need children across the school</p> <p>In 2017-18 average disadvantaged attendance was 93.1% junior whole school data was 95.4%</p> <p>We are aiming for attendance and persistent absence levels for the school to be in line with National levels for disadvantaged pupils</p>			<p>Attendance data for 2018-19</p> <p>PP = 94.7% up 1.6% this year</p> <p>total all 95.7% up 0.3% this year</p>	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Increased % of children working at or above age related expectations (Assessment Data)	Pupil Premium Lead – Premium progress	<p>Leading the implementation of the Pupil Premium strategy for diminishing the difference, while monitoring and reporting on progress made.</p> <p>Monitoring and reporting on progress made.</p> <p>Raising staff awareness of the Pupil Premium Strategy.</p>	<p>This year KS2 results against national have made significant gains (highlighted green) and differences have been diminished across the school.</p> <p>KS2 SATS results can be seen below:</p>	£5,000



<p>100% of children across the school make at least expected and an increase % beyond expected progress (Assessment Data)</p> <p>Increased percentage of good / outstanding teaching (Lesson observations)</p> <p>Consistent implementation of practice and expectations across school (Lesson observations / Monitoring file)</p>		<p>Working with the Assessment lead to monitor impact and data. Ensuring quality first teaching and sharing best practice.</p>	<p><b>RWM:</b> PP = 85% (+50%) from 2018 Non PP = 76% (+6%) In school Gap = +9%; narrowed by 44% since last year Gap to national non PP = +14%; narrowed by 49%</p> <p><b>Reading:</b> PP= 85% (+44% from 2018) Non PP = 81% (+1%) In school Gap = +4%; narrowed by 43% since last year Gap to national non PP = +7%; narrowed by 36%</p> <p><b>Writing</b> PP = 90% (+25% from 2018) Non PP = 89% (+14%) In school Gap = +1%; diminished by 11% Gap to national non PP = +7%; diminished by 25%</p> <p><b>Maths:</b> PP = 85% (+50% from 2018) Non PP = 76% (+1%) In school Gap = +9%; narrowed by 49% since last year Gap to national non PP = +2%; diminished by 47%</p> <p><b>GPS</b> PP = 80% (+35% from 2018) Non PP = 78% (-7%) In school Gap = +2%; narrowed by 52% since last year Gap to national non PP = -3%; diminished by 44%</p> <p>This role ensures a consistent implementation of practice and expectations across school. The impact of disadvantaged leadership is also evident across the rest of the analysis within this document.</p>	
<p>Increase emotional wellbeing that will be reflected in progress made, attendance and attitudes towards learning</p> <p>Increased % of pupils achieving a good level of development (Discussion, Observations and Assessment Data)</p> <p>Targeted children will make at least expected progress.</p>	<p>THRIVE Practitioners - All years (year 5 focus)</p>	<p>We will continue to train staff as they complete training in using THRIVE techniques and best practice for some of our most vulnerable learners.</p> <p>This best practice will also be shared across the school through PDM and staff training sessions.</p>	<p>Thrive has seen the following impact over the course of the year:</p> <p>16 of the 18 children receiving targeted THRIVE intervention and support are PP children.</p> <p>Average gains of 125% have been seen in our children with 12 of the 18 children moving up at least one whole stage of emotional development in the last academic year.</p> <p>Reading and Maths data have also reflected gains made with an average increase of 27% in Reading NFER assessment and 20% in Maths</p>	<p>£10,000</p>
	<p>Attendance Officer</p>	<p>Monitor the attendance of all pupils and identify patterns and trends. Support families where attendance drops below 95% to improve attendance.</p>		<p>£4,103.92</p>

Improved attendance (Attendance analysis)		Work with ESBAS to support and manage pupils and families where attendance is an ongoing issue.	Attendance for 2018 - 19 finished with 94.7% for disadvantaged vs 96.5% non- disadvantaged, this saw a diminishing of the difference by 1.3% from 2017 - 18 where attendance was 93.1% for disadvantaged vs 96.2% non-disadvantaged.	
Reduction in the % of Persistent absences (Attendance Analysis)	ESBAS Attendance support	Support the attendance officer to work with families where attendance is an issue. Support the school to ensure attendance is consistently good.	In 2017-18 we reduced the number of persistent absences where 27 children were PA with 17 of those disadvantaged, against 28 PA in 2016-17 when 23 were disadvantaged.	£325
Children of targeted families make at least expected progress (Assessment Data) Increased attendance of parents at family learning sessions.	Parent Support worker	Meet with parents to support with issues that are impacting upon their child's access to education. Signpost parents to appropriate services and support. Liaise with other agencies to ensure families are fully engaging with services and there is a linked up package of support. Provide key work support to identified families to remove barriers to learning for their children.	12 PP children also received attendance interventions such as breakfast clubs, behaviour learning support and attendance meetings with parents during the year and saw average attendance increase by 11% over the course of the year for these children.	£2,051.96

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Analysis of data shows difference has decreased between pupil premium/SEN children and non pupil premium children	SENCO	Managing and coordinating provision for pupils with special educational needs.  Monitoring and reporting on progress made. Ensuring quality first teaching and sharing best practice.  Working with the Assessment lead to monitor impact and data.  Work with other professional agencies to ensure appropriate support for pupils. Work with parents to ensure the best support and progress for their children.	18 of the 77 disadvantaged children (24%) in KS2 are dual vulnerability. We have seen improved outcomes for our SEN support and EHCP children in almost every area  In 2019 42% SEN children achieved EXS in Reading; 58% EXS in Writing and 33% EXS in Maths. This exceeded the attainment of SEN children nationally with 36% Reading and 34% Writing but was below the national figure of 41% EXS in Maths. For RWM combined Parklands achieved 33% EXS and national SEN 22%  Progress scores improved this year with Reading -2.8 up from -13 in 2018, Writing - 3.65 down from -2.3 in 2018 and Maths- 4.76 up from -6.7	£5,000
Lessons and work scrutinies will show that feedback strategies are being used consistently and effectively across the school.  All pupils will make at least expected progress and aiming to make beyond expected progress.  To ensure an increased % achieve there ARE  Increased parental engagement	TA – Learning Support Assistants	Improving quality first teaching and targeted support through afternoon small groups interventions, stretch and fix, or high quality feedback in the classroom: <ul style="list-style-type: none"> <li>Working with the class teacher to deliver quality first teaching.</li> <li>Deliver high quality targeted interventions.</li> <li>Work with individual and small groups of children to provide support for learning.</li> </ul>	While we saw improvements in the classroom and a positive impact on behaviour for learning with a reduction in behaviour incidents: 2016-17 = 1353 reduced to 2017-18 = 799; and further reductions to 145 in 2018-19 we believe this vast improvement has translated into improved outcomes for our children in KS2.  Behaviour in the classroom has improved through training of TA staff with THRIVE strategies in building relationships with the children. This is leading to greater levels of early identification and quick responses to children needs; which in turn reduces the number of behaviour incidents across the school.	£25,000

<p>Identified children will be in class for increased time in turn contributing towards improved outcomes.</p> <p>Increase in emotional well being measured through pupil and staff voice will be reflected in academic outcomes.</p> <p>All pupils will make at least expected progress and aiming to make beyond expected progress.</p>	<p>Learning Mentors</p>	<p>To work with identified children to remove barriers to learning.</p> <p>To support individual pupils to access their classroom and the full curriculum</p>	<table border="1"> <thead> <tr> <th colspan="7">Analysis of Locations for Behaviour Incidents</th> </tr> <tr> <th>Where?</th> <th>Office</th> <th>Hall</th> <th>Classroom</th> <th>Corridor</th> <th>Playground</th> <th>Field</th> </tr> </thead> <tbody> <tr> <td>Term 1+2</td> <td>0</td> <td>0</td> <td>70</td> <td>0</td> <td>6</td> <td>0</td> </tr> <tr> <td>Term 3+4</td> <td>0</td> <td>0</td> <td>31</td> <td>0</td> <td>7</td> <td>0</td> </tr> <tr> <td>Term 5+6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">Analysis of Times for Behaviour Incidents</th> </tr> <tr> <th>When</th> <th>08:30-09:00</th> <th>09:00-11:00</th> <th>11:00-12:00</th> <th>12:00-13:00</th> <th>13:00-15:15</th> <th>15:15-17:00</th> </tr> </thead> <tbody> <tr> <td>Term 1+2</td> <td>0</td> <td>10</td> <td>20</td> <td>6</td> <td>40</td> <td>0</td> </tr> <tr> <td>Term 3+4</td> <td>0</td> <td>0</td> <td>13</td> <td>7</td> <td>18</td> <td>0</td> </tr> <tr> <td>Term 5+6</td> <td>0</td> <td>0</td> <td>10</td> <td>11</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>The table above shows the impact of our learning mentors with improvement across the year of behaviour incidents in the classroom, affecting learning.</p> <p>This has also been shown in pupil voice and emotional assessments over the course of the year. With an increase in emotional well-being we can be confident from Sutton Trust research that this will be reflected in the improvements made for academic outcomes as-well.</p>	Analysis of Locations for Behaviour Incidents							Where?	Office	Hall	Classroom	Corridor	Playground	Field	Term 1+2	0	0	70	0	6	0	Term 3+4	0	0	31	0	7	0	Term 5+6	0	0	0	0	15	6	Analysis of Times for Behaviour Incidents							When	08:30-09:00	09:00-11:00	11:00-12:00	12:00-13:00	13:00-15:15	15:15-17:00	Term 1+2	0	10	20	6	40	0	Term 3+4	0	0	13	7	18	0	Term 5+6	0	0	10	11	0	0	<p>£10,000</p>
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<p>Increased % of pupils achieving greater depth and ARE for writing across the school</p> <p>Increase % of children making at least expected levels of progress in writing</p>	<p>Specialist support for writing in year 6</p>	<ul style="list-style-type: none"> <li>Teacher from link secondary school to work with groups of year 6 pupils to develop writing to at least expected level.</li> </ul>	<p>Writing was a key area of improved outcomes at KS2 in 2018-19</p> <p><b>Writing</b>  PP = 90% (+25% from 2018)  Non PP = 89% (+14%)  In school Gap = +1%; diminished by 11%  Gap to national non PP = +7%; diminished by 25%</p>	<p>£0</p>																																																																						
<p>Increase % of children making at least expected levels of progress in Maths</p>	<p>Maths Stops – ICT resource</p>	<p>Provide high quality maths problem solving resources to use with pupils.  Develop systematic problem solving skills</p>	<p>This was budgeted for 2018-19 but a change in the teaching approach to Maths during the course of the year meant that this program was made redundant.</p>	<p>£150</p>																																																																						
<p>Increased % of pupils making expected progress across KS2(Discussion, Observations and Assessment Data)</p>	<p>Learning Support and Additional needs assistants</p>	<ul style="list-style-type: none"> <li>Provide additional support for individual (pupil premium) children who have special educational needs.</li> <li>Help deliver the targeted support and interventions outlined in additional needs plans and EHC plans.</li> </ul>	<p>For our 2 children with EHC plans their KS2 outcomes data showed progress scores of:</p> <ul style="list-style-type: none"> <li>Reading was -1.4 improved from -8.4 in 2018;</li> <li>Writing was -1.4 improved from -1.7 in 2018</li> <li>Maths was -4.6 grew from -11.6</li> </ul>	<p>£12,000</p>																																																																						
<p>Increase % of pupils making expected progress across KS2(Discussion, Observations and Assessment Data)</p> <p>Improved behavior and attendance of specific individuals and an increased % of pupils achieving expected progress</p> <p>(Discussions, Observations and Assessment Data)</p>	<p>Thrive license and training</p> <p>Play Therapy</p> <p>Counselling</p>	<p>To remove barriers to learning and help those identified children access the full curriculum and make at least expected progress.</p> <p>Play therapy once a week for identified children to help identify and remove barriers to learn.  Build emotional resilience and improve well being.  Address behaviour concerns.</p> <p>Provide specialist counselling support for identified children using Fegans Counselling Service.</p> <p>Develop in-house skills of staff to deliver counselling and Thrive support.</p>	<p>1 child received specialist ESBAS intervention in 2018-19 and 5 were provided counselling.</p> <p>2 children also took part in play therapy.</p> <p>THRIVE sessions included 23 children with 4 in lunchtime nurture. All children accessing THRIVE sessions have moved up at least one stage this year and significant gains were seen in the area of motivation for developing skills.</p>	<p>£7,275</p>																																																																						

	Provide counselling training for individual staff Provide Thrive training for staff  Dog Therapy	Provide pet therapy once a week for vulnerable pupils to improve well being.		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Increased overall attendance of our PP children across a range of activities (attendance data)</p> <p>Increased self-confidence</p> <p>Greater independence</p> <p>Better team-working, collaborative skills</p> <p>Improved social skills</p>	<p>Before and after School Club Provision</p> <p>After school clubs</p> <p>Sports clubs run by premier sport</p>	<p>Ensure all children have access to enrichment activities to develop their interests, skills and experiences</p>	<p>All disadvantaged children were offered a free club space each term and 9 children took advantage of these free spaces each term.</p> <p>This has resulted in increased self-confidence, greater independence, better team-working, collaborative skills and emotional resilience. These are all positive transferable skills developed through our range of extra curricular activities.</p> <p><b>Evidence from the UCL institute of Education:</b></p> <p><i>April 2016 – Out of school activities during primary school and KS2 attainment by Emily Tanner, Jenny Chanfreau, Meg Callanan, Karen Laing, Amy Skipp and Liz Todd</i></p> <p><a href="http://www.cls.ioe.ac.uk/news.aspx?itemid=4428&amp;itemTitle=Out+of+school+activities+improve+children%E2%80%99s+educational+attainment.+study+reveals&amp;siteactionid=27&amp;siteactiontitle=News">http://www.cls.ioe.ac.uk/news.aspx?itemid=4428&amp;itemTitle=Out+of+school+activities+improve+children%E2%80%99s+educational+attainment.+study+reveals&amp;siteactionid=27&amp;siteactiontitle=News</a></p> <p><i>Funded by the Nuffield foundation researchers from NatCen Social research, Newcastle University and ASK research found that children taking part in organised sport and physical activity were almost 1 and a half times more likely to reach a higher than expected level in their KS2 Math test at the age of 11.</i></p> <p><i>Among disadvantaged children those who attended after school clubs also fared better than their peers who did not take part in such groups. They achieved on average a 2 point higher total score in their KS2 English, Math and science assessments.</i></p> <p><i>"For children from economically disadvantaged backgrounds who have lower take up of formal out of school activities, school based clubs appear to offer an affordable and inclusive means of supporting academic attainment."</i></p> <p><i>Research also found that children who participated in organised sports and physical activities during primary school had better social, emotional and behavioral skills than those that did not take part.</i></p>	<p>£2,000</p>

Raising aspirations and reinforcing life-long learning  Increased self confidence  Greater independence  Better team-working, collaborative skills and Improved social skills	School Trips	Extending experiences and building confidence: so children can experience the best learning and so that we don't compromise on the excitement, potential and engagement of our children.  Children offered residential places in a multi-activity centre.  Reinforcing skills from the classroom in new environments to consolidate learning.  Provide enrichment experiences for those that may missed out.	Through our school trips this year we have been raising aspirations and reinforcing life-long learning. We know through evidence based research that learning outside the classroom increases self confidence and greater independence from our children. The Sutton Trust suggests that on average, children who take part in these activities make approximately three months additional progress per year.  As a result of our own school trips staff have seen improved team-work, collaborative skills and improved social skills amongst their children both in and outside the classroom.  Trips ranged from Newhaven Fort, Drusillas and residential at Blackland farm with 51 children receiving free spaces to attend these valuable school trips.	£1,000
Raising aspirations and reinforcing life-long learning  Increased self confidence  Greater independence  Better team-working, collaborative skills and Improved social skills	Residential activity - year 6	Reinforcing skills in the classroom in another environment.  Provide hand-on experiences.  Develop engagement and excitement around learning.	15 of the 24 disadvantaged children attended residential camp at Blackland Farm and due to the needs of this cohort, 2 Behaviour Learning Mentors attended the week residential to support with specific needs.  Children came away from the week saying; <i>"We had the best time ever - the most amazing few days away!"</i> <i>"I wish we could go to Blackland Farm every year!"</i> <i>"A great week away with all my friends. The teachers made sure we had the best time."</i> <i>"Did it really have to end? So so pleased we got to go on this incredible adventure."</i>	£2,000
All will aim at promoting rapid progress for specific target groups evident from PPMs and tracking analysis. (assessment data)  Encourage staff to take ownership of their project and the outcome measures agreed from their funding application	Entrepreneurial staff initiatives	Provides a budget that staff can apply for funds to run their own entrepreneurial plans for impacting children's learning experiences at Parklands and promote rapid gains in progress to ensure all children reach there are.	The full amount was not required from budget in 2018-19  ESBAS transition project identified 4 disadvantaged children that may have struggled moving from the junior school to secondary school. Each were offered 6 sessions with an ESBAS support worker to develop skills for dealing with change and building emotional resilience.	£7,500
Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources.	School Uniform and equipment	Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources	During the course of the year material deprivation needs were met e.g. jumpers, shoes and coat etc	£350

Total Pupil premium allocation	<b>£93,720</b>
+ Available Pupil Premium ring fenced capital	<b>£0</b>
Total projected spend	<b>£93,755.88</b>

## 7. Additional detail

Staff leads:

OS = Mr O Stevens - Premium Progress champion - disadvantaged lead

SS = Ms S Simpson - Head of school and safeguarding lead

TC = Mrs F Simpson - deputy SENCO

LM = Mr L McDonald - Deputy head of school - SENCO

MD = Mr M Dawson - Computing lead teacher

LD = Mrs L Deaves - Speech and Language specialist