Pupil premium strategy 3 Year Plan

Summary information					
School	Park Hall Academy				
Academic Years covered by statement	2019-2022	**Total PP budget**	£102, 755 (2019-2020)	**Pupil Premium Lead(s)**	J Preston
Total number of pupils	475	**Number of pupils eligible for PP**	93 (19.5%)	**Governor Lead**	V Poole
Publish Date	Nov 2019	**Review Dates**	Nov 2020 Nov 2012 Nov 2022	**Local Area**	Urban area Low % EAL 19.5% PP

Cohort information		
CHARACTERISTIC	**NUMBER IN GROUP**	**PERCENTAGE OF GROUP**
Boys	40	46.5%
Girls	46	53.5%
SEN support	11	12.8%
EHC plan	5	5.8%
EAL	0	0%
LAC	2	2.3%

Assessment data

EYFS						
	Pupils eligible for PP (2018-19) (9 pupils)	All pupils	**City** average	Data from previous 3 years (PP)		
				2015-16	2016-17	2017-18
Good level of development (GLD)	88.9% (+5.6%)	83.3%	56.3%		80%	50%
Reading	88.9% (+5.6%)	83.3%	59.8%		90%	50%
Writing	88.9% (+5.6%)	83.3%	57.6%		80%	50%
Maths	88.9% (-1.1%)	90%	62%		90%	75%

YEAR 1 PHONICS SCRENING CHECK					
All pupils	Pupils eligible for PP (2018-19) 7 pupils	National average	Data from previous 3 years (PP)		
			2015-16	2016-17	2017-18
91.8%	85.7% (+ 15% on national)	70.7%	100%	72.7%	91.7%

END OF KS1						
	Pupils eligible for PP (2018-19)	Pupils not eligible for PP		Data from previous 3 years (PP)		
		School average	National average	2015-16	2016-17	2017-18

% making expected progress in reading	76.9% (-6.2%)	83.1%	74.9%	66.7%	78.6%	50%
% making expected progress in writing	69.2% (-10.5%)	79.7%	69.2%	50%	64.3%	50%
% making expected progress in maths	76.9% (-9.5%)	86.4%	75.6%	58.3%	71.4%	58.3%

END OF KS2						
	Pupils eligible for PP (2018 -19)	Pupils not eligible for PP		Data from previous 3 years (PP)90		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	44.4% (-2.3%)	46.7%	64.8%	24%	25% (8)	40% (10)
% making expected progress in reading	44.4% (-10.6%)	55%	73.2%	38%	50%	70%
% making expected progress in writing	66.7% (-15%)	81.7%	78.5%	67%	62.5%	70%
% making expected progress in maths	66.7% (-3.3%)	70%	78.7%	33%	70%	62.5%

Our tiered approach to Pupil Premium Spending	
A	Teaching (reading – fluency & inference and maths – reasoning and problem solving)
B	Targeted Academic Support (Interventions including Directors of Learning & Teaching)
C	Wider Strategies (Technology and growth mindsets)

Planned expenditure	
Academic year	**2019/2020**

Nature of Support	
Focus on teaching priorities	**73 %**
Focus on targeted academic support	**9 %**
Focus on wider strategies	**18.5 %**

	Intended aims (Intent) for PP Pupils	Target (Impact) for PP Pupils by 2022
A.	PP pupils will make the necessary progress they need to attain well across in reading and maths, unless SEND related to cognition and learning.	• Achieve national average expected standard at KS1/ KS2 in reading and maths. • Achieve national average GLD at the end of EYFS. • The attainment gap between PP and other pupils will narrow across all year groups, in line with national figures. (Measured through attainment and progress data, pupil voice, lesson observations and book looks, pupil progress meetings, KS1/ KS2 outcomes, EYFS outcomes).
	PP pupils will make the necessary progress they need in order to diminish the difference in attainment between PP and other pupils nationally, unless SEND related to cognition and learning.	

B.	PP pupils will receive targeted support if they are achieving below expected progress/ attainment or because of a wider need. Classroom teachers and teaching assistants will provide targeted academic support, structured one-to-one or small group intervention, linked to classroom teaching, as evidence demonstrates that this is likely to be a key component of an effective Pupil Premium strategy (research from EEF). Directors of Learning and Teaching will conduct Pupil Conferences with PP pupils who are working below expected standard. Focussed discussions with children will examine learner's progress and attainment. Pupils will be expected to discuss their learning and progress. DLT's will challenge learners, record what is going well and what need to do next to progress further.	• PP achieve expected standard in R, W, M • PP pupils who continue to work below expected standard are supported in making expected progress. • Interventions for PP demonstrate an impact on attainment and progress. • PP are able to talk about and celebrate their achievements. • PP understand their next steps for learning and how they can achieve their next steps. • DLT and pupil conversations will contribute to the attainment and good progress of PP.
C.	PP pupils will utilise iPad technology to enhance learning and teaching.	• PP are exposed to a broad range of experiences and knowledge through the use of apps and e-learning. • Development of computing skills to prepare pupils for the current technological world beyond primary school. • Showcase their own/ group work, developing communication and interaction skills.
	PP pupils will continue to receive support in order to develop a Growth Mindset and resilient attitude.	• Pupils have a positive growth mindset and are able to demonstrate resilience, positive attitude and an understanding that mistakes are part of the learning process. • EHSLW will provide early intervention to support families in need in order to provide the best outcomes for pupils.

A. Teaching Priorities		
Intent	Implementation	Impact/ Monitoring
	Specific Activities, Monitoring, Resources, Timescales	

Reading To ensure that a consistent approach to the teaching of reading is embedded ensuring that reading skills are explicitly taught.	Engage in School2School/ reading focused support led by EC. Dates throughout the year. Quality First teaching of reading across the academy will be provided by all staff. LSA staffing costs (£65,000) Monitoring of teaching of reading SLT Half termly Senior Leaders will evaluate our approach to the teaching of reading and further develop the Park Hall approach. Leadership Time, Staff CPD, Insetx2. Autumn Term1, Sept Inset, Nov19. Following evaluation of impact, planned CPD programme of support across the academy to support and share best practice.	
To immerse all learners in a language rich, creative and cohesive curriculum, where high quality texts are at the heart of learning and teaching.	Our Reading Journey will comprehensively map the texts across each year group and throughout the year. Fiction/ Non-fiction texts and a range of authors will ensure exposure to a wide range of reading genres and the craft of the author. Sept19' Purchase of high quality texts (£2000), Wordsmith(£2000) Pupil/ teacher interviews, book looks – focus application of skills across curriculum, are learners immersed in texts and engaged?	
To ensure that children are exposed to all reading domains and effective questioning develops children's higher order thinking skills.	Learners will identify key reading skills and these will be evidenced when answering comprehension questions verbally or in writing. Staff meeting CPD, Twinkl, Literacy Shed (£150 subscription) Sept19 inset. Assemblies Aut term to introduce characters.	
To further develop children's fluency and comprehension skills.	Reading cycle of whole class shared texts and analysis to develop language and comprehension skills. Effective modelling, scaffolding and questioning of learners enables all learners to progress to independent learning and application of skills. Leadership Time Inset Sept19'	
To ensure that any gaps in learner's knowledge/ reading skills are clearly identified and learning and teaching is adapted to ensure that gaps are closed.	Purchase of new assessment tool – Rising Stars to inform learning and teaching December 2019 CPD for staff – assessment procedures. Nov 19' Staff meeting, Leadership Time (£1000). Implement new assessments termly and analyse assessment information to measure progress and identify gaps. Dec19, April20, July20. Accelerated Reader (£ ++++) will to be used by pupils to quiz weekly to develop reading comprehension, pitched correctly for individual pupils. NH + class teachers to monitor pupil quizzing weekly.	

Monitoring Lines of enquiry – What is the impact of the approach to the teaching of reading? Are reading skills explicit in learning and teaching and is their evidence of this in pupil's books? Are learners engaged in their learning journey? Are there explicit opportunities for children to apply their reading skills across the curriculum? Are learners fluent readers who demonstrate a sound knowledge of what they have read?		
Year 1	Year 2	Year 3
		Projected Spending **£**

A. Teaching Priorities		
Intent	**Implementation**	**Impact/ Monitoring**
	Specific Activities, Monitoring, Resources, Timescales	
Maths To ensure mathematical knowledge is embedded through a maths mastery approach. To develop children's problem solving and reasoning skills through a mastery approach. To further develop children's fluency skills.	Concrete, Pictorial, Abstract maths approach enables pupils to understand the mathematics they are learning through the progression of skills and knowledge. Maths toolkits are readily available for pupils to access independently Pupil interviews, learning walks. Powermaths (£900) The use of stem sentences will be modelled and then expected from pupils. Less observations, staff/ pupil interviews, paperless planning. Stem sentences. Daily Pupils sit in mixed ability seating to enable pupils to support each other, acting as a mentor to peers, to deepen understanding. Daily. TT Rockstars – interhouse and tournaments to engage all pupils – improving speed and accuracy. Termly, weekly checks and celebrations Numbots will be used to develop maths fluency for FS/ KS1 pupils (£200) Year 4 to hold a parent workshop on the multiplication check in November giving strategies to parents to assist with fluency.	

Monitoring Lines of enquiry – Do pupils have a range of strategies to problem solve and reason? Is learning andf teaching promoting CPA approach to maths? Do maths assessments demonstrate pupil progress? Are pupils able to articulate a meta-cognition thought process when answering questions/ assiting peers?			
Year 1	Year 2	Year 3	
		Projected Spending	**£**

B. Targeted Academic Support		
Intent	**Implementation**	**Impact/ Monitoring**
	Specific Activities, Monitoring, Resources, Timescales	
All learners working below the expected standard will be supported through targeted support in order to diminish gaps between progress and attainment. Directors of Learning and Teaching will conduct Pupil Conferences with PP pupils.	Quality first teaching delivered by skilled staff Class teachers, DLT's and SLT will analyse assessment information to identify any attainment/ progress gaps. Termly Staff meetings DLT's and teachers will review and evaluate Raising Attainment Plans, detailing specific interventions for individual pupils/ groups, to close specific gaps. Termly DLT's and Senior Leaders will conduct pupil conferencing to monitor pupil progress, identify strengths and next steps for pupils. Focussed discussions with children will examine learner's progress and attainment. Pupils will be expected to discuss their learning and progress. DLT's will challenge learners, record what is going well and what need to do next to progress further. Ongoing DLT (£8500)	
Monitoring Lines of enquiry – Are pupils working at expected standard? Are they making expected progress? If not, why not? What can make a difference for the individual pupil (at school/ at home? Are there any barriers to learning? Is pupil's attendance a concern?		

Year 1	Year 2	Year 3
		Projected Spending £

C. Wider Strategies		
Intent	**Implementation**	**Impact/ Monitoring**
	Specific Activities, Monitoring, Resources, Timescales	

PP pupils will have access to current technology to enhance teaching and learning. Parents will engage with their child's learning at home. Parents will have access to their child's progress in lessons.	Pupils will have access to 1:1 ipads both in school and at home to enhance teaching and learning. iPads (£2200) Termly Ipads will be used as a tool to promote independent learning as well as being a tool to promote communication between peers and teacher. Learning walks, DLT sessions Showbee will enable parents to engage in their child's learning as they will have access to the child's daily learning at home, assisting their child to close any gaps and support with home learning through the use of apps and information on iPad. Pupil/ parent questionnaire Showbee app (£240)	
PP pupils will develop resilience and Growth Mindset to equip them with the skills to manage and maintain a healthy mind and well-being.	My Happy Mind will be used to develop positive mental wellbeing culture in which children build resilience, self-esteem, and character. Pupil feedback, DLT sessions My Happy Mind subscription. September 2020 Pupils will develop lifelong habits through participating in well-being sessions. Pupil feedback, DLT sessions My Happy Mind subscription. September 2020 Extended Home School Link Worker will support pupils and families through early intervention and support. As needed (EHSLW£5000 + £900 CPOMS) EHSL worker will support pupils and families with low attendance to ensure that their attendance is line with national expectations. (£300 incentives)	
Enrichment opportunities will provide pupils with wider opportunities to develop new skills and knowledge.	Residential outdoor pursuit (Year 6) week long visits develops pupils growth mindset, communication and independence skills. Police Cadets Scheme with the local PCSO aims to develop confidence, communication skills and to raise aspirations. Summer Term Minibus to transport pupils to and from enrichment opportunities (Minibus + enrichment £9000) Extra-curricular opportunities will be offered to PP to engage pupils in enrichment opportunities beyond the classroom – Forest Schools, Glee Club, Sporting tournaments, clubs. (£500) DLT's will monitor pupil engagement in extra-curricular, JP will maintain spreadsheet. Half termly	

Monitoring Lines of enquiry – What is the impact upon learning and teaching through the use of iPads? Are iPads being used to enhance learning and teaching? How? Has pupil engagement in lessons increased? Are pupils demonstrating greater independence during lessons? Are pupils able to demonstrate a growth mindset? Do pupils understand that mistakes are a part of learning? Are pupils resilient when faced with a challenge?		
Year 1	Year 2	Year 3

Projected Spending	**£**