

Pupil premium strategy statement 2018-19

1. Summary information

School	Partington Central Academy				
Academic Year	2018-19	Total PP budget	£204,600	Date of most recent PP Review	Nov 2018
Total number of pupils	404	Number of pupils eligible for PP	167	Date for next internal review of this strategy	Nov 2019

2a. Current attainment KS2

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school) 'Other'</i>	<i>National Average (all pupils)</i>
% achieving reading	78%	86%	75%
% achieving writing	70%	86%	78%
% achieving SPaG	70%	86%	78%
% achieving maths	81%	71%	76%
% achieving science	81%	86%	82%
% achieving in reading, writing and maths	63%	71%	64%
% making progress in reading	0.70	0.29	0.3
% making progress in writing	-0.47	1.23	0.03
% making progress in maths	-0.43	-0.27	0.03

2b. Current attainment KS1

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school) 'Other'</i>	<i>National Average (all pupils)</i>
% achieving reading	55%	83%	75%
% achieving writing	65%	80%	70%
% achieving maths	70%	83%	76%

% achieving science	60%	89%	83%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Speech & language skills, limited vocabulary and poor oral skills
B.	Low attainment on-entry
C.	Poor writing skills
D.	Behaviour & attitudes to learning

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance and Punctuality
F.	Emotional Barriers (resilience, low self-esteem, managing behaviour)
G.	Complex family circumstances
H.	Financial limitations. Limited access to educational experiences, opportunities and resources (e.g. books, uniform, homework support, healthy diet etc.)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills and extended vocabulary (entrance/exit data from S&L programmes, OTrack data, phonics screening)	Higher % of PP pupils achieve the expected standard in reading (particularly at the end of KS1). Higher % of PP pupils achieve the expected standard in phonics Higher % of PP children achieve the expected standard in writing and SPaG by the end of KS2.
B.	Higher rates of progress through KS1 for pupils eligible for PP (SATS, OTrack, SWST, Salford, NFER).	Higher % of PP pupils achieve the expected standard in R/W/M at the end of KS1.
C.	More PP children achieve the expected standard in writing at the end of KS1. Increased levels of progress are made by PP children in writing through KS2.	% of PP children achieving the expected standard in writing and SPaG is in line with children nationally by the end of KS1 & 2. KS2 progress measures in writing are in line with national for PP children.
D.	Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework. (Behaviour logs, Cpoms, homework books, school planners.)	0% Permanent exclusions for PP children. 0% Fixed term exclusions for PP children. Reduced number of incidents of 'red' warnings. Increased number of 'gold' rewards.
E.	PP children are punctual and their attendance records are in line with national. (Sims, attendance and punctuality records)	96.2% - 97% attendance for PP children. Less than 5% Persistent Absenteeism. Less than 1% late attendance.
F.	Emotional barriers don't impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour. (Behaviour logs, CPoms)	The % gaps between PP and 'Other' children is reduced in reading and writing by the end of KS2.

		Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1.
G.	Staff have a good understanding of family circumstances and support in school means this does not impact on PP children accessing the curriculum or attendance. (CPoms)	The % gaps between PP and 'Other' children is reduced in reading and writing by the end of KS2. Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1. 96.2% - 97% attendance for PP children. Less than 5% Persistent Absenteeism. Less than 1% late attendance.
H.	Extended curriculum opportunities are in place and children are offered varied educational experiences.	PP children can access the same activities/equipment/opportunities as nonPP children as part of school and the school's extended provision.

5. Planned expenditure

Academic year

2018-19

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?
Improved oral skills & vocabulary	Talk for Writing Read, Write, Inc	Increases fluency and extends vocabulary range. Improves reading skills. Improves story telling skills. Increases frequency of oral activities with links to writing. Nationally recognised programmes	Lesson observations Learning Walks Book scrutiny Termly Data Pupil Progress meetings	Heather Wright (English Lead)	Termly outcomes of monitoring cycle & pupil progress meetings
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	TA/Teacher ratio (1:15) for educational support Maths Mastery Talk For Writing Guided Reading Carousel Read, Write, Inc	Structured support needed for children e.g. phonics, guided reading, maths mastery within the classroom. Pupils acquire a long-term, secure and adaptable understanding of maths. T4W enables children to imitate the language they need before reading and analysing it and then writing their own version. Improves outcomes in S&L, reading and writing. Pupils learn strategies and skills that allow them to read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers which lays the foundation for writing.	Lesson observations Book scrutiny Learning walks Termly data Pupil Progress meetings	Heather Wright (T&L lead) Katy Higginson (Assessment Lead)	Termly outcomes of monitoring cycle & pupil progress meetings
Increased % PP children achieve expected standards in writing in KS1 and progress in KS2	Talk For Writing Basic Skills – SpaG, cursive handwriting Read, Write, Inc TA/Teacher ratio (1:15) for educational support	As above	As above	Heather Wright (English Lead) Katy Higginson (Assessment Lead)	Termly outcomes of monitoring cycle & pupil progress meetings

<p>Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework.</p>	<p>School Values ‘Pot Of Gold’ system Homework Planners</p>	<p>Systematic and consistent approach to behaviour management across the school. Children, staff and parents have a clear understanding of expectations.</p>	<p>CPoms Learning Walks Behaviour Logs School Planners Pupil Interviews Parent Questionnaires</p>	<p>Claire Barrett (Behaviour Lead)</p>	<p>Weekly review of behaviour logs Termly</p>
<p>PP children are punctual and their attendance records are in line with national</p>	<p>EWO appointed Tracking System implemented Attendance strategy implemented – systematic approach</p>	<p>Targeted, systematic approach needed. Improve communication to parents. Tracking system and weekly analysis of pupil data to identify target groups/families. School statistics historically show poor levels of attendance and a culture change is needed.</p>	<p>SIMs Attendance & punctuality weekly reports Tracking system</p>	<p>Stella Ifon (Attendance Lead) Ian Wilmott (EWO)</p>	<p>Weekly</p>
<p>Emotional barriers don’t impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour.</p>	<p>Revised behaviour system New school values Growth Mindset strategies PSHE curriculum Assembly schedule Robinwood</p>	<p>Systematic and consistent approach across the school. Children, staff and parents have a clear understanding of expectations. To develop resilience in pupils and improve self-esteem. To develop cooperation and team work skills. Children feel confident to face challenges.</p>	<p>SCPoms Learning Walks Behaviour Logs Pupil Progress data</p>	<p>Claire Barrett (Behaviour Lead)</p>	<p>Weekly behaviour logs</p>
<p>Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school. Children are supported in school and make progress in line with NonPP children.</p>	<p>Education Welfare Officer Post Safeguarding Officer Post CPoms system Subsidised enrichment activities Subsidised wrap around care Fruit scheme ‘New to school’ uniforms LPPA award</p>	<p>Specific families are targeted for support and liaise with a central point of contact in school (EWO / Safeguarding Officer). Key personnel responsible for engaging target families. A central system of information is held so staff are kept up to date with developments and alerted about key issues. (CPoms) All PP children can access learning opportunities. PP families can access breakfast club/after school club to support family circumstances. Children have access to fruit daily. Children develop a sense of belonging and embrace the school ethos. Start school on an even footing with all pupils. Engaging parents through the LPPA award framework to develop strong home/school links and partnerships with parents..</p>	<p>SIMs Attendance & punctuality reports Tracking system Family Meetings CPoms Learning Walks Behaviour logs Pupil Progress data LPPA framework and formal assessment – external QA</p>	<p>Ian Wilmott (EWO) S.Marsh (S/guarding Officer) Katy Higginson (HofS)</p>	<p>CPoms alerts Attendance reports weekly LPPA framework and related docs</p>

Extended curriculum opportunities are in place and children are offered varied educational experiences.	Subsidised enrichment activities inc.. after school clubs and lunchtime clubs, visitors, workshops, trips, residential outdoor learning, competitions, tournaments etc.	Equal access for all pupils to participate in extended learning opportunities and gain valuable experiences to add depth to the curriculum.	Enrichment programme/ timetables EVC applications	S.Ifon (SLT) K.Higginson (HofS)	Termly
Total budgeted cost					£89,832
ii. Targeted support					
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?
Improved oral skills and vocabulary	Targeted speech & language support programme e.g. Blast Phonics support (Read, Write, Inc)	Early identification of specific S&L needs. To plan 1:1 and small group support. Improve language auditory skills and talking. Recognised phonics programme with high quality training available. Impact driven scheme of work.	S&L reports Learning Walks Blast outcomes Phonics screening checks	S.Layton (SENDco) H.Wright (English Lead)	Termly
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	TA support 1:1 and small group interventions (Reading / SEN) Interventions: reading, writing, maths, phonics. Read, Write, Inc	Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met.	Learning Walks Data OTrack End of KS tests Phonics screening checks	S.Layton (SENDco) H.Wright (English Lead)	Termly
Increased % PP children achieve expected standards in writing in KS1 and progress in KS2	TA support 1:1 and small group interventions (Reading / SEN) Basic Skills timetabled daily Cursive handwriting SPaG - review of current SoW	Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met. Consolidation can be done daily. Checks on whether current SPaG provision is effective.	Learning Walks Data OTrack Timetables Audit info	As Above	As Above

<p>Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework.</p>	<p>Nurture Groups Longford Park intervention groups</p>	<p>Specialist staff able to develop skills through 1:1 and small group support. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>	<p>SIMs Drop-ins Behaviour logs Number of exclusions</p>	<p>S.Layton (SENDco) Ian Wilmott (EWO) Longford Park staff</p>	<p>Weekly</p>
<p>PP children are punctual and their attendance records are in line with national</p>	<p>EWO 1:1 –target families identified, home visits, parent meetings</p>	<p>Key member of staff has ownership of this key area and is accountable for the % achieved by the school. Clear lines of responsibility and accountability. Direct line to home. Targeted, systematic approach. To improve attendance and punctuality. To ensure families are fulfilling their legal obligations relating to school attendance.</p>	<p>SIMs Attendance & punctuality reports Tracking system</p>	<p>S.Layton (SENDco) Ian Wilmott (EWO)</p>	<p>Weekly</p>
<p>Emotional barriers don't impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour.</p>	<p>Nurture Groups Longford Park Intervention groups</p>	<p>Specialist staff able to develop skills through 1:1 and small group support. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>	<p>SIMs Drop-ins Behaviour logs Number of exclusions</p>	<p>S.Layton (SENDco) Ian Wilmott (EWO) Longford Park staff</p>	<p>Weekly</p>
<p>Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school.</p> <p>Children are supported in school and make progress in line with NonPP children.</p>	<p>SCIPs (Social Care in Partnership) Safeguarding Officer Fully funded places at Breakfast Club/After School Club</p>	<p>SCIPs worker addresses key issues directly with the families that have been identified. Early Help referrals completed at the 1st stage. Coordinated, multi-agency approach to address situations for children in challenging circumstances. Supporting families through extended school provision (inc. meals and homework support)</p>	<p>Number of referrals Behaviour Logs Attendance data Exclusions data</p>	<p>S.Layton (SENDco) S.Marsh (safeguarding) SCIPs worker</p>	<p>Termly</p>

Extended curriculum opportunities are in place and children are offered varied educational experiences.	Fully funded places for enrichment opps as required.	All children can access the same educational opportunities.	Sims CPoms	A.Edwards (Exec HT)	
Total budgeted cost					£88,070
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?
Children access a nutritional diet.	Extend free fruit in KS1 through to KS2. Introduce a healthy eating/packed lunch policy. Milk funds.	Children access healthy/nutritional food. Improve diet. Improved concentration and energy levels.	Monitoring lunchboxes and playtime snacks	K.Higginson (HofS) Lunchtime staff Teachers on duty	SLT feedback - termly
Funding for LAC children is released and spending is planned appropriately	Pupil Premium+ Spending Plans	Strategic approach to spending plans for LAC children to ensure funds are targeted appropriately.	Planning document/application for release of PP funding.	S.Marsh (Safeguarding)	Termly
Total budgeted cost					£9,452

6. Review of expenditure				
Previous Academic Year		2017-18 (£225,280)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral language skills for pupils eligible for PP in EYFS.	Talk for Writing (CPD sourced, delivered and impact monitored by SL)	58% of children achieved GLD from very low starting points / data on entry. However, there remains a gap between PP children and nonPP children. Listening and attention, understanding and speaking remains a focus.	Staff accessed initial training and strategy implemented part way through the school year. Continue strategy and embed in 2018 including additional training and training for staff new to school.	£10,000
Higher rates of progress through KS1 and KS2 for pupils eligible for PP	Guided reading carousel Talk for Writing Mastery Maths TA support	At the end of KS2 the school progress measure for reading was +0.52. It was higher for PP children at +0.70. Writing has shown improvement for disadvantaged pupils. -1.0 in 2017 to -0.47 in 2018. The 3yr trend for KS1 prior attainment shows APS has risen from 12.24 to 15.25. The gap has narrowed from 3.96 in 2016 to 1.51 in 2018.	Implementation of the guided reading strategy has had good impact. This was the first area to be addressed. New strategies have been implemented for maths and writing during the school year. These strategies need embedding in 2018 and further training for staff (esp. staff new to school).	£90,000
PP children achieve expected standards in reading, writing and maths	Pupil Progress reviews- TA support Guided reading carousel Talk for Writing Mastery Maths TA support	Av scaled score has risen from 103 in 2017 to 105 in 2018 in reading. In maths it has risen from 102 in 2017 to 103.2 in 2018. In 2017 0% PP children achieved higher levels (combined). 4% achieved higher levels in 2018. An increase of 22% of PP children achieved the expected standard in reading, writing and maths – from 41% in 2017 to 63% in 2018.	As above.	(Included in above)
Improved attitudes to learning and fewer behavioural incidences involving PP children	Consistent behaviour system implemented. Clear rewards and sanctions followed by all. Behaviour incidents and rewards monitored closely and fed back to SLT and governors.	No permanent exclusions in 2017-18. Reduced % of fixed term exclusions in 2017-18 on previous 2 yrs. No permanent or fixed term exclusions in 2018-19 to date.	Continue with strategy.	£1,000

<p>PP children are punctual and their attendance records are in line with national</p>	<p>Attendance Lead</p>	<p>Fewer lates have been recorded and punctuality has improved. This has reduced from 9.4% to 2.7%. Increased attendance by 1.1% from 94.7% to 95.8%</p>	<p>Continue approach to improve further with more emphasis on the role of EWO. EWO appointed in spring term 2018 and impact seen on appointment. Targets set for 97% attendance, less than 5% PA and less than 1% late.</p>	<p>£22,000</p>
<p>Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.</p>	<p>CAMHS and counsellor PSHE curriculum</p>	<p>New curriculum in place. A more systematic approach has been adopted and children being identified. (for further info see targeted support info below)</p>	<p>CAMHS service to school reliant on provider. Gap in provision during the year due to recruitment / staffing at CAMHS. Not continuing. Alternative approach to be implemented (SCIPs / Longford Park) as a targeted approach. PSHE curriculum will continue. However, no further PP funding required for PSHE programme.</p>	<p>£18,000</p>
<p>Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school. Children are supported in school and make progress in line with Non PP children.</p>	<p>Transition meetings, SLT meetings</p>	<p>Full transition programme in place during the summer term.</p>	<p>More strategic approach required for 2018 (e.g. safeguarding officer, EWO, Longford Park targeted interventions, SCIPs). Focus on a more targeted approach in 2018.</p>	<p>£3,000</p>

Parents are fully involved in school and the education of their child/ren	Parents evening, homework logs, reading diary logs	Good attendance at parent's evenings and for pupil led events. Very active Parent Council. Parent questionnaires indicate high % of positive responses in all areas.	Funding for more structured homework/school planners in 2018 to support parental involvement in homework.	£3,000
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral language skills for pupils eligible for PP in EYFS.	Targeted speech & language support programme ELKAN and Blast interventions	58% of children achieved GLD from very low starting points / data on entry. However, there remains a gap between PP children and nonPP children. Listening and attention, understanding and speaking remains a focus.	Approach will be continued as this was implemented part way through the year and now needs embedding. However, no further PP funding will be required in 2018-19 as the resource has been purchased and staff trained to deliver. Elklan - member of staff has been trained and is qualified. Approach will continue but no further PP funding will need to be allocated in 2018-19.	£18,930
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	Intervention identification S&L Numbers Count Reading Recovery 1 plus One Power of 2 Switched on Reading IDL	81% PP achieved expected standard in maths compared to 71% 'other'. 78% PP achieved expected standard in reading compared to 86% 'other'. (National benchmark 80%) 70% PP achieved expected standard in writing compared to 86% 'other'.	1:1 programmes and small group interventions have enabled children to 'catch up' and achieve age related expectations in reading and maths. Continue this strategy in 2018. Further writing interventions to be planned in 2018 to build on successes in reading and maths.	£40,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Activities/equipment/opportunities for PP children are subsidised to support families.	Subsidise residential trip for Year 5 children	Children developing cooperation and problem solving strategies. Independence and resilience.	Opportunity for all children to access educational residential visit. Continue strategy in 2018.	£10,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.