

# Pupil Premium Strategy and Self-Evaluation

This document shows the review by governors of the previous year spend (1819) and current year plan for expenditure of the Pupil Premium Grant

## 1. Summary information

<b>School</b>	Coop Academy Parkland				
<b>Academic Year</b>	1920	<b>Total PP budget</b>	£186,120	<b>Date of most recent PP Review</b>	Apr 19
<b>Total number of pupils (exc Nursery)</b>	210	<b>Number of pupils eligible for PP</b>	125	<b>Date for next internal review of this strategy</b>	April 20

## 2. Current attainment 2018/19

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>35</b>	64
<b>% making expected progress in reading (as measured in the school)</b>	<b>67</b>	80
<b>% making expected progress in writing (as measured in the school)</b>	<b>89</b>	83
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>56</b>	81

## 3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Poor language development	
B.	Poor PSED and social skills on entry	
C.	Pupils not learning key maths facts	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	High incidence of crime, attachment disorder, family break-up, domestic violence, drug and alcohol dependency & mental health issues	
E.	Low attendance of some families	
<b>4. Intended outcomes</b> <i>(previous data and national expectations - national data is not always current and is released at different points of the year. This is added to this plan when published)</i>		<b>Success criteria</b>
1.	Improve attendance of persistently absent pupils	PA percentage at or below national average for PP pupils  PA families all receiving support on attendance

<p><b>2.</b></p>	<table border="0"> <tr> <td>Pupils are ready to learn</td> <td>16/17</td> <td>17/18</td> <td>18/19</td> <td>National</td> <td>1819</td> <td></td> </tr> <tr> <td>% all PSE Early Learning Goals</td> <td>90</td> <td>88</td> <td>68</td> <td>85</td> <td></td> <td></td> </tr> </table>	Pupils are ready to learn	16/17	17/18	18/19	National	1819		% all PSE Early Learning Goals	90	88	68	85			<p>% PP pupils meeting ELG in all areas of PSED within 10% of national</p> <p>Improvements in Boxall profile scores for pupils attending Nurture</p> <p>90% pupils and parents saying pupils are happy at school</p>										
Pupils are ready to learn	16/17	17/18	18/19	National	1819																					
% all PSE Early Learning Goals	90	88	68	85																						
<p><b>3.</b></p>	<table border="0"> <tr> <td>Maintain reduced behavioural incidents and improve learning behaviour</td> <td>16/17</td> <td>17/18</td> <td>18/19</td> <td>National</td> <td>17/18</td> <td>All</td> <td>PP</td> </tr> <tr> <td>Permanent exclusions</td> <td>0</td> <td>0.38</td> <td>0</td> <td></td> <td></td> <td>0.03</td> <td></td> </tr> <tr> <td>Fixed term exclusions</td> <td>5.84</td> <td>5.34</td> <td>0</td> <td></td> <td></td> <td>1.4</td> <td></td> </tr> </table>	Maintain reduced behavioural incidents and improve learning behaviour	16/17	17/18	18/19	National	17/18	All	PP	Permanent exclusions	0	0.38	0			0.03		Fixed term exclusions	5.84	5.34	0			1.4		<p>0 permanent exclusions</p> <p>Fixed term exclusions below national average of 1.4 (2018)</p> <p>Repeat exclusions below national average 0.79 (2018)</p> <p>Pupils can talk about their own learning and how they challenge themselves</p>
Maintain reduced behavioural incidents and improve learning behaviour	16/17	17/18	18/19	National	17/18	All	PP																			
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4.	Improve language acquisition and attainment in reading and writing							Improving trend of pupils meeting Early Learning Goal at the end of Reception in all Literacy and Communication strands  At or above 70% PP pupils GLD as a trend  At or above 70% PP pupils ELG in all Literacy and Communication strands as a trend  76% pass phonics screening check  67% PP pupils EXS in reading and writing at the end of KS1  70% PP pupils EXS in reading and writing at the end of KS2  0+ Reading progress  0+ Writing progress
	Data trend for PP							
		15/16	16/17	17/18	18/19	Nat 18/19 All	Dis	
	GLD	72	60	69	55	72		
	ELGs	72	60	69	60	71		
	Phonics	75	85	69	84	82	71	
	EXS Reading KS1	75	71	67	50	75	62	
	EXS Writing KS1	75	71	67	50	69	55	
	EXS Reading KS2	4	18	35	62	73		
	EXS Writing KS2	65	59	57	58	78		
Progress measure R	-5.84	-5.34	-6.81	-1.29				
Progress measure W	4.06	-0.18	-2.93	-0.77				

5.	Improve pupils' acquisition and retention of basic skills and facts and attainment in maths							68% PP pupils at EXS in maths at the end of KS1
		16/17	17/18	18/19	National	1819 All	PP	70% know times tables by end of Y4
	ELGs Number and Shape and Space	60	69	65				70% PP pupils EXS in maths at end of KS2
	KS1 Maths EXS 62	59	72	57				0+ progress KS2
	KS2 Maths EXS	41	48	42				
KS2 maths progress	-2.56	-2.72	-1.65					

**Previous Academic Year 1819 Review of expenditure**

<b>Action</b>	<b>Intended outcome</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>BEOP Training reading, Writing, talk-less teaching and differentiation</p>	<p>Improved learning for all pupils Differentiation results in all pupils being challenged</p>	<p>Talk-less techniques used and some continued but not by all. Pupils more engaged through these strategies and improved retention.</p> <p>Differentiation improved through use of feedback and marking. Still an over-reliance on TAS for lower ability pupils which needs addressing but this has improved.</p> <p>Reading and writing training needs to be what school needs and more specific.</p> <p>Reduce subscription to BEOP and only access elements that fit with development plan, including B Hymer, K Wilding and moderation.</p>	<p>2,013</p>
<p>Subsidised trips</p>	<p>All pupils access wider view of the world and are able to make connections in learning</p>	<p>School trips are essential to broaden horizons and give children learning experiences for learning rather than just looking in a book but we do this for all pupils. Do we need to review the school visits policy and planned expenditure – do we charge families and what and how?</p>	<p>5,880</p>

Action	Intended outcome	Lessons learned (and whether you will continue with this approach)	Cost
Additional teacher focus in maths and training TAs to deliver interventions in KS2	Improved TA support within lessons More pupils meet EXS in each KS2 class	TA knowledge improved and training delivered seen in lessons and interventions but need this to be developed and more regular monitoring to ensure correct children targeted with correct support	26,339
Fresh Start	Improved number of pupils working within year group expectations across Y4 to Y6	Limited pupils left in Fresh Start as has impacted well. Need to consider which children need this in 19-20, who should deliver, whether to continue with one to ones and which children in KS2 need non-phonics based support for English	32,209
Maths Interventions	Improved rates of progress. More pupils working within year group expectations	More children working within year group expectations and using bar modelling and graphics to support learning. Higher number with good basic knowledge including four operations. Reasoning developed but may need to be focus for interventions next year.	5,967

<p>Additional TAs in key stages to target reading catch up</p>	<p>Improved phonics at Y1 and Y2. More pupils working within year group expectations across school</p>	<p>More children in year group expectations but use of TAs has been hit and miss and additional training needed and tighter monitoring and adapting of groups and priority readers. Focus for 19-20 VIPERS, developing written answers and fluency. Which children in Y2 – Y4 need non-phonics support?</p>	<p>16,744</p>
<p>Annual SLA with Place2Be</p>	<p>Increased well-being, resilience, self-esteem. Improved ability to access learning</p>	<p>Pupils accessing support but some are over-using - how do we address this and use school staff?</p> <p>One to one sessions impacted on exclusion rate and attainment and progress.</p> <p>Play sessions with KS2 children need to continue and be developed into a system and clear expectations for conduct and actions to limit impact of break and lunch on learning</p>	<p>23,500</p>
<p>Nursery Nurse interventions motor skills and SAL</p>	<p>Increased number of pupils meeting ELG in physical strands, Literacy, reading and writing</p>	<p>High number of children with autistic/SAL/motor skills intervention in EYFS and Y1 all receiving support and impacting on small steps. Need to review SEN interventions for 19-20 and focus as trained staff cover several areas and cannot do all. How will movement play impact across KS1 and how can we ensure SAL sessions are up to date – where getting SALT from?</p>	<p>12,645</p>



Action	Intended outcome	Lessons learned (and whether you will continue with this approach)	Cost
Nurture Provision	Pupils develop social and language skills	KS2 Nurture less needed as a result of impact. Can these afternoon sessions be developed and linked with Place2Be play sessions, parental involvement work and attendance? How many children need afternoon sessions at all?	24,107
KS2 Nurture outreach	Pupils accessing class learning more regularly and working within year group expectations	Impact on learning behaviour, number of exclusions and attainment. Can this be increased with use of additional hours?	9,621
Parental Involvement Worker	Increased family links and higher percentage of parents completing home learning with pupils.  Social barrier removed so attendance improved	PA lowered and attendance increased. High number of children on CIN or CPP – more support needed from pastoral team – use of KL?  Use of other adults for attendance system has worked and all adults to continue to see their role in early help. Develop this from CPOMS, links with parents.	15,106

Whole school breakfast	All children able to access learning	Children fed but concentration still an issue as many are tired and/or have been on consoles/youtube etc overnight. How to use wellbeing newsletter and PIW and other staff to give information to parents?	250
Milk and fruit in all classes	All children able to access learning	As above. Not all fruit eaten. Do we need to target food more? National Child measurement results show 21% of Reception and 41% of Y6 are overweight or obese. can we target who needs milk and fruit?	4,165
Free school jumpers	Ensure sense of equity and value in children and promote inclusive ethos	Jumpers taken and this feels like an automatic action for parents. Should it? How does this impact on attainment? Impossible to measure.	1,162
After school clubs	Broaden horizons and expectations for pupils	Greater numbers attending but still predominantly working parents. PP attendance increased and range of clubs now includes drama and TT Rockstars so not all sports. Any way of adding to?	1,750

**Academic year 1920****Intended Outcomes:**

1. Improve attendance of persistently absent pupils
2. Pupils are ready to learn
3. Maintain reduced behavioural incidents and improve learning behaviour
4. Improve language acquisition and attainment in reading and writing
5. Improve pupils' acquisition and retention of basic skills and facts and attainment in maths

**Planned expenditure**

Evidence and rationale taken from Teaching and Research Schools reports and Education Endowment Fund Teachers Toolkit where programmes are evaluated on their efficacy and value for money – months per year potential additional progress for each child, e.g. Feedback +8 = Appropriate feedback done correctly for pupils can give them an additional 8 months of learning per year.

Exact funding is calculated on a percentage of the resource that will be used directly with PP funded pupils. This percentage is based on PP percentage at the time of calculations – 55%

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</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? Cost</b>
Bradford East One Partnership work	4,5	EEF toolkit +5 months Collaborative learning; +5 months Mastery; +4 months outdoor adventure learning	Follow up CPD in school after sessions	Georgina Graham	June when SLA to be reviewed £550 55%

1.5 Nursery Nurses over staffing	2, 4, 5	+5 for Early Years interventions	Timetabled outdoor learning, magic bag, dough disco, movement play	Nicola Uttley	July and ongoing through monitoring with ECERS £27167 55%
Maths leader mastery training and networks		Maths Mastery +5 months	Attendance at network meetings, action plan and reporting to governors	Kathryn Anson	April at end of training 4 days supply £780
<b>Total budgeted cost</b>					£28,497
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
Specialist maths teacher and writing moderator 3 days	4,5	Maths Mastery +5 months; one to one tuition +5 months and small group tuition +4 months	Timetabled sessions for each KS2 class, changed after each half term. Daily pre-teach sessions which teachers identify	Jenny Guard	July Teacher cost 55% £18460
Fresh Start and RWI English intervention	2,3,4	Reading Comprehension strategies +6 months	Daily timetabled sessions assessed and adapted half termly	Michelle Connors	July and termly TA 1 hr per day £2353

Teaching Assistants delivering motor development, speech and language, phonics, maths and one-to-one reading	2,3,4,5	Phonics +4 months; Reading Comprehension strategies +6 months; oral language interventions +5 months  CAT Early Years project on movement play	EYFS, Maths, Phonics and English Leaders identified and timetabled interventions and reviewed half termly	Michelle Connors	July and ongoing through Headteacher monitoring of interventions  55% £77650
Homework club each week for invited families	4,5	Vulnerable pupils not completing homework and require additional support in class	Targeted invitations; welcoming to parents and followed up with home visits	Tracey Murg	July - will only have two terms data to review  Teaching assistant 2 hours per wk £918
<b>Total budgeted cost</b>					£99,381
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>

Place 2 Be counselling service	1,2,3	Meta-cognition and self-regulation +7 months; parental Engagement +3 months	Weekly action update from manager. Monthly pastoral team meeting to adjust	Dawn Peacock	April when contract reviewed £12650 55%
Nurture	1,2,3	Early Years Interventions + 5 months	Termly changes to am sessions, observed. Pm sessions adapted from pastoral meetings every 4 weeks based on referrals	Dawn Peacock	July  Nurture £22,253 55%
School jumpers and additional clothes	1,2,3	Removes excuses for not attending and gives all children confidence in their appearance	Additional uniform with PIW for distribution and additional jumpers when lost	Tracey Murg	July £2200 inc pumps / Uniform
Minibus to collect children and visit for parental support	1,2,3	Attendance increased for some children who would not attend regularly without collection. Also allows for monitoring.	Every day system for PIW and office staff	Tracey Murg	July and monthly attendance meetings £198 Fuel 55% Maint £330
School Visits	1,2,4	Allows all pupils access to the curriculum through real-life experiences	Identified on long term plan at the start of year for impact	Georgina Graham	July - check align to curriculum 55% £6500
Pastoral Team extended hours for home visits	1,2,3	Identified pupils not ready to learn on arrival at school	Identified families with developed relationship with staff	Tracey Murg	July £1900

Parental Involvement Worker	1,2,3, 4, 5	Parental engagement work shown to improve attendance and raise attainment	Network in Coop and BEOP and regular review meetings	Georgina Graham	July 55% £13,200
<b>Total budgeted cost</b>					<b>£59,231</b>
<b>Overall cost</b>					<b>£187,109</b>
<b>Overspend</b>					<b>£989</b>