



National College for
Teaching & Leadership



Pupil premium strategy statement:

1. Summary information					
School	Park Way Primary School				
Academic Year	2016/17	Total PP budget	£128, 220.00	Date of most recent PP Review	20/01/17
Total number of pupils	310	Number of pupils eligible for PP	94 (30.3%)	Date for next internal review of this strategy	July 2017

2. Current attainment						
Year 6 2015/16 – 17 PP pupils Year 2 2015/16 – 19 PP pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (your school)		Pupils not eligible for PP (national average)	
	KS2	KS1	KS2	KS1	KS2	KS1
% achieving expected standard or above in reading, writing and maths	23.5%	57.9%	39.3%	73.1%	59.7%	63.9%
% making expected standard or above in reading	58.8%	63.2%	53.6%	80.8%	71.8%	77.2%
% making expected standard or above in writing	76.5%	63.2%	75%	73.1%	78.7%	69%
% making expected standard or above in maths	35.5%	57.9%	64.3%	80.8%	75.3%	75.9%
% making expected standard or above in GPS	52.9%		60.7%		77.7%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pitch and expectation challenges related to the new curriculum (especially in Maths) observed across the school leading to the proportion of children working at age related expectations being lower than previously seen.
B.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. (33% of PP pupils exhibit speech and language difficulties compared to 22% of non-pp pupils)
C.	Behavioural issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their attitudes to learning, academic progress and that of their peers.

January 2017

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of parental engagement, especially related to attendance for pupil premium pupils. Attendance rate for pupils eligible for PP is 93.8% (below target for all children of 96%)

4. Outcomes		
<ul style="list-style-type: none"> Year 6 2016/17 – 18 PP pupils Year 2 2016/17 – 11 PP pupils 		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher levels of attainment and achievement in reading, writing and maths across the school resulting in more children working at or above age related expectations. Measured through in year data tracking (termly tracking grids, Venn diagrams, pupil progress meetings) and published EYFS, Phonics Screening, KS1 & KS2 data.	Gap reduced in reading, writing and maths between achievement and attainment for pupil premium pupils and non-pupil premium pupils across the school. Published data shows gap closing between Park Way and National data in Year 2 and Year 6.
B.	Improve oral language skills for pupils eligible for PP in EYFS. Measured through in year data tracking (termly tracking against 17 EY areas (specifically Speaking, Understanding, Reading and Writing), Venn diagrams, pupil progress meetings) and published EYFS data.	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet GLD. Pupils are exposed to high quality language across the school.
C.	Behaviour issues of Year 6 pupils addressed. Measured through number of behaviour incidents recorded and exclusions data.	Fewer behaviour incidents recorded for these pupils, fewer Red Book entries. No exclusions for Year 6 cohort.
D.	Increased parental engagement for pupils eligible for PP. <ul style="list-style-type: none"> Increased attendance at parent consultation meetings. Increased support for home learning. Increased support for behaviour, including behaviour for learning. Increased attendance rates for pupils eligible for PP. Measured through attendance tracking via SIMs, parental questionnaire responses.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall, PP attendance improves from 93.8% to 96% in line with all pupils nationally.

5. Planned expenditure					
Academic year	2016/17				
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. Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> Staff training Writing moderation in-school and across schools Maths inset – Laurie Jacques – Bar Model Reciprocal reading Monitoring: <ul style="list-style-type: none"> Book scrutiny Lesson observations Triangulation of data, books and teaching Learning beyond the classroom – trips, visits 	<ul style="list-style-type: none"> Analysis of summer results show that: <ul style="list-style-type: none"> Reading - Year 6 pupil premium pupils performed better than non-pupil premium but lower than the national average. Writing – Year 6 pupil premium pupils performed better than non-pupil premium but lower than the national average. GPS – Year 6 pupil premium pupils performed less well than non-pupil premium and lower than the national average. Maths – Year 6 pupil premium pupils performed less well than non-pupil premium and lower than the national average. Reading – Year 2 pupil premium pupils performed less well than non-pupil premium and lower than the national average. Writing – Year 2 pupil premium pupils performed less well than non-pupil premium and lower than the national average. Maths – Year 2 pupil premium pupils performed less well than non-pupil premium and lower than the national average. 	<ul style="list-style-type: none"> Monitoring Observation Coaching in cross phase groups of 3 Triangulation Book scrutiny Moderation within school and across schools Class conferencing Conferencing with groups of children and individuals Sharing of expertise amongst staff groups Pupil progress meetings 	HT / DHT Phase leaders Teachers	Termly

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?
B. Improve oral language skills for pupils eligible for PP in EYFS.	<ul style="list-style-type: none"> • Language Link • Speech Link • Intensive 1:1 speech and language support delivered by specialist TA • Staff training • Advice from LA advisors 	<ul style="list-style-type: none"> • Analysis of summer results show that: <ul style="list-style-type: none"> • For pupils who did not achieve GLD, speaking was an area of weakness. • Baseline assessment shows a high percentage of children entering school with poor speech and language skills. 	<ul style="list-style-type: none"> • Observation of intervention • Monitoring of focus pupils within the classroom • Interviews with children and parents 	KA (TA) EYFS staff	Termly
C. Behaviour issues of Year 6 pupils addressed.	<ul style="list-style-type: none"> • Consultant support from Nicky Clarke • Consultant support from Kirstie Hemingway • Outside agency support – Challenger Troop? • PCSO support, specifically linked to cyber issues • Staff training • Adult education courses 	<ul style="list-style-type: none"> • Increased internal and fixed term exclusions. • Higher percentage of pupils on PSPs than previously. • Poor attitudes of pupils, specifically poor behaviours for learning. • Lack of respect evident between pupils and some adults. 	<ul style="list-style-type: none"> • Observations • Behaviour tracking records • PSP review meetings 	HT / DHT Phase leaders Teachers TAs	Termly
D. Increased parental engagement for pupils eligible for PP.	<ul style="list-style-type: none"> • Adult education courses • FLO / Attendance and Welfare Officer support • Personal invites to school events • First day calling for absence 	<ul style="list-style-type: none"> • Limited parental attendance at parent consultation meetings. • Lack of support for home learning. • Lack of support for behaviour, especially behaviour for learning. • Persistent absentees higher for pupil premium pupils than non-pupil premium. • Attendance lower for pupil premium pupils than non-pupil premium. 	<ul style="list-style-type: none"> • Responses from parental questionnaires • Parent meetings • Attendance monitoring 	KL (FLO) GB (attendance and welfare) All staff	Termly as a minimum
Resources which will incur a cost: staff training (inset / speakers), computer software, staff wages, off-site activities, trips and visits.					

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?
A. Year 6 - READING Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> • Daily, small focused booster groups taught by qualified teachers and supported by TAs. • Group input closely matched to needs of the pupils and continually assessed against the expected standard. • Use of reciprocal reading. 	2016 results showed: <ul style="list-style-type: none"> • percentage of pupil premium pupils who achieved or exceeded age related expectations was higher than non-pupil premium pupils. • pupil premium pupils were below the national average; the gap being 13%. • We want to narrow this gap with 2017 KS2 data. 	<ul style="list-style-type: none"> • Monitoring by phase leader and subject leader to ensure pitch and expectation is appropriately embedded and that pupils are moved on to more demanding learning as soon as they are able. • Ensure groups remain fluid and children return to class as soon as objectives have been achieved. • Gap analysis of test papers to assess progress and identify next steps. 	Upper KS2 Phase Leader English lead	End of Term 4 – April 2017.
A. Year 6 - WRITING Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> • Daily, small focused booster groups taught by qualified teachers and supported by TAs. • Group input closely matched to needs of the pupils and continually assessed against the expected standard. 	2016 results showed: <ul style="list-style-type: none"> • percentage of pupil premium pupils who achieved or exceeded age related expectations was higher than non-pupil premium pupils. • pupil premium pupils were below the national average; the gap being 2.2%. • We want to reverse this gap with 2017 KS2 data so that pupil premium pupils perform above the national average. 	<ul style="list-style-type: none"> • Monitoring by subject leader to ensure all genres are taught. • Monitoring by phase leader and subject leaders to ensure pupils are moved on to more demanding learning as soon as they are able. • Ensure groups remain fluid and children return to class as soon as objectives have been achieved. 	Upper KS2 Phase Leader English lead	End of Term 4 – April 2017.
A. Year 6 - GPS Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> • Daily, short focused GPS opportunities with longer sessions weekly to apply skills learnt. 	2016 results showed: <ul style="list-style-type: none"> • percentage of pupil premium pupils who achieved or exceeded age related expectations was lower than non-pupil premium pupils; the gap being 7.8%. • pupil premium pupils were below the national average; the gap being 24.8%. • We want to narrow these gaps with 2017 KS2 data. 	<ul style="list-style-type: none"> • Monitoring by phase leader and subject leader to ensure pitch and expectation is appropriately embedded and that pupils are moved on to more demanding learning as soon as they are able. • Use staff meetings and INSET days to ensure all staff are confident with subject specific content. • Vocabulary checks with pupils • Gap analysis of test papers to assess progress and identify next steps. 	Upper KS2 Phase Leader English lead	End of Term 3 – February 2017.

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>A. Year 6 - MATHS Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.</p>	<ul style="list-style-type: none"> Daily maths lessons team taught by two qualified teachers with additional support from TAs. Focused, mixed ability group teaching within the classroom environment. 	<p>2016 booster meant:</p> <ul style="list-style-type: none"> pupils were ability grouped for the majority of their maths learning. EEF toolkit suggests that setting or streaming has a negative impact on results whereas small group tuition and collaborative learning have a much more positive impact. <p>2016 results showed:</p> <ul style="list-style-type: none"> percentage of pupil premium pupils who achieved or exceeded age related expectations was lower than non-pupil premium pupils; the gap being 28.8%. pupil premium pupils were below the national average; the gap being 39.8%. <ul style="list-style-type: none"> We want to narrow these gaps with 2017 KS2 data. To do this we need to ensure the most highly trained and skilful members of staff manage the teaching and learning of all pupils including the pupils with the greatest need. 	<ul style="list-style-type: none"> Monitoring by phase leader and subject leader to ensure: <ul style="list-style-type: none"> * pitch and expectation is appropriately embedded. * pupils are moved on to more demanding learning as soon as they are able. * pupils are engaged in regular test technique practice. * pupils have daily opportunities to apply their skills and engage in reasoning activities. Gap analysis of test papers to assess progress and identify next steps. 	<p>Upper KS2 Phase Leader Maths lead</p>	<p>End of Term 4 – April 2017.</p>
<p>A. Year 5/6 Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.</p>	<ul style="list-style-type: none"> Home Learning Club – weekly before school. 	<ul style="list-style-type: none"> Many pupils don't complete home learning. Limited parental support. <ul style="list-style-type: none"> We want to: <ul style="list-style-type: none"> provide opportunities within school for pupils to complete their home learning. provide extra support to ensure pupils practice and consolidate the skills learnt in school and are therefore better prepared to build on these skills and apply them during lessons. 	<ul style="list-style-type: none"> Staff, on rotation, to run the Home Learning Club and offer support to children attending. Phase leader to monitor impact across all three Year 5/6 classes. Engage with parents and pupils to ensure regular attendance. 	<p>Upper KS2 Phase Leader HT</p>	<p>End of Term 4 – April 2017.</p>

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. Year 6 Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> Easter School – possibly Winchmore Camps. Holiday camp to introduce pupils to outside tuition and exciting activities. 	<ul style="list-style-type: none"> The Easter holidays fall just before KS2 SATs week Many pupils appear to lose their learning during this time. There are camps which have been independently evaluated and shown to be effective in other schools. Historically, school staff have run Easter School. This has: <ul style="list-style-type: none"> limited impact high staff to pupil ratio. EEF toolkit suggests that 1:1 tuition has a moderate impact and so school staff will offer this intensive tuition to focus pupils during the Winchmore Camp sessions. 	<ul style="list-style-type: none"> Liaison with Winchmore Camps to set out expectations and ensure appropriate coverage. Consult with schools who have used Winchmore Camps to identify any potential barriers to good implementation. Engage with parents and pupils before intervention begins to address any concerns or questions and ensure attendance. 	DHT	Beginning of Term 5
A. Year 6 Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> Funded Breakfast Club SATs week breakfast 	<ul style="list-style-type: none"> Research suggests that breakfast has a positive effect on learning in children in terms of behaviour, cognition, and school performance. We want to maximise the number of children consuming breakfast before embarking on their learning. 	<ul style="list-style-type: none"> Breakfast club attendance registers cross referenced to data. Liaison with children and parents. 	HT / DHT FLO	Once SATs results are received – July 2017
A. Year 2 – READING Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> Daily, small focused booster groups taught by a qualified teacher. Group input closely matched to needs of the pupils and continually assessed against the expected standard. 	<p>2016 results showed:</p> <ul style="list-style-type: none"> that the percentage of pupil premium pupils who achieved or exceeded age related expectations was lower than non-pupil premium pupils; the gap being 17.6%. pupil premium pupils were below the national average. We want to narrow this gap with 2017 KS1 data so that pupil premium pupils are above the national average. 	<ul style="list-style-type: none"> Monitoring by phase leader and subject leader to ensure pitch and expectation is appropriately embedded and that pupils are moved on to more demanding learning as soon as they are able. Ensure groups remain fluid and children return to class as soon as objectives have been achieved. 	KS1 Phase Leader English lead	End of Term 4 – April 2017.

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. Year 2 – WRITING Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> Daily, small focused booster groups taught by a qualified teacher. Group input closely matched to needs of the pupils and continually assessed against the expected standard. 	2016 results showed: <ul style="list-style-type: none"> percentage of pupil premium pupils who achieved or exceeded age related expectations was lower than non-pupil premium pupils; the gap being 9.9%. pupil premium pupils were below the national average. We want to narrow this gap with 2017 KS1 data so that pupil premium pupils are above the national average. 	<ul style="list-style-type: none"> Monitoring by subject leader to ensure appropriate genres are taught. Monitoring by phase leader and subject leaders to ensure pupils are moved on to more demanding learning as soon as they are able. Ensure groups remain fluid and children return to class as soon as objectives have been achieved. 	KS1 Phase Leader English lead	End of Term 4 – April 2017.
A. Year 2 – MATHS Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> Daily, small focused booster groups taught by a qualified teacher. Group input closely matched to needs of the pupils and continually assessed against the expected standard. 	2016 results showed: <ul style="list-style-type: none"> percentage of pupil premium pupils who achieved or exceeded age related expectations was lower than non-pupil premium pupils; the gap being 22.9%. pupil premium pupils were below the national average. We want to narrow this gap with 2017 KS1 data so that pupil premium pupils are above the national average. 	<ul style="list-style-type: none"> Monitoring by phase leader and subject leader to ensure: <ul style="list-style-type: none"> * pitch and expectation is appropriately embedded. * pupils are moved on to more demanding learning as soon as they are able. * pupils have daily opportunities to apply their skills and engage in reasoning activities. Gap analysis of test papers to assess progress and identify next steps. 	KS1 Phase Leader Maths lead	End of Term 4 – April 2017.
A. Year 3/4 Higher levels of attainment and achievement across the school resulting in more children working at or above age related expectations.	<ul style="list-style-type: none"> Additional TA support across the three Year 3/4 classes. Small, focused group work across the three classes. 	In school tracking shows that: <ul style="list-style-type: none"> the highest percentage of pupil premium pupils is in Year 3/4. <ul style="list-style-type: none"> Year R = 26% Year 1/2 = 22% Year 3/4 = 38% Year 5/6 = 31% historical data reveals that pupils in Year 3 make less progress than pupils in all other year groups. 	<ul style="list-style-type: none"> Monitoring by phase leader and subject leader to ensure pitch and expectation is appropriately embedded and that pupils are moved on to more demanding learning as soon as they are able. Ensure groups remain fluid and children return to class as soon as objectives have been achieved. Data analysis. 	Lower KS2 Phase Leader	End of Term 4 – April 2017.

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. Improve oral language skills for pupils eligible for PP in EYFS.</p>	<ul style="list-style-type: none"> • Advice from Sandy Wheeler – EY LA advisor (requested by school) 	<ul style="list-style-type: none"> • Analysis of summer results show that: <ul style="list-style-type: none"> • For pupils who did not achieve GLD, speaking was an area of weakness. • Baseline assessment shows a high percentage of children entering school with poor speech and language skills. • Ofsted inspection of January 2015, graded Early Years as good but identified some areas which were close to outstanding; we are determined to build upon this good practice to achieve outstanding Early Years provision at the next inspection. 	<ul style="list-style-type: none"> • Monitoring against recommendations from Sandy Wheeler – see Note of Visit. • Early Years Phase Leader is a county moderator and so has additional experience of best practice. 	<p>HT Early Years Phase Leader</p>	<p>End of Term 4 – April 2017</p>
<p>B. Improve oral language skills for pupils eligible for PP in EYFS.</p>	<ul style="list-style-type: none"> • 1:1 intensive speech and language support delivered by specialist TA (KA) • Speech Link • Language Link 	<ul style="list-style-type: none"> • Analysis of summer results show that: <ul style="list-style-type: none"> • For pupils who did not achieve GLD, speaking was an area of weakness. • Baseline assessment shows a high percentage of children entering school with poor speech and language skills. • Identified Early Years pupils need targeted support to catch up. • Speech Link and Language Link are programmes which have been independently evaluated and shown to be effective at Park Way and in other local schools. 	<ul style="list-style-type: none"> • Organise timetable to ensure sufficient time for preparation and delivery. • Complete reassessments using Speech and Language Link after a period of intensive input. • Engage parents in speech and language development. Invite parents in to observe sessions. • Facilitate liaison between specialist TA and class teachers to maximise impact of intensive support. 	<p>SENCo</p>	<p>Term 5</p>
<p>Resources which will incur a cost: senior staff release time, staff wages (including the employment of booster teachers), Winchmore Camps, food and drink for breakfast club, updated guided reading books, staff training.</p>					

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?
C. Behaviour issues of Year 6 pupils addressed.	<ul style="list-style-type: none"> • Consultant support from Nicky Clarke • Consultant support from Kirstie Hemingway • Outside agency support – Challenger Troop? • PCSO support, specifically linked to cyber issues • Staff training • Adult education courses 	<ul style="list-style-type: none"> • Increased internal and fixed term exclusions. • Higher percentage of pupils on PSPs than previously. • Poor attitudes of pupils, specifically poor behaviours for learning. • Lack of respect evident between pupils and some adults. • We want to ensure that all pupils behave equally well for all adults in school. 	<ul style="list-style-type: none"> • Observations • Behaviour tracking records • PSP review meetings • No loss of learning time 	HT / DHT Phase leaders Teachers TAs	Termly
D. Increased parental engagement for pupils eligible for PP. Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Adult education courses • FLO / Attendance and Welfare Officer support • Personal invites to school events • First day calling for absence 	<ul style="list-style-type: none"> • Limited parental attendance at parent consultation meetings. • Lack of support for home learning. • Lack of support for behaviour, especially behaviour for learning. • Persistent absentees higher for pupil premium pupils than non-pupil premium. • Attendance lower for pupil premium pupils than non-pupil premium. 	<ul style="list-style-type: none"> • Responses from parental questionnaires • Parent meetings • Attendance monitoring 	KL (FLO) GB (attendance and welfare) All staff	Termly as a minimum
Resources which will incur a cost: staff training, Challenger Troop, staff wages, postage, senior staff release time.					

6. Review of expenditure				
Previous Academic Year		2015/2016 - £146,959.00		
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 in Year R.	1:1 intensive speech and language support delivered by specialist TA (KA)	High impact: greater percentage of pupil premium pupils meeting good levels of development within the speaking strand. Success criteria: met EYFS results showed 75% of children receiving intensive speech support achieved GLD with their speech.	Early assessment and intervention is necessary to ensure children can understand and access the learning in EY and make rapid progress towards ELG. <u>Next year</u> We will continue with intensive speech and language support ensuring all assessments are completed within Term 1. Promote greater parental engagement in speech and language development. Increased liaisons between specialist TA and class teachers to ensure that intensive support continues within the classroom on a daily basis.	£5,244.33
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 Year 6 Literacy results.	Booster sessions delivered by qualified teachers (KO, SP, KL) – small, focused groups.	High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to non-pupil premium pupils. Success criteria: met KS2 results showed 58.8% of PP pupils achieving expected standard or above in Reading compared to 53.6% for non PP pupils. KS2 results showed 76.5% of PP pupils achieving expected standard or above in Writing compared to 75% for non PP pupils.	Small, focused groups were effective in ensuring PP pupils made rapid progress and achieved the expected standard. Groups need to remain fluid so that pupils are not continually 'boosted' but return to class as soon as objectives are achieved. Reciprocal reading was also introduced in Year 6 (and subsequently across the school). Ensure that pitch and expectation is appropriate within each session and that children are moved on to more demanding learning tasks as soon as they are ready. <u>Next year</u> We will continue with these booster groups, in a very similar format.	£27,628.72

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 Year 6 Numeracy results.	Booster sessions delivered by qualified teachers (KO, SP, KL) – small, focused groups.	High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to non-pupil premium pupils. Success criteria: not met KS2 results showed 35.5% of PP pupils achieving expected standard or above in Maths compared to 64.3% for non PP pupils.	Small, focused groups were not effective in ensuring PP pupils made rapid progress and achieved the expected standard. Learning needed to move on much more rapidly during sessions so that a more proportionate amount of time is allocated to the age expected objectives. <u>Next year</u> We will adapt the way that maths support is planned and implemented to ensure more focused teaching and learning at the more challenging pitch and expectation. Increased monitoring of this support so that changes can be made as soon as any slippage is observed in the data.	£27,628.71
Improved Year 2 results.	Booster sessions delivered by qualified teacher (JL) – small, focused groups.	High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to non-pupil premium pupils. Success criteria: not met KS1 results showed 63.2% of PP pupils achieving expected standard or above in Reading compared to 80.8% for non PP pupils. KS1 results showed 63.2% of PP pupils achieving expected standard or above in Writing compared to 73.1% for non PP pupils. KS1 results showed 57.9% of PP pupils achieving expected standard or above in Maths compared to 80.8% for non PP pupils.	Small, focused groups were not effective in ensuring PP pupils made rapid progress and achieved the expected standard. However, overall KS1 results were above the national average. <u>Next year</u> We will adapt the way KS1 booster is planned and implemented to ensure more focused teaching and learning at the more challenging pitch and expectation for pupil premium children.	£26,391.36
Improved Year 3/4 Literacy results.	Better Reading Partnership intensive support delivered by trained TA (JC). 1:1 phonics support delivered by trained TA (FC)	High impact: greater percentage of pupil premium pupils making rapid reading progress and meeting age related expectations compared to non-pupil premium pupils. Success criteria: not met End of year data analysis shows: Year 3 – 46% of pupil premium pupils achieved age related expectations compared to 70% of non-pupil premium pupils. Year 4 – 64% of pupil premium pupils achieved age related expectations compared to 88% of non-pupil premium pupils.	These interventions were not effective in meeting the desired outcomes. Children struggled with intensive 1:1 input on a daily basis and therefore became reluctant to engage with the support offered. Despite training, staff lacked confidence to adapt and review the support to continually focus on specific gaps in learning. <u>Next year</u> Intensive 1:1 support will no longer be offered in Year 3/4; instead more TA support will be provided to classes. This will mean that teaching staff will be planning the support, regularly liaising with TAs and reviewing provision as appropriate. It will also ensure that appropriate learning behaviours as evident and relationships remain positive.	£6,338.67

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
Pastoral needs of the children addressed to minimise impact on learning.	Pastoral interventions: Positive Play Sensory Circuits SULP Social Skills Lego Therapy Employment of Pastoral Support Assistant and FLO	<u>Interventions</u> Mixed impact: less learning time lost due to pastoral needs encroaching on curriculum time. Pupils better supported to manage their feelings, emotions and behaviour. Success criteria: partially met, some children with very complex needs continue to struggle despite access to all interventions and school following all advice offered by other professionals. <u>PSA & FLO</u> High impact: parents engaged in supporting children to manage needs and make progress. Success criteria: partially met due to staff changes and reluctance of some parents to engage with school.	<u>Interventions</u> Interventions work well when they are quickly deployed to an emerging need. Sometimes, due to timetable constraints and staffing, interventions are not widely enough available to support all children and we need to prioritise individuals as appropriate. Interventions are best when short, focused and regularly reviewed. Interventions are also more effective when staff are highly trained and skilled in specific areas. <u>Next year</u> Continue to offer a range of pastoral interventions, ensuring that as many children as necessary can access the support. Ensure all staff are appropriately trained. <u>PSA & FLO</u> The support offered continues to be critical for some families and groups of children; however there remains some families with very limited engagement with school. Continuity of staff is vital in securing the desired outcomes and necessity to recruit new staff mid-year, to replace those no longer at Park Way, interrupts the provision in place. <u>Next year</u> Embed the restructure of the pastoral team (FLO and Attendance & Welfare Officer) for maximum impact.	Interventions £14,848.55 PSA & FLO £19,671.83
Pupil Premium children able to access extra-curricular activities within school.	<ul style="list-style-type: none"> • School trips / visits • School milk • Swimming lessons • Mental wellbeing • Educational psychology • In house productions (Cinderella) • Easter School • Residential trip 	High impact: All children given the same opportunities within school. Higher percentage of pupil premium children attending residential trip and participating in extra-curricular activities.	Children greatly benefitting from the broad and balanced curriculum offered at Park Way. <u>Next year</u> As far as we are able, we will continue to offer support for extra-curricular activities.	£19,206.83