



National College for
Teaching & Leadership



Pupil premium strategy statement:

1. Summary information					
School	Park Way Primary School				
Academic Year	2017/18	Total PP budget	£125, 700.00	Date of most recent PP Review	20/01/17
Total number of pupils	312 (as at Sept 17)	Number of pupils eligible for PP	84 (27%) (as at Sept 17)	Date for next internal review of this strategy	End of Term 2 Dec 2017

2. Current attainment						
Year 6 2016/17 – 18 PP pupils Year 2 2016/17 – 11 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	50%	73%	74%		67%	
% making expected standard or above in reading	78%	73%	81%	78%	77%	79%
% making expected standard or above in writing	61%	73%	85%	69%	81%	72%
% making expected standard or above in maths	67%	73%	89%	75%	80%	79%
% making expected standard or above in GPS	61%		89%		82%	

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.	Mobility linked to maintaining and improving upon attainment and achievement – impact on mobile pupils and impact of ‘mobile’ pupils on ‘stable’ pupils. Unintentionally, mobile pupils negatively impact on the stability of established classes with the resultant pastoral difficulties affecting both attainment and achievement.
B.	Oral language skills in Reception are improving but remain lower (on entry) for pupils eligible for PP than for other pupils. EAL pupils, eligible for PP, often also have limited oral language skills.

September 2017

C.	Limited experiences of the world for pupils (mostly eligible for PP) and the impact on vocabulary acquisition and usage. Pupils across the school who are unable to access the curriculum as they have no prior knowledge on which to draw, consequently having a detrimental impact on their vocabulary and academic attainment and achievement.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Inconsistent parental engagement, especially related to attendance for pupil premium pupils. Attendance rate for pupils eligible for PP is 93.6% (below target for all pupils of 96%)

4. Outcomes		
<ul style="list-style-type: none"> Year 6 2017/18 – 10 PP pupils Year 2 2017/18 – 12 PP pupils 		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations. Measured through in year data tracking (termly tracking grids for attainment and achievement, Venn diagrams, phase meetings to discuss pupils with limited progress, low attainment and less than expected trajectories EYFS – KS1 and KS1 – KS2, pupil progress meetings) and published EYFS, Phonics Screening, KS1 & KS2 data.	Gap reduced in reading, writing and maths (attainment and achievement) for pupil premium pupils and non-pupil premium pupils across the school. Gap reduced between Park Way and National data in Year 2 and Year 6.
B.	Improved oral language skills for pupils eligible for PP in EYFS and for EAL pupils eligible for PP. Measured through in year data tracking (termly against 17 EY areas (specifically Speaking, Understanding, Reading and Writing), 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. EAL pupils have rapid acquisition of the English language, whilst maintaining their first language, so that all EAL PP pupils good or better progress.
C.	Increased experiences of the world for pupils eligible for PP with improved vocabulary acquisition and use. Measured through vulnerable group tracking, pupil questionnaires, in year data tracking	Increased curriculum access for all pupils eligible for PP. Improved use of higher order vocabulary.
D.	Positive parental engagement leading to increased attendance rates for pupils eligible for PP. <ul style="list-style-type: none"> Increased positive engagement with school. Increased and maintained support for home learning. Measured through attendance tracking via SIMs.	Reduce the number of persistent absentees among pupils eligible for PP. Overall, PP attendance improves for 93.6% to 96% in line with all pupils nationally.

5. Planned expenditure					
Academic year		2017/18			
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. Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations.	<ul style="list-style-type: none"> Staff training Writing moderation in-school and across schools Monitoring activities including: book scrutiny, lesson observations, triangulation of data, books and teaching. Breakfast for all Tracking of data within phases led by phase leaders. 	<p>At Key Stage 1</p> <ul style="list-style-type: none"> Analysis of 2017 results showed that although most gaps are closing, pupil premium pupils performed less well than all pupils in reading and maths. In writing pupil premium pupils performed better than all pupils. The fact that gaps are closing is a positive and we now need to ensure these gaps are narrowed further or closed completely in the 2018 results. <p>At Key Stage 2</p> <ul style="list-style-type: none"> Analysis of 2017 results showed that the gap between pupil premium attainment and non pupil premium attainment at Park Way has not reduced between 2016 and 2017. KS1 to KS2 progress for pupil premium pupils is at a 3 year high in reading and maths. Progress for pupil premium pupils in 2017 is in the top 20% for reading and top 40% for maths of all schools nationally. We need to maintain and improve upon these progress measures; aiming for top 20% of all schools nationally for reading, writing and maths. We also need to ensure gaps are narrowed significantly or closed completely in the 2018 results. <p>Sources: School summary sheet. IDSR. ASP</p>	<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 Times table tracking Monitoring of 100 books to read before you leave Park Way Phase 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. Improved oral language skills for pupils eligible for PP in EYFS and for EAL pupils eligible for PP.	<ul style="list-style-type: none"> Language Link Speech Link Intensive 1:1 speech and language support delivered by specialist TA Staff training Support packs for EAL children 	<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 an improving picture but still too many pupils enter school with poor speech and language skills. EAL joiners to the school need additional support to acquire English rapidly. 	<ul style="list-style-type: none"> Observation of intervention Monitoring of focus pupils within the classroom Interviews with children and parents EAL class profiles 	KA (TA) EYFS staff Teachers	Termly
C. Increased experiences of the world for pupils eligible for PP with improved vocabulary acquisition and use.	<ul style="list-style-type: none"> Forest Schools Subsides activities, trips and visits Theme days Curriculum enrichment 	<ul style="list-style-type: none"> Class surveys of vulnerability and needs highlighted life experiences and vocabulary as being areas for development. Limited life experiences for some pupils impacts negatively on their academic achievements. Limited life experiences for some pupils impacts negatively on the vocabulary acquisition and usage, meaning that they are unable to fully and accurately express themselves. 	<ul style="list-style-type: none"> Observations Responses from staff and pupil questionnaires Monitoring of focus children within cohorts Interviews with pupils 	HT / DHT	Termly
D. Positive parental engagement leading to 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"> 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, computer software and associated licenses, staff wages, off-site activities, trips and visits, resources					

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?
<p>A. Year 6 - READING Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations.</p>	<ul style="list-style-type: none"> Daily, small focused booster groups taught by qualified teachers and HLTAs. Daily tracking against Kent Tracking Statements. Regular phase meetings to monitor attainment and achievement. Promote 100 books to read before you leave Park Way. Buster's Book Club 	<p>2017 results showed:</p> <ul style="list-style-type: none"> Percentage of pupil premium pupils who achieved or exceeded the standard was slightly lower than all pupils (78% cf. 80%) and non pupil premium pupils (78% cf. 81%) Gap of 2% / 3%. We want to close or reverse these gaps with 2018 KS2 data. There is no longer a gap between Park Way pupil premium attainment and national pupil premium attainment at the expected standard. 	<ul style="list-style-type: none"> Monitoring by phase leaders and subject leader <ul style="list-style-type: none"> Ensure pitch and expectation is appropriately embedded. Ensure groups remain fluid. Books read from the 100 books list. Gap analysis of test papers to assess progress and next steps. 	Upper KS2 phase leader English lead	End of Term 2 – Dec 2017
<p>A. Year 6 - WRITING Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations.</p>	<ul style="list-style-type: none"> Daily, small focused booster groups taught by qualified teachers and HLTAs. Daily tracking against Kent Tracking Statements. Regular phase meetings to monitor attainment and achievement. 	<p>2017 results showed:</p> <ul style="list-style-type: none"> Percentage of pupil premium pupils who achieved or exceeded the standard was lower than all pupils (61% cf. 76%) Gap of 15%. We want to narrow this gap with 2018 KS2 data to below 10%. Progress KS1 to KS2 was below national for pupil premium pupils (-0.7 cf. 0) We want above national progress in 2018. 	<ul style="list-style-type: none"> Monitoring by phase leaders and subject leader <ul style="list-style-type: none"> Ensure a range of genres are covered. Ensure pitch and expectation is appropriately embedded. Ensure groups remain fluid. 	Upper KS2 phase leader English lead	End of Term 2 – Dec 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 6 - MATHS Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations.	<ul style="list-style-type: none"> • Focused, mixed ability group teaching within the classroom environment. • Daily tracking against Kent Tracking Statements. • Regular phase meetings to monitor attainment and achievement. 	<p>2017 results showed:</p> <ul style="list-style-type: none"> • Percentage of pupil premium pupils who achieved or exceeded the standard was lower than all pupils (67% cf.80%) • Gap of 13%. • The gap between Park Way pupil premium attainment and national pupil premium attainment was significantly reduced between 2016 & 2017, however a gap is still evident. • Gap of 13.3%. <p>• We want to narrow these gaps with 2018 KS2 data to below 10%.</p>	<ul style="list-style-type: none"> • Monitoring by phase leaders and subject leader to ensure: <ul style="list-style-type: none"> ○ Pitch and expectation is appropriately embedded. ○ Groups remain fluid. ○ Pupils are engaged in regular test technique practice. ○ Daily reasoning and problem solving activities are completed. • Gap analysis of test papers to assess progress and next steps. 	Upper KS2 phase leader Maths lead	End of Term 2 – Dec 2017
A. Year 6 - GPS Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils 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. • Support for Spelling. • Printed script for Spellings. 	<p>2017 results showed:</p> <ul style="list-style-type: none"> • Percentage of pupil premium pupils who achieved or exceeded the standard was lower than all pupils (61% cf. 78%) • Gap of 17%. <p>• We want to narrow this gap with 2018 KS2 data to below 10%.</p>	<ul style="list-style-type: none"> • Monitoring by phase leaders and subject leader <ul style="list-style-type: none"> ○ Ensure pitch and expectation is appropriately embedded. ○ Ensure explicit GPS skills are embedded into all written work. ○ Use of Support for Spelling. • Gap analysis of test papers to assess progress and next steps. 	Upper KS2 phase leader English lead	End of Term 2 – Dec 2017
A. Year 2 - READING Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations.	<ul style="list-style-type: none"> • Daily, small focused booster groups taught by a qualified teacher. • Daily tracking against Kent Tracking Statements. • Buster's Book Club 	<p>2017 results showed:</p> <ul style="list-style-type: none"> • Percentage of pupil premium pupils who achieved or exceeded the standard was slightly lower than all pupils (73% cf. 77%) • Gap of 4%. <p>• We want to close or reverse this gap with 2018 KS1 data.</p>	<ul style="list-style-type: none"> • Monitoring by phase leaders and subject leader <ul style="list-style-type: none"> ○ Ensure pitch and expectation is appropriately embedded. ○ Ensure groups remain fluid. ○ Ensure learning dialogue is embedded so that children are confident in their successes and clear on their next steps. 	KS1 phase leader English lead	End of Term 2 – Dec 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 Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations.	<ul style="list-style-type: none"> Daily, small focused booster groups taught by a qualified teacher. Daily tracking against Kent Tracking Statements. 	<p>2017 results showed:</p> <ul style="list-style-type: none"> Percentage of pupil premium pupils who achieved or exceeded the standard was higher than all pupils by 2.8% and non pupil premium pupils by 4%. We want to maintain this trend with 2018 KS1 data. 	<ul style="list-style-type: none"> Monitoring by phase leaders and subject leader <ul style="list-style-type: none"> Ensure pitch and expectation is appropriately embedded. Ensure groups remain fluid. Ensure a range of genres are taught. Ensure learning dialogue is embedded so that children are confident in their successes and clear on their next steps. 	KS1 phase leader English lead	End of Term 2 – Dec 2017
A. Year 2 - MATHS Maintained and improved levels of attainment and achievement in reading, writing and maths across the school resulting in more pupils working at or above age related expectations.	<ul style="list-style-type: none"> Daily, small focused booster groups taught by a qualified teacher. Daily tracking against Kent Tracking Statements. 	<p>2017 results showed:</p> <ul style="list-style-type: none"> Percentage of pupil premium pupils who achieved or exceeded the standard was slightly lower than all pupils (73% cf. 74%) Gap of 1% We want to close or reverse this gap with 2018 KS1 data. 	<ul style="list-style-type: none"> Monitoring by phase leaders and subject leader <ul style="list-style-type: none"> Ensure pitch and expectation is appropriately embedded. Embed the mastery curriculum. Track times table progress. Ensure learning dialogue is embedded so that children are confident in their successes and clear on their next steps. 	KS1 phase leader Maths lead	End of Term 2 – Dec 2017
B. EYFS Improved oral language skills for pupils eligible for PP in EYFS and for EAL pupils eligible for PP.	<ul style="list-style-type: none"> Speech Link Language Link 1:1 intensive speech and language support delivered by specialist TA (KA) 	<p>2017 results showed that after writing, speaking had the lowest percentage of children achieving GLD.</p> <p>2017-18 baseline shows that whilst this year oral language skills are improving, there are still a significant number of concerns in EY – 40% of the cohort.</p>	<ul style="list-style-type: none"> Early Years phase leader is a county moderator and so has additional experience of best practice against which to monitor practice at Park Way. Completion of reassessments using Speech and Language Link after a period of intensive input. Liaison between specialist TA and class teachers to maximise impact of support back in the classroom. 	EYFS phase leader SENCo	End of Term 2 – Dec 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?
B. EAL Improved oral language skills for pupils eligible for PP in EYFS and for EAL pupils eligible for PP.	<ul style="list-style-type: none"> Speech Link Language Link 1:1 intensive speech and language support delivered by specialist TA (KA) Bilingual resources and English picture dictionaries to send home on entry to school. 	<ul style="list-style-type: none"> Park Way was directed to take pupils over PAN in 2016-17, many of whom had no or very little English. Whilst it is imperative that these pupils maintain their first language, they need to be able to communicate with those around them and access the curriculum at Park Way. Some of these new EAL pupils have struggled to acquire even basic English and this has impacted on the progress they have made both socially and academically. 	<ul style="list-style-type: none"> Completion of reassessments using Speech and Language Link after a period of intensive input. Liaison between specialist TA and class teachers to maximise impact of support back in the classroom. 	SENCo Specialist TA	End of Term 2 – Dec 2017
C. Increased experiences of the world for pupils eligible for PP with improved vocabulary acquisition and use.	<ul style="list-style-type: none"> Forest school 	<ul style="list-style-type: none"> Class surveys of vulnerability and needs highlighted life experiences and vocabulary as being areas for development. Limited life experiences for some pupils impacts negatively on their academic achievements. Limited life experiences for some pupils impacts negatively on the vocabulary acquisition and usage, meaning that they are unable to fully and accurately express themselves. 	<ul style="list-style-type: none"> Baseline data collected (SDQ or Boxall Profiles) prior to enrolment at Forest Schools and reassessments made following a period of support. Monitoring of the impact of Forest School by the SLT, including the transfer of skills back to the classroom and academic achievement and attainment. 	Forest School lead SLT	Once initial training has been completed and the first cohort have been supported.
C. Increased experiences of the world for pupils eligible for PP with improved vocabulary acquisition and use.	<ul style="list-style-type: none"> Pre-teaching 	<ul style="list-style-type: none"> Class surveys of vulnerability and needs highlighted life experiences and vocabulary as being areas for development. Limited life experiences for some pupils impacts negatively on their academic achievements. 	<ul style="list-style-type: none"> Data tracking Observations of pre-teaching 	Teachers Class based TAs	Termly
Resources which will incur a cost: senior staff release time, staff wages (including the employment of booster teachers), Forest School training and resources, staff training, EAL resources, 100 books to read before you leave Park Way for the library.					

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?
D. Positive parental engagement leading to increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> Play therapy 	<ul style="list-style-type: none"> 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"> Baseline data collected (SDQ or Boxall Profiles) prior to a block of Play Therapy and reassessments made following a period of support. Monitoring of the impact of Play Therapy by the SLT, including the transfer of skills back to the classroom and academic achievement and attainment. 	SENCo	Following session blocks
Resources which will incur a cost: Play therapist, play therapy resources					

6. Review of expenditure				
Previous Academic Year		2016/2017 - £128, 220.00		
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
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 	<p>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils.</p> <p>Success criteria: partially met</p> <p>KS2 results showed 78% of PP pupils achieving expected standard or above in Reading compared to 71% for all pupils nationally and 77% for pupil premium nationally.</p> <p>KS1 results showed 73% of PP pupils achieving expected standard or above in Writing compared to 68.2% for all pupils nationally.</p> <p><u>Progress</u></p> <p>KS1 to KS2 progress for pupil premium pupils</p> <ul style="list-style-type: none"> was significantly above the national in reading (3.1 cf. 0) and above non-disadvantaged national (3.1 cf. 0.33) was above national in maths (0.4 cf. 0) and above non-disadvantaged (0.4 cf. 0.3) 	<p>Whilst we were delighted to be at or above the national attainment in all subjects at KS2 and most subjects at KS1 (maths was slightly below (0.6%)) there remains room for improvement for pupils eligible for PP.</p> <p>Writing moderations at both KS1 and KS2 agreed with all judgements unanimously.</p> <p><u>Next year</u></p> <p>Review the impact of mobile pupils on the stability of established classes and the resulting dips in attainment and/or achievement for PP pupils.</p> <p>Phase leaders to regularly meet with their phase to monitor the attainment and achievement of pupil premium pupils.</p> <p>Ensure consistency between parallel classes and agreement of assessments across year groups termly.</p>	
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 	<p>High impact: greater percentage of pupil premium pupils meeting good levels of development within the speaking strand.</p> <p>Success criteria: met</p> <p>EYFS data shows 62% of pupil premium pupils met GLD within the speaking strand compared to 38% who didn't.</p> <p>EYFS data also shows only 41.2% of all pupils receiving intensive speech support achieved GLD with their speech. This is reflected of a cohort with significant speech and language needs. 17/47 pupils (36%) were identified as requiring speech and/or language support.</p>	<p>Early assessment and intervention remains crucial to ensure pupils can understand and access the learning in EY and make rapid progress towards ELG.</p> <p><u>Next year</u></p> <p>We will continue with intensive speech and language support ensuring all assessments are completed within Term 1.</p> <p>Review timetabling of speech and language support to ensure pupils with the most significant difficulties are allocated the greatest proportion of time. Class based TAs to deliver intervention for minor speech and language difficulties – greater potential for maximum impact.</p> <p>Promote greater parental engagement in speech and language development.</p> <p>Increased liaisons between specialist TA and class teachers to ensure that intensive support continues within the classroom on a daily basis.</p>	

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
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 	<p>High impact: no or significantly fewer behavioural incidents in the Year 6 cohort for pupils eligible for PP.</p> <p>Success criteria: partially met</p> <p>No formal exclusions for the Year 6 cohort.</p> <p>Reduced frequency of behavioural incidents.</p> <p>Of the 3 incidents involving PP pupils recorded during Term 5 & 6, 2 involved PP children who were also classified as mobile. In contrast there were 5 incidents involving non-PP pupils over the same time frame.</p>	<p>Although behaviour for the Year 6 cohort improved across the year, there remained a small core who continued to ignore the school rules and behave in an unacceptable manner. These same pupils were also involved in some inappropriate internet usage out of school that often spilt over into school causing friendship and social difficulties.</p> <p>Despite these behavioural concerns all Year 6 children were in school and able to sit their SATs.</p> <p><u>Next year</u></p> <p>Continue to be consistent and unwavering in the high expectations of behaviour at all times with all adults.</p> <p>Embed internet safety continually, ensuring that pupils are able to keep themselves safe online and what to do if they have any worries.</p> <p>More closely monitor the impact of mobile children on stable pupils rather than focusing on the mobile children.</p>	
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 	<p>High impact: improved rates of attendance for pupil premium pupils to be at least in line with national figures.</p> <p>Success criteria: not met</p> <p>Attendance for pupil premium children fell in 2016/17 to 93.6%, 0.2% lower than the figure for 2015/16 and below the target of 96%.</p> <p>Parents of PP pupils were personally invited to attend adult education courses</p> <p>Our FLO and Attendance and Welfare officers working hard to engage these reluctant families.</p> <p>As a results PP pupils' parents have been much more actively engaged with the school.</p>	<p>Persistent absentees have been detrimental to improving the figure for pupil premium pupils' attendance:</p> <ul style="list-style-type: none"> • 1 parent withdrew her child from school after allegations of bullying. All alleged incidents were fully investigated and completely unfounded. Mum subsequently had a letter from her GP saying that her child would not be able to return to school. • 1 pupil with multiple medical issues and mum refuses to send her to school if she has any medical concerns at all. There has been social services involvement. • Twins who joined Park Way as unofficial managed moves. If one was unwell, both would have the time off as mum would not bring just 1 pupil to school. <p>Park Way actively pursues non attenders and issues penalty charge notices for non-attendance at school</p> <p><u>Next Year</u></p> <p>Continue to use first day calling to pursue all non-attendance at school.</p> <p>Embed and extend relationships with harder to reach families.</p> <p>Explore persistent absentees further, offering any additional support available.</p>	

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
<p>A. Year 6 - READING 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, 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. 	<p>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: not met (although close!) KS2 results showed 78% of PP pupils achieving expected standard or above in Reading compared to 80% for all pupils. Only a 2% gap between PP and non-PP. Park Way pupil premium pupils achieved better reading attainment than nationally for all children (78% cf. 71%) and national pupil premium children (78% cf. 77%) <u>Progress</u> KS1 to KS2 progress for pupil premium pupils</p> <ul style="list-style-type: none"> was significantly above the national in reading (3.1 cf. 0) and above non-disadvantaged national (3.1 cf. 0.33) <p>Pupil premium reading progress was above national for low prior attainers (5.92 cf. 0.47) and middle prior attainers (2.91 cf. 0.34)</p>	<p>Interventions need to remain fluid so that pupils are not continually 'boosted' but return to class as soon as objectives are achieved. Ensure that pitch and expectation is appropriate within each session and that pupils are moved on to more demanding learning tasks as soon as they are ready. Children are now much improved at reading for pleasure but often do not read texts which are suitably challenging to develop their vocabulary and inference skills. <u>Next year</u> Staff to make more use of Focus guidance to promote higher order reading skills. Higher profile for Buster's Book Club amongst the older children to further develop reading skills when reading for pleasure. Promotion of 100 books to read before you leave Park Way.</p>	
<p>A. Year 6 - WRITING 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, 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. 	<p>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: not met KS2 results showed 61% of PP pupils achieving expected standard or above in Writing compared to 76% for all pupils. <u>Progress</u> Pupil premium writing progress was above national for low prior attainers (4.84 cf. 0.47)</p>	<p>Interventions were not always timely enough to ensure that all opportunities for pupils to make rapid progress were fully utilised. Interventions need to remain fluid so that pupils are not continually 'boosted' but return to class as soon as objectives are achieved. Ensure that pitch and expectation is appropriate within each session and that pupils are moved on to more demanding learning tasks as soon as they are ready. <u>Next year</u> Staff to make more use of Kent Tracking statement to highlight successes and next steps for pupils. ALL writing opportunities to be precisely focused to the needs of individuals. Review groupings to ensure they meet the needs of all writers.</p>	

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
<p>A. Year 6 - GPS 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, short focused GPS opportunities with longer sessions weekly to apply skills learnt. 	<p>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: not met KS2 results showed 61% of PP pupils achieving expected standard or above in GPS compared to 78% for all pupils.</p>	<p>Although GPS is taught through discreet sessions in Years 5 and 6, these are not always impacting on ALL written learning. Pupils need more 'real' opportunities to apply their GPS skills. Pupils had considerable gaps in their GPS knowledge due to the changing curriculum and the increased expectations contained within it. Spelling is an areas of weakness and poor handwriting can be detrimental to the marks awarded. <u>Next year</u> Ensure GPS continues to be taught as discreet sessions across the whole school and that these directly impact on ALL Literacy based learning. Embed spelling skills, patterns and rules – refer to Support for Spelling. Encourage pupils to print in the KS2 spelling test so that their cursive script does not detract from the clarity of their written spellings.</p>	
<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>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: not met – although gap closing KS2 results showed 67% of PP pupils achieving expected standard or above in Maths compared to 80% for all pupils. The gap between PP pupils and all pupils is now 13% and has closed considerably since the 2016 results where the gap was 17.7%. GAP NARROWED BY 4.7%. <u>Progress</u> KS1 to KS2 progress for pupil premium pupils</p> <ul style="list-style-type: none"> was above national in maths (0.4 cf. 0) and above non-disadvantaged (0.4 cf. 0.3) <p>Pupil premium maths progress was above national for middle prior attainers (0.57 cf. 0.30) and high prior attainers (3.87 cf. 0.20)</p>	<p>In February 2017, maths tracking highlighted that booster groups were not impacting quickly enough on the progress of all pupils. After talking to pupils, many felt that they were being removed from their classrooms too often to be 'boosted' and didn't feel like they 'belonged' to the class. Consequently they were not making the desired progress. From Term 3, we decided to have additional adults in the classrooms (rather than withdraw boosters) so that pupils worked in mixed ability groups with an adult to support them. <u>Next year</u> Continue to embed current maths lesson organisation with more adult support available within classes rather than withdrawing intervention groups. Split mixed Year 5/6 classes into pure year groups classes for maths teaching.</p>	

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
<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. 	<p>Mixed impact: all pupils have the opportunity and support to complete home learning tasks. Pupil premium pupils targeted to attend the club when home learning tasks are not completed. Success criteria: partially met</p>	<p>Some pupils are hard to engage in additional support or are unable to attend the club in the before school time slot. <u>Next year</u> Consider the timing of the home learning club. FLO and PSA to continue to engage with parents to support home learning tasks and home learning club.</p>	
<p>A. Year 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"> Easter School – possibly Winchmore Camps. Holiday camp to introduce pupils to outside tuition and exciting activities. 	<p>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: not met KS2 results showed 50% of PP pupils achieving expected standard or above in Reading, Writing and Maths combined compared to 64.4% for all pupils.</p>	<p>Winchmore Camps were investigated but were not viable due to the high costs involved which would impact on parents as the school would not have been able to meet the entire costs. Easter School was internally reviewed and adapted this year to offer one extended morning of intensive support and intervention to focus on learning and progress rather than being viewed as holiday childcare. For the first year, attendance was extremely disappointing with only 3 pupils out of a cohort of 45 attending (6.7%). <u>Next year</u> Total review of Easter School to ensure it is fit for purpose and positively impacts on attainment and achievement.</p>	
<p>A. Year 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"> Funded Breakfast Club SATs week breakfast 	<p>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: partially met KS2 results showed 50% of PP pupils achieving expected standard or above in Reading, Writing and Maths combined compared to 64.4% for all pupils.</p>	<p>Children appeared to be less interested in Breakfast Club and SATs week breakfast this year than they have been in previous years. During SATs week the children enjoyed the opportunity to socialise with their peers before the tests but many decided not to eat whilst in school. <u>Next year</u> Consider the introduction of breakfast for the whole school daily.</p>	

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
<p>A. Year 2 – READING 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, 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>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: not met (although close!) KS1 results showed 73% of PP pupils achieving expected standard or above in Reading compared to 76.6% for all pupils. The gap between PP pupils and all pupils is now 3.6% and has closed considerably since the 2016 results where the gap was 10.1%. GAP NARROWED BY 6.5%.</p>	<p>Booster was fine-tuned this year to ensure that PP pupils made accelerated progress and that support and intervention was sharply focused to the needs of individual children. Whilst PP pupils did not equal or exceed non PP pupils, the gap between PP and non-PP pupils is narrowing. <u>Next year</u> Continue with sharply focused support and intervention to meet the needs of all children. Embed learning dialogue so that pupils are confident in their successes and clear on their next steps. Ensure expectations are high enough for all pupils and that pupils are moved onto more challenging learning as soon as they are able.</p>	
<p>A. Year 2 – WRITING 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, 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>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: met KS1 results showed 73% of PP pupils achieving expected standard or above in Writing compared to 70.2% for all pupils.</p>	<p>Booster was fine-tuned this year to ensure that PP pupils made accelerated progress and that support and intervention was sharply focused to the needs of individual children. Whilst PP pupils exceeded non PP pupils. <u>Next year</u> Continue with sharply focused support and intervention to meet the needs of all children.</p>	
<p>A. Year 2 – 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, 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>High impact: greater percentage of pupil premium pupils meeting age related expectations (expected standard or higher) compared to all pupils. Success criteria: not met – although gap closing KS1 results showed 73% of PP pupils achieving expected standard or above in Maths compared to 74.5% for all pupils. The gap between PP pupils and all pupils is now 1.5% and has closed considerably since the 2016 results where the gap was 13.2%. GAP NARROWED BY 11.7%.</p>	<p>Booster was fine-tuned this year to ensure that PP pupils made accelerated progress and that support and intervention was sharply focused to the needs of individual children. Whilst PP pupils did not equal or exceed non PP pupils, the gap between PP and non-PP pupils is narrowing. <u>Next year</u> Continue with sharply focused support and intervention to meet the needs of all children. Embed a mastery curriculum to ensure expectations are high enough for all pupils and that pupils are moved onto more challenging learning as soon as they are able.</p>	

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
<p>A. Year 3/4 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"> • Additional TA support across the three Year 3/4 classes. • Small, focused group work across the three classes. 	<p>High impact: greater percentage of pupil premium pupils working at or above age related expectations compared to non-pupil premium pupils. Success criteria: not met In year tracking shows that PP pupils in Year 3 and 4 do less well than non-PP pupils.</p>	<p>Whilst the additional TA across middle school supported a rise in attainment and achievement across the year groups this was not focused specifically enough on the PP pupils. Due to the changing demands of her university course, this member of staff had to leave her post at the end of July 2017. <u>Next year</u> There are no current plans to continue with this type of support in Years 3 & 4 so the member of staff will not be replaced. Review provision for PP pupils in Years 3 and 4, ensuring that all interventions are timely and time limited to ensure maximum impact.</p>	
<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) 	<p>High impact: greater percentage of pupil premium pupils meeting good levels of development within the speaking strand. Success criteria: met EYFS data shows 62% of pupil premium pupils met GLD within the speaking strand compared to 38% who didn't. EYFS data also shows only 41.2% of all pupils receiving intensive speech support achieved GLD with their speech. This is reflected of a cohort with significant speech and language needs. 17/47 pupils (36%) were identified as requiring speech and/or language support.</p>	<p>Early assessment and intervention remains crucial to ensure pupils 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. Review timetabling of speech and language support to ensure pupils with the most significant difficulties are allocated the greatest proportion of time. Class based TAs to deliver intervention for minor speech and language difficulties – greater potential for maximum impact. 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.</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 	<p>As above</p>	<p>As above</p>	

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
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 	<p>High impact: no or significantly fewer behavioural incidents in the Year 6 cohort for pupils eligible for PP.</p> <p>Success criteria: partially met</p> <p>No formal exclusions for the Year 6 cohort.</p> <p>Reduced frequency of behavioural incidents.</p> <p>Of the 3 incidents involving PP pupils recorded during Term 5 & 6, 2 involved PP children who were also classified as mobile. In contrast there were 5 incidents involving non-PP pupils over the same time frame.</p>	<p>Although behaviour for the Year 6 cohort improved across the year, there remained a small core who continued to ignore the school rules and behave in an unacceptable manner. These same pupils were also involved in some inappropriate internet usage out of school that often spilt over into school causing friendship and social difficulties.</p> <p>Despite these behavioural concerns all Year 6 children were in school and able to sit their SATs.</p> <p><u>Next year</u></p> <p>Continue to be consistent and unwavering in the high expectations of behaviour at all times with all adults.</p> <p>Embed internet safety continually, ensuring that pupils are able to keep themselves safe online and what to do if they have any worries.</p> <p>More closely monitor the impact of mobile children on stable pupils rather than focusing on the mobile children.</p>	
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 	<p>High impact: improved rates of attendance for pupil premium pupils to be at least in line with national figures.</p> <p>Success criteria: not met</p> <p>Attendance for pupil premium children fell in 2016/17 to 93.6%, 0.2% lower than the figure for 2015/16 and below the target of 96%.</p> <p>Park Way actively pursues non-attenders and issues penalty charge notices for non-attendance at school</p> <p>Parents of PP pupils were personally invited to attend adult education courses</p> <p>Our FLO and Attendance and Welfare officers working hard to engage these reluctant families. As a result PP pupils' parents have been much more actively engaged with the school.</p>	<p>Persistent absentees have been detrimental to improving the figure for pupil premium pupils' attendance:</p> <ul style="list-style-type: none"> • 1 parent withdrew her child from school after allegations of bullying. All alleged incidents were fully investigated and completely unfounded. Mum subsequently had a letter from her GP saying that her child would not be able to return to school. • 1 pupil with multiple medical issues and mum refuses to send her to school if she has any medical concerns at all. There has been social services involvement. • Twins who joined Park Way as unofficial managed moves. If one was unwell, both would have the time off as mum would not bring just 1 pupil to school. <p><u>Next Year</u></p> <p>Continue to use first day calling to pursue all non-attendance at school.</p> <p>Embed and extend relationships with harder to reach families.</p> <p>Explore persistent absentees further, offering any additional support available.</p>	