



## Pupil Premium Plan 2018 – 19

Financial Year	Amount of Pupil Premium Funding
2015 - 16	£394,680
2016 – 17	£331,320
2017 – 18	£331,320
2018 – 19	£332,640

	2016 - 17	2017 - 18	2018 - 19
Number of disadvantaged pupils	244	251	245
Number of LAC children	1	1	1

**Ofsted Evaluation:** “Pupils who are disadvantaged, those who have special educational needs and disabilities and the most able make rapid and sustained progress.” (May 2016)

### What is Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income families and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget.

Parkfield Community School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Parkfield we actively promote equality of opportunity for all staff, governors, pupils and parents, creating an outstanding community where all can succeed.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis ensures that the correct support and strategies are identified to maximise progress of all pupils.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes one identified governor having responsibility for Pupil Premium, an Assistant Head teacher leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors via the Curriculum Committee, ensuring that the school is held to account for the impact of spending.

**Key Priority:**

To close the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low – income families.

**What do we expect to see:**

Targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra – curricular experiences. All students in the target group who are currently underperforming, because of the impact of their disadvantaged background will make improved progress leading to the narrowing of any attainment gaps.

## Data Highlights from Summer 2018

EYFS							
Showing % of pupils achieving ELG	2017				2018		
	Reading	Writing	Number		Reading	Writing	Number
Disadvantaged pupils (27)	74%	70%	74%	Disadvantaged pupils (25)	81%	69%	81%
Other pupils (64)	88%	84%	83%	Other pupils (65)	84%	80%	88%
Difference	-14%	-14%	-9%	Difference	-3%	-11%	-7%

KS1							
Showing % at expected +	2017				2018		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged pupils (22)	91%	77%	86%	Disadvantaged pupils (32)	81%	81%	84%
Other pupils (67)	80%	74%	80%	Other pupils (57)	82%	75%	77%
Difference	+11%	+3%	+6%	Difference	-1%	6%	7%
National gap (2017)	+7%	+7%	+7%	National gap (2018)	%	%	%

KS2							
Showing % of pupils who attained a scaled score of 100 or +	2017				2018		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged pupils (52)	63%	75%	92%	Disadvantaged pupils (47)	77%	87%	79%
Other pupils (67)	63%	82%	90%	Other pupils (42)	81%	86%	79%
Difference	0	-7%	+2%	Difference	-4%	1%	0%
National gap (2017)	-8%	+3%	+16%	National gap (2018)	%	%	%

PP Plan 2018/19	Pupils on Roll: 245	Targeted pupils	Cost from PP funding	New or continued	Monitored by	Intended outcomes
Focus	What this does					
Additional Teaching Support	An additional intervention teacher in Year 6 for English and maths	Year 6 (specifically targeted pp pupils)	£17,700	Continued	HT/SLT	Increase pupil teacher time as this reduces group sizes across Year 6, Year 1/2.
	Additional intervention teacher in Year 1 / 2	Year 1 and 2 (specifically targeted pp pupils)	£23,700			Close gaps between pp and non pp pupils as they will focus on pp pupils.
Additional Teacher in Year 6 And EYFS	Class sizes are reduced in Year 6.	Year 6 pupils	£37,400	New	HT/SLT	Reduces attainment in year 6.
	EYFS cohort has increased.	EYFS				Raises attainment in Year 1/2.
						Reduce class sizes so that each individual child gets increased teacher time.
						Raises the attainment in Year 6.
						Maximises achievement and progress.
						Close the gap between pp and non pp pupils.

Additional Teaching Assistant support	Support in class for all year groups from trained Teaching Assistants, developing reading, writing and maths interventions.	All pupils	£96,300	Continued	HT/SLT/Seni or staff	<p>Raise self-confidence and increase participation/motivation for targeted pupils.</p> <p>Close attainment gaps.</p> <p>Make accelerated progress.</p> <p>Close the gap between pp and non pp pupils.</p>
Emotional support	Deals with emotional issues allowing less lost learning time.	All pupils	£24,000	Continued	HT/SLT	<p>Support behaviour choices with small group support.</p> <p>Improve behaviour through focussed groups.</p>

Young Engineers' Academy (YEA)	Under graduate in maths provides STEM lessons using specialised equipment.	All pupils	£14,500	Continued	HT/SLT	Raise children's future aspirations, challenges stereotypes, provides enrichment experiences to children, develop their coding experiences and engages them in learning.
Sound Training (6 week programme)	A scheme that focuses on the development of pupils' reading.	Year 5, especially pp pupils.	£3,600 (£150 pp)	Continued	HT/SLT/English lead.	Close the gap between pp and non pp pupils in reading.
EAL specialist teacher	Employ an EAL leader to support our newly arrived pupils particularly in Year 4 (many of whom are pp pupils).	Eligible pupils in Year 4	£14,500	Continued	HT/SLT	Accelerated progress for particularly newly arrived EAL pupils.  Narrowed gaps between pp and non pp pupils.
Punctuality and attendance	Walking buses collect eligible children from their homes and ensure they arrive in school on time	Eligible pupils	£3,000	Continued	Attendance/ Punctuality lead	Eligible children attend school more regularly and with fewer lates.  Improves health and fitness of the children

Broadening experiences for children	Subsidised residential trip for Year 5 and 6 pupils	Year 5 and 6 pupils	£2,930	Continued	HT/SLT	Broaden the children's experiences and increase levels of social skills, self-confidence teamwork and independence.
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Additional curriculum	Provides an opportunity at school for pupils to complete homework when internet access and/or computer time at home may be limited	All pupils (in particular pupil premium children)	£5,000	Continued	HT/SLT	<p>Enrichment opportunities presented to pupils to raise attainment.</p> <p>Supports pupils with no internet at home or limited access due to the demands of large family groups on computer time.</p>
Small group tuition	Allows personalised additional support to be provided to targeted pupils. Groups of pupils are offered small group tuition for reading, writing and maths.	Years 1, 2 and 6 (in particular pupil premium children)	£36,000	Continued	HT/SLT	<p>The progress of the selected children will be at least expected, if not accelerated.</p> <p>Children's low self-esteem will be boosted and they will be motivated to progress further.</p>

Breakfast Club	Ensures that pupils do not start school hungry. Provides an opportunity for parents to drop children off early to allow them to get to work. Provides enrichment activities for pupils.	Targeted pupils (in particular premium children)	£3,500	Continued	HT/SLT	Raises concentration levels, improves health, builds self-esteem and improves punctuality.
			£5,000	Continued	HT/SLT	Raises motivation that will impact positively on learning in classrooms
Art therapy	Children with social and emotional needs have some time 1:1 / 1:2 participating in art therapy.	Targeted pupils	£5,000	New	SLT	Provides a nurturing environment.  Broadens experiences.  Facilitates relationships with other children.

<p>Mosaic project</p>	<p>An opportunity for children and their mums to participate in a mosaic project and get recognition for completing the project (Birmingham City University).</p> <p>Raise aspirations of the children, in particular girls.</p> <p>10 week long project.</p> <p>Some separate sessions, some joint.</p>	<p>Targeted pupil premium pupils</p>	<p>£1,500</p>	<p>Relaunched</p>	<p>SLT (AM)</p>	<p>Children and their mums have the opportunity to work together.</p> <p>Raises aspirations of the children.</p> <p>Gives the parents encouragement to empower their child and give them better opportunities.</p> <p>Gives them a better understanding of their roles in society.</p> <p>Experience university life and give the children an idea of what is available to them in the future.</p>
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Tracking progress and effectiveness of interventions	<p>All pupils are entitled to challenging and engaging lessons.</p> <p>Effective teaching monitored throughout the year and effective provisions of intervention (Edukey and O Track).</p>	All pupils	£2030 £1150	Continued	HT/SLT/YGL/S L	<p>Interventions are effective.</p> <p>Progress is enhanced.</p> <p>Pupil Premium pupils have extra support and provisions are monitored effectively.</p>
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<p>Extracurricular activities:          Debate mate          Sports' clubs          Aston Villa          Kindle club</p>	<p>Clubs available to all children with priority to targeted pupils.</p> <p>Clubs enhance the ability of the students.</p> <p>To help the children engage with one another and get enjoyment from extra-curricular activities.</p>	<p>Year 4,5,6 targeted pupils</p>	<p>£1,250          £5,000          £3,000</p>	<p>New/          Continued</p>	<p>HT/SLT</p>	<p>Clubs to run weekly.</p> <p>Children to become more skilled and successful in these areas.</p> <p>Children to gain confidence when working alongside others.</p> <p>Children to become engaged with extra-curricular activities.</p> <p>Access to a healthy lifestyle.</p>
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<p>Other: Accelerated reader Mathletics Literacy Planet Spag.com RWI Pobble</p>	<p>With use of the library, ICT suite and other technology the children have access to a plethora of online resources to enable further progression and motivation in many areas of the curriculum.</p>	<p>All Pupils</p>	<p>£4,714 £2,700 £1,100 £113 £451 £1,000</p>	<p>All continued</p>	<p>HT/SLT/IT</p>	<p>Close the gaps in attainment levels. Give motivation All children have access to the provision Attainment is raised as a result.</p>
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**Strategies showing impact last year:**

Impact of strategy in place	Evidence
<p>Additional teacher support in Year 2 helped raise attainment.</p>	<p>81% of the pupil premium children achieved expected standard in their Writing KS1 SATs, compared to 75% of the non-pupil premium children.</p> <p>84% of the pupil premium children achieved expected standard in their Maths KS1 SATs, compared to 77% of the non-pupil premium children.</p> <p>The percentage of disadvantaged children who achieved the expected grade in reading was above the national average and in line with the non-disadvantaged children in the school.</p> <p>The percentage of children who were expected was in line or above the non-disadvantaged for the school and the national average.</p> <p>Percentage of disadvantaged children who achieved greater depth in writing was above the national average.</p> <p>The percentage of disadvantaged children who achieve greater depth in reading and maths is broadly in line with the non-disadvantaged children in the school.</p> <p>The percentage of disadvantaged children who achieve greater depth and expected in all three subjects was above the average for Birmingham children.</p> <p>Pupil premium children have performed highly compared to the previous year. In 2017 77% of the pupil premium children achieved expected standards, compared to 2018 where 81% of the pupil premium children achieved expected standard.</p> <p>All assessed areas in KS1 SATs showed an improvement from 2017 to 2018 when looking at children who achieved greater depth standard.</p> <p>Expected standard or above in reading, writing and maths combined, in the KS1 SATs raised from 73% (2017) to 77% (2018) - an increase of 4%.</p> <p>Greater depth standard in reading, writing and maths combined, in the KS1 SATs raised from 5% (2017) to 11% (2018) - an increase of 6%.</p>

Additional teacher support in Year 6 helped raise attainment.

In the KS2 SATs, the gap between pupil premium children and non-pupil premium children was minimal. In maths 79% of the pupil premium children achieved expected standard, which was in line with non-pupil premium children (also 79%).

In writing 87% of the pupil premium children achieved expected standard, which was in line with non-pupil premium children (86%).

In reading 77% of the pupil premium children achieved expected standard, compared to 81% of the non-pupil premium children.

Expected standard or above in reading, writing and maths combined, in the KS2 SATs raised from 60% (2017) to 67% (2018) - an increase of 7%.

Greater depth standard in reading, writing and maths combined, in the KS2 SATs raised from 2% (2017) to 7% (2018) - an increase of 5%.

The average scaled score in the 2018 SATs test (in Reading and SPAG) also improved from 2017 and all averages have improved since 2016.

#### KS2 SATs results

Reading- The percentage of disadvantaged children who achieved expected standard in reading in their end of KS2 SATs test (77%) was greater than the percentage of disadvantaged children in Birmingham who achieved expected standard (65%).

The school has also shown a significant improvement from our 2017 results- 63% of disadvantaged children achieved expected standard in their 2017 reading SATs.

Disadvantaged children achieving higher than expected standard in our school (2018) and Birmingham were comparable - 17% (Parkfield, 2018); 18% (Birmingham, 2018).

Writing (Teacher assessed)- The percentage of disadvantaged children working at expected standard for their writing was considerably more than the percentage of disadvantaged children in Birmingham working at expected standard - 87% (Parkfield, 2018); 69% (Birmingham, 2018); 75% (Parkfield, 2017).

The percentage of disadvantaged children working at greater depth standard for writing was comparable with the percentage of disadvantaged children working at greater depth standard for writing in Birmingham - 13% (Parkfield, 2018); 11% (Birmingham, 2018); 0% (Parkfield, 2017).

	<p>Grammar, punctuation and spelling- The percentage of disadvantaged children working at expected standard for GPS was broadly in line with the percentage of disadvantaged children in Birmingham working at expected standard - 89% (Parkfield, 2018); 72% (Birmingham, 2018); 85% (Parkfield, 2017). The percentage of disadvantaged children working at greater depth standard for GPS was greater than the percentage of disadvantaged children in Birmingham working at greater depth standard - 47% (Parkfield, 2018); 31% (Birmingham, 2018); 38% (Parkfield, 2017).</p> <p>Maths- The percentage of disadvantaged children working at expected standard for maths was broadly in line with the percentage of disadvantaged children in Birmingham working at expected standard - 79% (Parkfield, 2018); 66% (Birmingham, 2018); 92% (Parkfield, 2017). The percentage of disadvantaged children working at greater depth standard for maths was comparable to the percentage of disadvantaged children in Birmingham working at greater depth standard - 23% (Parkfield, 2018); 17% (Birmingham, 2018); 25% (Parkfield, 2017).</p> <p>Reading, Writing and Maths combined- The percentage of disadvantaged children working at expected standard for RWM was greater than the percentage of disadvantaged children in Birmingham working at expected standard - 62% (Parkfield, 2018); 53% (Birmingham, 2018); 62% (Parkfield, 2017). The percentage of disadvantaged children working at greater depth standard for RWI was comparable to the percentage of disadvantaged children in Birmingham working at greater depth standard - 6% (Parkfield, 2018); 5% (Birmingham, 2018); 0% (Parkfield, 2017).</p>
<p>An additional teacher in EYFS helped raise the attainment.</p>	<p>In 2018, pupil premium children achieved 81% in reading and 81% in number at expected standard, compared to the previous year where they achieved 74% in reading and 74% in number.</p>
<p>Additional teaching assistant support in all year groups- giving more provision for clubs.</p>	<p>More opportunities for teachers to take intervention groups involving pupil premium children.</p> <p>Training for teaching assistants meant more support within the classrooms, leading to higher success rates.</p> <p>Break time clubs available each day for children to have access to the internet and complete both online and paper homework.</p> <p>Morning reading club- 33% of this club was made up of disadvantaged children, 100% of these</p>

	<p>children passed their KS2 Reading SATs test. 83% of the children in this club got an overall attendance mark of 79% or above by the end of the year.</p> <p>Year 6 morning maths club- 57% of these children were disadvantaged children. 75% (of the disadvantaged children) passed their KS2 maths SATs test. 75% of the disadvantaged children in this club got an overall attendance mark of 79% or above by the end of the year.</p> <p>Handwriting and spelling club- 43% of this club was made up of disadvantaged children. 83% of these children got an overall attendance mark of 79% or above by the end of the year.</p> <p>Kindle club (Year 3,4,5 and 6)- all disadvantaged children who attended this club attended school 97% of the time or above by the end of the academic year.</p> <p>Homework club- 15 children from each year group attended homework club, the disadvantaged children were selected to be part of the club in the first instance and attendance figures for these after-school club was about 97% overall.</p> <p>Sports' clubs (football, cricket, multi-sports, gifted and talented, girls only etc)- highly attended by both disadvantaged and advantaged children- covering Year 3,4,5 and 6.</p> <p>Creative writing club- 100% of the disadvantaged pupils, who attended this club, had attendance over 97% by the end of the academic year.</p> <p>Other clubs included STEM, Drama, Singing and handwriting club- <b>Continue to track effectiveness next year using Edukey and O Track.</b></p>
<p>New behaviour system rolled out across the school.</p>	<p>Emotional support for identified children meant key children were supported in their behaviour choices. Children were encouraged to improve their behaviour through focused groups. Adults involved in this liaised with parents, which also helped attendance figures (96% by the end of the year).</p>
<p>Maths No Problem rolled out across the school</p>	<p>KS1 SATs results showed a 5% increase (since 2017) in children achieving greater depth standards- 14% 2017; 19% 2018.</p> <p>In all year groups, who teach using the Maths No Problem resource, both progress and attainment are in line with one another for pupil premium and non-pupil premium children.</p>

<p>Accelerated reader project in year 5 and 6</p>	<p>65% of the children in Years 5 and 6 made significant improvement in their accelerated reading from September 2017 to July 2018. Pupil premium children in particular did well.</p> <p>Their NFER tests also showed significant improvements had been made.</p> <p><b>Continue to track effectiveness next year.</b></p>
<p>Sound Training for year 5 and 6 pupils</p>	<p>20 children took part in this.</p> <p>This six week programme had encouraging results. 100% of the children, who took part in the programme, showed an increase in their reading age (from the beginning of the programme, to the end).</p> <p>On average the reading age of the children increased by two years and one child showed an improvement of two and a half years. The feedback from the children was positive.</p>
<p>Breakfast club and maths morning club have supported the parents of pupil premium children.</p> <p>Maths morning club has also helped the children with no internet access at home.</p>	<p>The club provided opportunity for the children to access the internet to complete their Mathematics homework. This helped raise attainment and progress within mathematics.</p> <p>The clubs also helped attendance figures. By the end of the year, the school's yearly attendance was 96% (97% was the school target).</p> <p>Punctuality of children who previously came into school late also improved, because of the access to a morning club (Mathletics/ breakfast).</p> <p>Pupil premium children's attendance showed that 59% of the Pupil Premium children, from Year 1 - 6, had a yearly attendance figure of 97% or more.</p> <p><b>Track effectiveness next year of Morning Maths club.</b></p>
<p>Additional teaching assistants in KS1 to support reading</p>	<p>The expected points progress made by the Year 2 pupil premium students, in reading was in line with the points progress made by non-pupil premium pupils in reading (2017-18).</p> <p>2018 KS1 Reading SATs results show an increase in the percentage of children who achieved greater depth (2017- 18%, 2018- 21%).</p>

**Plans for future funding include:**

- \*More vigorous monitoring of interventions involving all pupils (especially pupil premium)
- \*Smaller class sizes in Year 6.
- \*Additional class in EYFS
- \*Extra-curricular activities: art therapy; debate mate; mosaic project and more.
- \*A plethora of online resources to access in lessons, clubs and at home.

**Tracking and intervention:**

The progress and achievement of all pupils is monitored half termly and termly. Any pupil who is need of intervention is identified and the necessary support is put in place. This is led by the Headteacher, the SLT and the leader for SEND, through regular meetings and discussions.

**Resources and staffing:**

The contribution from pupil premium will provide a range of intervention programmes to help children reach their full potential in English and maths e.g.; Sound Training, RWInc, Accelerated reader, breakfast club, after school clubs, sports coach, Young Engineers Academy, Mathletics, walking bus and 1:1 chrome books for Year 6.