**Pupil Premium Strategy 2019/2020**

Pooles Park is a two form entry primary school situated in the Finsbury Park ward of Islington. A large proportion of our families live in the two neighbouring estates.The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

We have 14 ethnic groups represented in our school population. Those with 5% or more are: 38%: Black or Black British – African, 15%: White - any other White background, 8%: White – British, 8%: Asian or Asian British – Bangladeshi and 8%: Mixed - any other mixed background.

36% of our children are eligible for pupil premium funding, compared to 23% nationally. This is a difference of 7% compared to last year. Many of our families are now not eligible for PPG but still have high levels of deprivation and face the same issues as our other families.

The Pupil Premium Grant enables the school to ensure that all children access any additional support available in order to narrow the gap.

Our families continue to need significant support with their child’s attendance, there has been an increase compared to last year with the school overall attendance at 95.2%. Children eligible for Pupil Premium had a higher proportion of absence at 6.4% compared to non-pupil premium 4.7%. Disadvantaged children (5.6%) had higher absence than non-disadvantaged children (3.5%).

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| **1. Summary information** | | | | | |
| School | Pooles Park Primary School | | | | |
| Academic Year | 2019-20 | Total PP budget | £192,720 | Date of most recent PP review | October 2019 |
|  |  |  |  | Date for next internal review of this strategy | October 2020 |

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| **2. Current attainment** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| % achieving expected attainment in reading, writing and maths | 29% | 63% |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| In-school barriers (issues to be addressed in school) | |
| A | Identification of gaps in prior learning for newly-arrived pupils |
| B | Lower than national average attainment |
| C | High number of children with additional educational needs, including medical needs |
| D | The number of children with social and emotional, mental health needs |
| **External barriers** | |
|  | Overcrowded housing |
|  | Transport costs |
|  | Family mental and physical health |
|  | Low family income. Highest 20% for levels of deprivation |
|  | Low level of attainment on entry into Nursery and Reception |

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| **4. Desired outcomes** | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | *Success criteria* | | | | |
| A | Maintain levels of progression through low pupil to adult ratios  Effective staff support in place | | | | Challenge for Children eligible for Pupil Premium is well-pitched in lessons based on timely, effective assessments and pupil voice survey shows they feel they have enough adult support | | | | |
| B | Increase rates of pupils’ progress  Effective staff support in place  Maintain levels of progression through low pupil to adult ratios  Raise Attainment in Year 6  Attendance is in line with national expectations  Maintain positive relationships & home-support for pupils’ learning for the school’s largest ethnic group | | | | Pupil Progress Reviews show that class teaching and interventions lead to increased percentages of Children eligible for Pupil Premium achieving national expectations and/or individualized targets  Attendance support in place for identified families of persistent absentees leading to reduced Persistent Absentees and attendance in line with National Average. Attendance process is insistent, persistent and consistent in support and challenge for parents who have children with absence greater than 4%. | | | | |
| C | Effective staff support in place  All children eligible for Pupil Premium with additional needs achieve the goals of the support plans  To maximise sustainability and environmental awareness  High Engagement through Academic enrichment activities | | | | Raising Attainment Plans in each year group are used to identify strategies for Children eligible for Pupil Premium to make at least expected progress  Progress towards support plans and targets reviewed at least termly | | | | |
| D | Effective staff support in place  Maintain positive relationships & home-support for pupils’ learning for the school’s largest ethnic group  All children eligible for Pupil Premium with additional needs achieve the goals of the support plans  The social & emotional needs of disadvantaged pupils are met High Engagement through Academic enrichment activities  Offer enrichment activities before and after school to all children  To maximize sustainability and environmental awareness  To promote healthy eating and awareness | | | | Early identification of children’s needs within 2 weeks of children arriving in the school;  Pastoral Care register shows support in place to meet identified needs  Monitoring and tracking shows impact of support is effective and reduces the gap between Pupil Premium and non-Pupil Premium attainment | | | | |
| **5. Planned expenditure** | | | | | | | | | |
| *Three headings below to demonstrate how pupil premium is used to improve classroom pedagogy, provide targeted support & whole school strategies* | | | | | | | | | |
| **I Quality teaching for all** | | | | | | | | | |
| **Desired outcomes** | | **Chosen action / approach** | **Evidence & rationale for this choice** | **How will you ensure it is implemented well?** | | **Staff lead** | **Unit cost** | | **When will you review implementation?** |
| Increase rates of pupils’ progress | | Maths and phonics programmes – introduction of new maths resources and training | To maintain high standards in maths | Through support by SLT for maths.  Half-termly assessments & streaming for phonics in EYFS | | LC  JH | £10,000 | | MA: termly  Phonics: Half-termly |
| Accelerated reader scheme & Targeted Reader package | To promote reading & encourage pupils to read more | Through evidence in reading diaries & checks on the frequency of reading  & regular testing | | JH | £3,000 | | £3000 per year – in line with pupil progress meetings |
| Continuation of Debatemate | To enhance speaking & listening skills – intended impact on writing | Through observation of mentor-led lessons | | CT | £2,000 | | Half-termly |
| Interventions across the whole school | To support pupils identified through Pupil Progress Meetings who are at risk of slow progress. | Delivery by a combination of TAs & teachers, monitored by interventions Manager & AHT | | MP | £25,000 | | At least termly – others more frequency according to identified need |
|  | |  |  | **Total budgeted cost** | | | **£40,000** | |  |
| **II Targeted support** | | | | | | | | | |
| **Desired outcomes** | | **Chosen action / approach** | **Evidence & rationale for this choice** | **How will you ensure it is implemented well?** | | **Staff lead** | | **Unit cost** | **When will you review implementation?** |
| Effective staff support in place | | Use of additional TA support in classes | Provide effective teaching support, feedback and next steps leading to improvement  High mobility rates of children entering mid-year | Increase support in class & class based support delivered  Children new to school assessed within 2 weeks | | MP | |  | Termly Pupil Progress Reviews |
| Maintain levels of progression through low pupil to adult ratios | | Sustain the provision of two Year Reception Classes | It was not feasible to have a single over-sized class & this situation would destabilize the school’s overall organisation | There has to be increased rates of progress & higher attainment resulting from expectations of improved impact of teaching within small classes | | GC | | On-going |
| Raise Attainment in Year 6 | | Year 6 support by senior leaders delivering group and individual interventions | To raise attainment in line with national averages | Streaming, in-school booster groups, out-of-school hours booster groups, careful monitoring & tracking | | JH | | On-going |
| Attendance is in line with national expectations | | Education Welfare Service bought in.  Continue to improve attendance – annual target 96% | Attendance lead meets fortnightly with Education Welfare Officer | Target vulnerable / hard-to-to reach families | | CT | | Reviewed fortnightly |
| Maintain positive relationships & home-support for pupils’ learning for the school’s largest ethnic group | | Continued use of bilingual Parent Support Adviser to enhance communication with the Somali community | Continued support for our Somali community | Weekly coffee mornings & workshops supported by the Parent Support Adviser & translation services provided for parent evenings | | LC | | Termly reviews |
| All children eligible for Pupil Premium with additional needs achieve the goals of the support plans | | Leadership time allocation and professional liaison in identifying, monitoring and implementing support | Providing effective support for pupils across all subjects in order to achieve their potential | Regular reviews / sharing concerns / pupil passports / SEND support plans | | CT | | Overall termly reviews – specific reviews more frequently as required |
| The social & emotional needs of disadvantaged pupils are met | | Pastoral Care Manager provision, time allocation and professional liaison in identifying, monitoring and implementing support | To provide on-going support for our disadvantaged families | Pupils progress can be matched against well-being & engagement scales | | CT | | Termly |
|  | |  |  | **Total budgeted cost** | | | | **£123,720** |  |
| **III Other approaches** | | | | | | | | | |
| **Desired outcomes** | | **Chosen action / approach** | **Evidence & rationale for this choice** | **How will you ensure it is implemented well?** | | **Staff lead** | | **Unit cost** | **When will you review implementation?** |
| High Engagement through Academic enrichment activities | | Subsidise school trips including school journeys for Year 6 | To maintain the flexibility of regular curricular enrichment visits with a broader choice of venues | Every class attends one trip per half-term to different venues for a range of academic objectives to include a residential trip for older children | | PH | | £5,000 | Termly |
| Offer enrichment activities before and after school to all children | | Subsidise after-school & breakfast clubs and provide staff for vulnerable children to access provision | Enable families to access cheaper provision for after school & enrich pupils’ experiences outside the classroom. Response to parental requests | Range of enrichment activities with checks on the sign-up rate & ‘take-up’ | | PH | | £10,000 | Termly |
| To maximize sustainability and environmental awareness | | Environmental tutor | Continued access to pupils & families of the garden space & educating them in the knowledge of food & how it is grown | Through regular workshops with local community. Outdoor lessons for pupils – pupils responsible for gardening tasks | | SI | | £12,000 | On-going |
| To promote healthy eating and awareness | | Cookery sessions | Continue to support learning by providing cookery sessions, incorporating healthy eating and dietary awareness | Review sessions with class engagement followed by review of menus | | PH | | £2,000 | Annually (but informal feedback after each session) |
|  | |  |  | **Total budgeted cost** | | | | **£29,000** |  |

**End of KS2 attainment For Pupil Premium Pupils**

77% of children at end of KS2 (Year 6) were eligible for Pupil Premium.

Children eligible for Pupil Premium in Summer 2019 made more progress in writing than children eligible for Pupil Premium nationally.

Children eligible for Pupil Premium in Summer 2019 under performed compared to Non Pupil premium children in their end of KS2 Assessments in Maths and Reading.

**End of Key Stage 2 Progress**

* A score of 0 means that pupils on average do as well at KS2 as those with similar prior attainment.
* A positive score means pupils on average do better at KS2 as those with similar prior attainment nationally.
* A negative score means pupils on average do worse at KS2 as those with similar prior attainment nationally.

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| **Reading progress score** | School PP  -2.61 | National PP  0.32 | Pupils eligible for pupil premium in 2019 made less progress than the national average |
| **Writing progress score** | 2.01 | 0.27 | Pupils eligible for pupil premium in 2019 made more progress than the national average |
| **Maths progress score** | -2.49 | 0.37 | Pupils eligible for pupil premium in 2019 made less progress than the national average |



**End of KS1 attainment**

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| **Current attainment** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| % achieving expected attainment in reading, writing and maths | 62% | 67% |
| Reading | 77% | 76% |
| Writing | 62% | 71% |
| Maths | 69% | 71% |

Children eligible for Pupil Premium (26% in this cohort) are in line with national average for all children (65%)

**Year 1 Phonics**

27% of children in Year 1 were eligible for Pupil Premium

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| **Current attainment** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| % achieving expected attainment in phonics check | 62% | 70% |



The number of pupils exceeding expected progress is above national average in Writing.

Aside from the extra educational tuition we also used the pupil premium grant to enhance the children’s experience through a whole programme of subsidised educational visits and a wider range of After School Club activities incorporating sports, art and music, drama workshops and Debatemate.

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| **6. Review of expenditure: 2016/2017: Allocation for 2017/2018: £248,772** |

**Staffing £188,172**

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| **Provision** | **Objective** | **Outcomes** |
| Pastoral Care Manager | To provide pastoral support to the children and their families | Pastoral support is essential in our school and many families benefit from the support and guidance of our Pastoral Care Manager. She is the mediator between our families and the many external agencies involved with the school. A third of our school population receive pastoral intervention. Year 5 and Year 6 have reading buddies and have attended AMSI (Arts and Media School Islington).  Families continue to appreciate the support provided from the Pastoral Care Manager. |
| Inclusion Manager (0.5 Teaching/Interventions) | Co-ordinate and manage interventions across the school | Interventions Manager supported pupils across all subjects and levels to achieve their potential. Managed the staff carrying out interventions  Drawing and talking therapeutic one to one provision  Across the school a third of children accessed various interventions.  More information can be found in the curriculum and learning section. |
| SLT Responsible for Parental Engagement | To improve parental engagement | School continued weekly coffee mornings for parents covering a variety of topics. These included maths workshops for each year group which were very popular and phonics workshops in the early years. New Website is almost completed. App is ready to go live once website launched.  Parents attended after school activities. Parents provided good attendance at Open Mornings.  Parents view based on survey of 60 parents were overwhelmingly positive with a common theme of “Relationships between staff and children were very positive and support children’s learning. |
| Bilingual Parent Support Advisor | To engage with Somali families and to support Somali children in their learning | Assisted with the introduction of weekly coffee mornings and attended to encourage and support our Somali families.  Working with 22 children from Nursery through to Year 6. Supported a small group of Somali children with their maths and English.  These children learn English at a greater rate than children with EAL. |
| Attendance Lead | To improve attendance across the school | Continued to work on improving attendance from 95.2% to in line with the national target of 96%. |
| Education Welfare Service | To reduce number of persistent absentees | Home visits, telephone communications, social media contact, oversees system for legal procedures. Meets senior leaders to discuss strategies to get children into school at least fortnightly. Termly Analysis of Attendance and actions. |
| Additional Classes in Y2 to avoid vertically group them  Reception classes maintain small class sizes. | Maintain low pupil numbers for better impact, pupil premium in this year group is around 30%  Smaller classes sizes across Reception and Nursery where Pupil Premium is around 20% | Low pupil to adult ratios maintained.  Pupil Premium pupils benefit from smaller classes.  Reception maintained smaller class sizes and younger children have more peer role models. |
| Additional TA support in classes | To increase support in class and give greater flexibility for leading interventions.  Support with behaviour and focus groups during maths and literacy | Additional support in all year groups ensured greater flexibility for leading interventions.  Better behaviour support and impact on standards with more support for groups in class.  Year 2 results demonstrated excellent progress in KS1 and rising attainment particularly for the most able. |
| AHT out of class to support team teaching (0.5) | Improve the quality of teaching and learning  Model good practice  Small booster groups  Work with higher attaining writers | Targeted support resulted in more consistent teaching across the school. Year groups were given support in planning to tighten up on teaching and learning.  14% of children at the end of KS2 attained a higher standard in their writing.  Support in marking continued to be a main focus to enable children to move to the next steps and improvement continues to be seen in the books at the book looks at the end of the year. Children continue to be more engaged and know what they need to do to move on and value their work more and respond well to feedback from adults.  Data shows that progress is good and attainment is rising. |

**Curriculum & Learning £43,900**

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| Environmental tutor | Enrich the children’s learning by having practical experience in the school garden  Out of school activities to engage parents | Every year group accessed a session in the garden every term.  Parental engagement during weekend events.  Space in the garden given to parents to enable them to grow their own vegetables and/ or fruit. This is a particularly good resource for our families as very few have access to a garden or growing space. It also educates the children in knowledge of where their food comes from and the importance of healthy eating. |
| Continuation of phonics (Read, Write, Inc) and maths (Maths Makes Sense) and Literacy Training - programs – resourcing and training | To maintain high standards in maths and phonics | Phonics results for core children in Year 1 were 70.5%. 92% of children entered Year 3 with a secure phonics knowledge after 2 out of 4 children retaking phonics in Y2 passed.  End of Keys Stage 2 Maths outcomes shows a positive progress score demonstrating pupils on average do better at KS2 as those with similar prior attainment nationally. |
| Continuation of Debatemate | To enhance speaking and listening skills, which in turn will also have an impact on writing. | Higher than expected percentage of children achieving higher than expected standards in EAL oracy at end of KS2 |
| Easter School costing – TA and teacher time | To provide additional support to Y6 pupils across phonics, reading, writing and maths. | Easter school was run by two members of staff and take up was 70%. |

**Enhanced provision/ Enrichment £16,700**

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| After School Club subsidised to ensure access for all children | Widen the variety of after school clubs available to children.  Keep the cost of clubs low to enable maximum take up.  Offer free places to children who would not normally be able to attend. | 20 children received free places on after school clubs, some for the whole week, thus enabling parents to work without huge childcare costs and enabling parents to access further education. It also gave the pupils the opportunity to participate in new experiences.  Over the year there were on average 25 clubs a week for children to access. These included cooking, art, sports, music, drama, environmental, ICT and educational clubs.  Among other, clubs subsidised were two Mathletics clubs for all year groups and Debatemate. |
| Subsidised school trips and School Journey | Enable the school to access a wider variety of educational visits by taking away the cost restraints. | All year groups went on at least one educational visit per term. We were able to keep costs low by subsidising 50% of the costs and where necessary free places.  The variety of trips increased with many new venues being accessed including Kidzania, Canoe club, Golden Hinde and The Globe Theatre.  Y2 went on their annual seaside trip.  Year 6 had School Journey subsided to enable participation |
| Subsidised places in Breakfast Club | To encourage children who struggle with punctuality to get to school earlier.  To provide food for children who often come in to school without breakfast | 50% of Breakfast Club places are given to Children eligible for Pupil Premium. Punctuality has improved in those groups where the children access this provision.  More places are offered but take up is not 100%  A healthy breakfast is provided for children. |

**Summary of spending**

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| Staffing | £188,172 |
| Curriculum and learning | £43,900 |
| Enhanced provision | £16,700 |
| **TOTAL** | **£248,772** |

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| **7. Additional detail**: **2018/2019** |
| The number of FSM pupils continues to fall significantly due to changes in government policy. For this reason an early review of staffing has resulted in ensuring TA support is strategically placed throughout the school. |