

1. Summary information					
School	Lower Park School				
Academic Year	2018/19	Total PP budget	£ 13,160	Date of most recent PP Review	October 2019
Total number of pupils	282	Number of pupils eligible for PP	7	Date for next internal review of this strategy	April 2020

2.		Current attainment SAT's 2019			
Key Stage 2		Pupils eligible for PP Lower Park School 2017	Pupils Eligible for PP Nationally	Non PP Children (National)2019	
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING		1	Not yet available	73%	SS 104
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING		1	Not yet available	78%	SS N/A
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHS		1	Not yet available	79%	SS 105
% PUPILS ACHIEVING THE EXPECTED STANDARD IN RWM COMBINED		1	Not yet available	65%	
Key Stage 1:		0	Not yet available	Reading – 75% Writing- 70% Maths – 76%	
Phonics Screening Check Pass- No pupils		0	Not yet available	82%	

3. Barriers to future attainment (for pupils eligible for PP, including all abilities)		
In-school barriers (issues to be addressed in school)		
A.	To raise attainment in reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment. To raise attainment of PP children in Key Stage 2 data – targeted intervention in Maths and English.	
B.	To ensure expected progress of children who are PP and SEN where achieving Expected Standard is not obtainable through national testing –measure progress through Pira and Puma	
C.	To support PP children with focused intervention to reach GLD in Early Years	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	To support social and emotional development of PP children. To support development of cultural capital by supporting wider participation in activities outside of school curriculum.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment of PP children in Key Stage 2 data (all year groups) – targeted intervention in Maths and English	PP children will make expected progress from starting points or meet National Standard in the SATs in 2019. Year 6 PP children will make good progress from prior attainment or reach National expectation with intervention support. PP children in other year groups will have made good progress based on prior attainment or reach National Expectation. PP children receive targeted intervention in reading, writing and maths.

		PP children will achieve expected standard in the Key 2 assessments or make good progress from prior attainment in EYFS
B.	To ensure expected progress of children who are PP and SEN where achieving National Standards measure progress through Pira and Puma tests.	Clear progress of PP children with SEND will be evident through the use of PIRA and PUMA test. Staff will feel confident in delivering these tests.
C.	To support PP children with focused intervention to reach GLD in Early Years.	EYFS PP children will achieve GLD or make expected progress from baseline starting point.
D.	To support PP children with social and emotional barriers to learning.	PP children across the school will receive support with Emotionally Healthy Schools and Tools for Schools Interventions. PP children will have strategies to support them socially and emotionally. Parents of PP to receive support and strategies for managing social and emotional difficulties.

5. Planned expenditure: £12, 597					
Academic year		2019/2020			
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.To raise attainment of PP children in Key Stage 2 (Year Six) data – targeted intervention in Maths and English	To support PP children through the use of Booster support. 1:1 in Maths and English.	Historical track record of raising outcomes for PP children in KS2. Eg 2017 - 100% of Key stage 2 children achieved expected standard or above and more than expected progress with this support. In 2018, one PP, who did not make expected standard but did make more than expected progress. Providing small group work for pupils entitled to PP funding with an experienced teacher , focussing on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.	Careful timetabling of intervention targeted at PP children. TAs to run intervention groups in morning assembly and afternoon sessions following the CODE intervention, IDL and RM Maths. Teaching assistant and teacher to work 1:1 to ensure progress of PP children, measurable in the delivery of the PIRA and PUMA tests termly to measure progress.	JJ	Half Termly
B.To ensure expected progress of children who are PP and SEN where achieving National Standard is unobtainable (pupils in –measure progress through Pira and Puma tests.	To implement the termly use of PIRA and PUMA assessments for those PP children on the SEN register as an accurate measure of progress.	Recommended by Cheshire East SEND team as effective assessment approach. Useful for monitoring the impact of interventions for PP pupils.	Ensure teachers are aware of which PP children are also SEN. Ensure they are familiar in how to use the PIRA and PUMA assessments to measure progress – supported by SENCO	JJ	Half Termly

C.To support PP children with focused intervention to reach GLD in Early Years and in Phonics.	No PP EYFS children, this year. Three pupils in Year one so support phonics with the intent that all will pass the end of year screening.	Evidence shows early intervention diminishes the difference before the gap begins to widen as the child progress through the school.	EYFS lead to ensure intervention is targeted at PP children in the EYFS setting.	EC	Termly
D. To support PP children with social and emotional barriers to learning	Emotionally Healthy Schools/ Tools for Schools.	Evidence shows schools that work on improving Emotional Literacy have less need to resort to sanctions and punishments to try to 'manage' behaviour.	Whole staff training Educating children in resiliency and CBT approaches to managing social and emotional literacy. Weekly 'touch base' support for PP pupils.	JJ /KB	Half Termly
Total Budgeted cost					£5, 650

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To raise attainment of PP children in Key Stage 1 data – targeted intervention in maths and English	To support PP children in Year One through the use of CODE intervention and new Rising Stars Maths intervention programme.	PP in 2017 Key Stage 1 SATS reached National expectation. No PP took Sat's in 2018.	Careful timetabling of intervention targeted at PP children. TAs to run intervention groups in morning sessions and assembly sessions following the CODE intervention and Rising Stars.	EC	Half Termly
B.To evidence expected progress of children who are PP and SEN where achieving National Standard is unobtainable –measure progress through Pira and Puma tests	To implement the termly use of PIRA and PUMA assessments for those PP children on the SEN register as an accurate measure of progress.	Recommended by Cheshire East SEND team as effective assessment approach.	Ensure they are familiar in how to use the PIRA and PUMA assessments to measure progress – supported by SENCO.	JJ	Termly
C. To support PP children with focused intervention to reach GLD in Early Years	To target PP Year One pupils to make at least expected progress from ELG	Evidence shows early intervention diminishes the difference before the gap begins to widen as the child progress through the school.	Small group phonics sessions to support PP children.	EC	Half Termly
Total budgeted cost					£ £2800

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. To support PP children with social and emotional barriers to learning	Restorative approach to behaviour	Evidence shows schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.	Whole staff training Educating children in the Practical Approaches to managing feelings through KB and JJ to attend Mental Health First Aid training.	JJ	Termly

D. To support PP children with social and emotional barriers to learning	Social stories	Social stories help children to understand situations they may find difficult or to help children understand what will happen in a new social situation or how they could have behaved differently in certain situations.	SEND co to support staff in understanding of social Stories. KB to co-deliver with Tools for Schools as training for in-house delivery. 1:1 social stories	JJ/KB	Half termly
D To support PP children with social and emotional barriers to learning with assigned key worker.	Bubble Room	PP Pupils to have established Key Worker, who is regularly available for ensuring continuity of social and emotional coaching.	Lunchtime supervision of Bubble Room by teacher/ PP TA Lego Therapy Swimming changing supervision 1:1	JJ/KB	Weekly
D To support enrichment activities for PP children.	Tennis lessons, music tuition, panto, school day trips, residential visits, yoga, African drumming workshop.	To ensure full inclusion for PP children in enrichment activities. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.	As and when needed.	IC/FP	
Total budgeted cost					£ 4,284

6. Review of expenditure. Received: £13,160

Previous Academic Year **2018/2019**

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. To raise attainment in Reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment or progress from starting points	To embed a framework to maximise outcomes for all children in reading, writing and maths combined from their individual starting points resulting in an increase from 71% to 75% RWM combined.	KS2 One PP, who pupil made above expected progress in reading and maths in KS2 Sat's.	KS1 Approach to be continued. KS2 Approach to continue – targeted support in booster groups to support PP children with J Jones. Careful timetabling of intervention has been targeted at PP children. With intervention and support, the one PP Pupil made above expected progress in reading and maths in KS2 Sat's. PP children in other year groups have made good progress based on prior attainment or reached National Expectation.	£4939 (UKS2) £4600 (TA LKS2 and KS1) £570.37 (Resources to support Learning)
B. To diminish the difference in attainment between pupil premium attainment and other children	Use known effective strategies in whole class quality first teaching to support PP children. -highly focused lesson design with sharp objectives -high demands of pupil involvement and engagement with their learning -high levels of interaction for all pupils -appropriate use of teacher questioning, modelling and explaining -an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups -an expectation that pupils will accept responsibility for their own learning and work independently -regular use of encouragement and authentic praise to engage and motivate pupils.	Met – in class support is highly effective.	Approach to continue.	

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)	
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<p>C. To support PP children with focused intervention to reach the national standards in phonic screening check</p>	<p>Small group phonics sessions to support PP children.</p> <p>Small groups phonics sessions to continue to support children who did not reach phonics expected standard for year.</p>	<p>All PP pupils were in line with exp standard in phonics by the end of Reception.</p>	<p>Met – approach of small group phonics sets and CODE intervention to continue.</p> <p>TAs run intervention groups in morning assembly and afternoon sessions following the CODE intervention, IDL and RM Maths.</p> <p>TA support needs to continue.</p> <p>KS1 Pupil Premium pupil achieved exp standard in Reading, Writing and Maths.</p>	<p>£ 600 (Code and Maths intervention)</p>
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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
<p>D. To support PP children with social and emotional barriers to learning</p>	<p>Restorative approach to behaviour</p>	<p>Restorative approach to continue to be embedded.</p> <p>Lanyards include the restorative questions Restorative Pack introduced.</p>	<p>Training received by Jen Hoe from, 'Happy Kids' Parents of PP to receive support and strategies for managing social and emotional difficulties through a parent workshop on using mindfulness in school and at home. Another workshop has been requested.</p>	<p>£1200 (Counselling) £306 (Bubble Room resources)</p>
<p>D. To support PP children with social and emotional barriers to learning</p>	<p>Social stories</p>	<p>Used with PP children in support groups</p>	<p>Approach to be continue and to be developed further. Cool Connectives and resiliency Bucket courses from Cheshire East, Emotionally Healthy Schools' have successfully been implemented. Co- delivered in the first instance and delivered 'in house' by TA</p> <p>PP children across the school have received support with Emotionally Healthy Schools and Tools for Schools Interventions.</p> <p>PP children have been taught strategies to support them socially and emotionally.</p> <p>Whole School training with, 'Happy Kids' schools.</p>	<p>£1000 (TA)</p>

	<p>Tennis lessons, music tuition, panto, school day trips, residential visits, yoga, African drumming workshop.</p>	<p>To ensure full inclusion for PP children in enrichment activities. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>Approach to continue as and when pupils need it.</p>	<p>Residentials £120 Tennis £84 Dodgeball £84 Drumming £110</p> <p>Total: £13,613.37</p>
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