

## Spend

### Salary allocation:

This amount includes the following roles:

**Nurture Manager** (4 afternoons/week) – Our nurture manager supports vulnerable pupils each afternoon through SEAL and Nurture (personal, social & emotional support) groups for targeted pupils across school. In addition to this she provides support to the families of these pupils where appropriate.

**EAL support** (50%) – Our EAL mentor works across the school supporting in class and with small groups. She works to more intensively in foundation stage and key stage one to ensure early language development of pupils where English is an additional language.

**Safeguarding and Attendance Officer** (100%) – Our attendance officer works with families where the attendance of pupils is less than 95%. She monitors data, conducts support meetings with families and develops school strategies to increase attendance through awareness.

**Sports Coach** (75%) – Our Sports coach provides additional sporting opportunities across school during lunchtime and afterschool.

**Forest School Leader** (25%) – Our forest school leader develops and maintains the area and plans and delivers forest school lessons for pupils across the school. Providing pupils with experiences to draw upon during lessons and develops important skills such as collaboration, problem solving, & leadership.

**Senco** (30%) – Our SENCo works to ensure that all pupils with special educational needs are appropriately catered for through differentiation, appropriate intervention and careful planning. She line manages the learning support staff, liaises with external agencies and parents, delivers training and monitors progress.

**Parental liaison** (50%) – The front office staff provide our parents with information, assistance, support and advice on a daily basis.

**Learning support intervention: £36,838**

In each year group our learning support staff carryout small group interventions to support children to meet their targets in reading, writing and mathematicss.

**Curriculum resources: £10,000**

This amount is allocated to allow staff to provide pupils with appropriate resources to support teaching and learning across the curriculum.

**Enrichment: £5,000**

This amount is allocated to provide pupils with enrichment experiences e.g. theatre visits, holiday play scheme places, trips, visiting authors.

**Breakfast Club places (10): £2530.00**

These places are allocated to support low attending pupils or low earning families so that pupils have breakfast.

**Family learning: £2000.00**

Parents of our reception pupils are invited to weekly family learning sessions. This will develop family relationships with the school, inform parents of our processes, policies and the curriculum. It will also provide ideas to help parents to support their children at home. These sessions are planned, led and resourced through pupil premium.

**Equipment: £5000.00**

This includes ICT, uniform, sensory, nurture, forest school, playground and EAL support materials for use in school and at home including basic stationary resources.

**Transition intervention: £5400.00**

This amount will be allocated to supporting our pupil premium children in their transitions into, across and out of Old Park Primary. This will enable us to hold support groups and preparation sessions with pupils (High school Cool), parent meetings, pupil pre-visits for particularly vulnerable pupils that struggle with change.

## **Impact**

Based on end of 2016 academic year performance

### **End of KS2 results (22/58 pupils)**

#### **Progress KS1 – KS2**

(0 = national average, negative figures show **below** national average results, positive show **above**)

#### **Reading**

Whole cohort: 1.65

Disadvantaged: 2.35

Low, middle and high attainers: all groups achieved progress results **above** the national average.

#### **Writing**

Whole cohort: 0.28

Disadvantaged: -0.49

Low achievers (3 pupils): -0.45 just below national

Middle achievers (17 pupils): -0.63 just below national

High achievers (2 pupils): 0.61 above national

#### **Maths**

Whole cohort: 0.72

Disadvantaged: 0.17

Low achievers (3): -3.4 below national

Middle achievers (17): 0.65 just above national

High achievers (2): 1.51 above national

#### **Disadvantaged Pupil Progress**

**Strengths:**

Disadvantaged pupils made better than the national average progress in reading.  
Middle and high achieving disadvantaged pupils made better than average progress in Maths

*Area for development:*

*To close the gap in progress for disadvantaged low and middle attainers in writing.*

### **Disadvantaged Pupil Attainment at KS2 2016 (22/58 pupils)**

Disadvantaged vs in school whole cohort and national (the school & national figure includes all pupils not just disadvantaged)

#### **Reading**

65% expected+ (-8% school gap, -1% national gap)

30% high attaining (-5% school gap, +11% national gap)

#### **Writing**

70% expected (-10% school gap, -4% national gap)

4% greater depth (-4% school gap, -11% national gap)

#### **Maths**

78% expected (-12% school gap, +8% national gap)

9% high attaining (-6% school gap, -8% national gap)

#### **Disadvantaged Pupil Attainment**

##### **Strengths:**

The school had a more disadvantaged pupils achieve higher scaled scores (high attainers) in Reading than pupils nationally. In Maths disadvantaged pupils achieved a higher % of expected+ than the national average.

*Area for development:*

*To close the gap in attainment for disadvantaged high attainers in Writing and Maths*

## **Reading Writing and Maths combined**

Disadvantaged:

48% expected (-19% school gap, -5% behind the national average, all pupils)

4% high attaining (-1% school gap, -1% behind the national average, all pupils)

### *Strengths*

*Our disadvantaged pupil perform very closely the national average in combined R,W & M. This national average includes all pupils nationally not just disadvantaged.*

### *Area for development:*

Our disadvantaged pupils perform considerably below their school peers in R, W & M combined and this gap must be lessened.

## **Spelling Grammar & Punctuation**

Disadvantaged:

83% expected (-5% school gap, +11% above the national average)

22% high attaining (-6% school gap, +5% above the national average)

### *Strengths*

*Our disadvantaged pupils perform better than all pupils nationally in the SPAG test*

### *Area for development:*

*Our disadvantaged pupils perform below our school average and we will continue to work to lessen the gap.*

## **Science (Teacher Assessment)**

Disadvantaged:

87% expected (-5% school gap, +6% national gap)

### *Strengths*

*Our disadvantaged pupils perform better than all pupils nationally in science*

*Area for development:*

*Our disadvantaged pupils perform below our school average and we will continue to work to lessen the gap.*

**End of KS1 results (19/60 pupils)**

**Disadvantaged Pupil Attainment at KS1 2016 (19/60 pupils)**

**Reading**

Disadvantaged:

68% expected (-4% school gap, -6% national gap)

16% higher attaining (-7% school gap, -8% national gap)

**Writing**

Disadvantaged:

58% expected (-9% school gap, -7% national gap)

5% higher attaining (-7% school gap, -8% national gap)

**Maths**

Disadvantaged:

74% expected (-1% school gap, +1% national gap)

11% higher attaining (-11% school gap, -7% national gap)

**Science**

Disadvantaged

84% expected (-4% school gap, -2% national gap)

*Strengths*

*At the expected level our disadvantaged pupils perform better than all pupils nationally in maths.  
In all but one measure (high attaining mathematicians), the disadvantaged pupils perform within 10% of all pupils nationally.*

***Area for development:***

*In all areas we need to continue to work to lessen the gap between our disadvantaged pupils and the whole cohort.*

**Phonics Screen Y1**

*Disadvantaged (number of disadvantaged pupils: 23/90, 2016)*

*Expected:*

*2014: 91%*

*2015: 72%*

*2016: 65% (- 13% school gap, -15% national gap)*

***Area for development:***

*To close the gap in achievement between disadvantaged and other children in phonics*

**Phonics by the end of year 2 - 2016 (19/60 pupils)**

Disadvantaged:

2016: 84% (2 pupils did not achieve the expected standard in phonics)

2% below the national percentage for disadvantaged pupils.

**EYFS 2016**

**Free School Meals**

Pupils achieving a good level of development:

Free School Meals (10/60)

40% expected (-22% school gap, -29% national gap)

In reception achievement for FSM pupils is declining on a 3 year trend

**Area for development**

To close the gap between Free School Meals pupils and the whole cohort.

As is the trend at Old Park, disadvantaged pupils enter the school with low baselines. Over their time at Old Park the gap is closed due to quality first teaching, focused intervention and a large investment in supporting vulnerable pupils and families with SEMH needs.

However, we cannot be complacent and we have identified downward trend for disadvantaged pupils in Phonics and EYFS. Our current school improvement plan has identified these areas and current pupils are being closely tracked to ensure that this trend is quickly reversed.