



Pupil Premium Strategy 2017/2018

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.

We have 42 different ethnicities in the school, Somali being the predominant (23%) and White British (10%), Turkish (9%), Black other (8%) and Bangladeshi (8%) the next highest.

52% of our children are eligible for pupil premium funding. This is a difference of 20% 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.

Attendance is a constant challenge in the school and we continue to endeavour to support our families with this, with the result that there has been an increase compared to last year with the school meeting it's target of 96.2% compared to 96% last year.

1. Summary information					
School	Pooles Park Primary School				
Academic Year	2017-18	Total PP budget	£290,080	Date of most recent PP review	October 2017
				Date for next internal review of this strategy	July 2018

2. Current attainment			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (6 pupils)</i>	<i>All pupils</i>
% achieving in reading, writing and maths	41% (67% National average)		40% (61% National average)
Progress score in reading from KS1 to KS2	-1.24	3.64	-0.8 (0.33 National average)
Progress score in writing from KS1 to KS2	3.06	2.27	2.75 (0.18 National average)
Progress score in maths from KS1 to KS2	0.31	1.97	0.40 (0.28 National average)



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 issues
External barriers	
	Overcrowded housing
	Low family income
	Low level of attainment on entry

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Maintain levels of progression through low pupil to adult ratios Effective staff support in place	Challenge for PP children is well-pitched in lessons based on timely, effective assessments
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 PP children achieving national expectations Attendance support in place for identified families
C	Effective staff support in place All PP pupils 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 used to identify strategies for PP children to make at least expected progress Progress towards support plans and targets reviewed termly
D	Effective staff support in place Maintain positive relationships & home-support for pupils' learning for the school's largest ethnic group All PP pupils 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 Pastoral Care register shows support in place to meet identified needs Monitoring and tracking shows impact of support



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, phonics & spelling programmes – introduction of new maths Inspire programme	To maintain high standards in maths, phonics & GPS	Through support by SLT & a project with NCETM for maths. Half-termly assessments & streaming for phonics	LC JH	£15,000	MA: termly Phonics: Half-termly
	Continuation of literacy scheme	To boost results in writing – the main area for development across the school.	Through observations, learning walks, pupil progress meetings & evidence in books	JH	£7,500	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 £3,000	£x per year – in line with pupil progress meetings
	Purchase of smart technology	Access for all pupils to technology to support engagement & assessment	Through working within the LA to enhance delivery & monitoring by ICT Leader	JH & BL	£6,000	Termly
	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		£61,500	

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	Use of additional TA	Provide effective teaching	Increase support in class &	MP		Termly Pupil Progress Reviews



support in place	support in classes	support, feedback and next steps leading to improvement High mobility rates of children entering mid-year	class based support delivered Children new to school assessed within 2 weeks			
Maintain levels of progression through low pupil to adult ratios	Sustain the provision of two Year 1 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	Continue to improve attendance – annual target 96.2%	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 PP pupils with additional needs achieve the goals of the support plans	Leadership time allocation and professional liaison in identifying, monitoring and implementing support plans	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 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		£194,080	



6. Review of expenditure

Previous Academic Year

I Quality teaching for all

Desired outcome	Chosen action / approach	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)	Cost

II Targeted support

Desired outcome	Chosen action / approach	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)	Cost

III Other approaches

Desired outcome	Chosen action / approach	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail *(in this section annex or refer to additional detail used to inform the statement above)*

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.