

PINFOLD STREET PRIMARY SCHOOL PUPIL PREMIUM SPENDING

September 2018 – July 2019

Action	Success criteria	Impact	Resources & costs																														
a) Staff salaries																																	
TAs to take intervention groups to accelerate progress in identified areas	Higher standards and accelerated progress evident in core subjects across the school.	<p>Interventions run: handwriting, phonics, writing, maths gaps, spellings and reading. (Sum 19)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>INT</u></th> <th style="text-align: left;"><u>Exp prog</u></th> <th style="text-align: left;"><u>Impact</u></th> </tr> </thead> <tbody> <tr> <td>Y1 Phonics steps</td> <td>2 steps</td> <td>2.2</td> </tr> <tr> <td>Y1 Writing steps</td> <td>2 steps</td> <td>2.5</td> </tr> <tr> <td>Y2 Maths steps</td> <td>2 steps</td> <td>2.4</td> </tr> <tr> <td>Y3 Reading steps</td> <td>2 steps</td> <td>2.3</td> </tr> <tr> <td>Y3 Maths steps</td> <td>2 steps</td> <td>1.3</td> </tr> <tr> <td>Y3 Writing steps</td> <td>2 steps</td> <td>2.3</td> </tr> <tr> <td>Y4 Writing steps</td> <td>2 steps</td> <td>1.6</td> </tr> <tr> <td>Y6 Maths steps</td> <td>2 steps</td> <td>3.2</td> </tr> <tr> <td>Y6 Writing steps</td> <td>2 steps</td> <td>3</td> </tr> </tbody> </table> <p>Most interventions accelerated progress</p> <p>(For specific intervention breakdown – see data)</p>	<u>INT</u>	<u>Exp prog</u>	<u>Impact</u>	Y1 Phonics steps	2 steps	2.2	Y1 Writing steps	2 steps	2.5	Y2 Maths steps	2 steps	2.4	Y3 Reading steps	2 steps	2.3	Y3 Maths steps	2 steps	1.3	Y3 Writing steps	2 steps	2.3	Y4 Writing steps	2 steps	1.6	Y6 Maths steps	2 steps	3.2	Y6 Writing steps	2 steps	3	40% of salary costs of TAs £112,000
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TAs to run learning clubs before school to accelerate progress in identified areas	Children identified as requiring additional support with problem solving, handwriting, fine motor and reading attend morning clubs	<p>Breakfast clubs run: handwriting, Maths solve it problem solving, fine motor, reading and writing.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>INT</u></th> <th style="text-align: left;"><u>Exp prog</u></th> <th style="text-align: left;"><u>Impact</u></th> </tr> </thead> <tbody> <tr> <td>Y3 Solve it Maths steps</td> <td>2 steps</td> <td>2.2</td> </tr> <tr> <td>Y4 solve it Maths steps</td> <td>2 steps</td> <td>2</td> </tr> <tr> <td>Y5 solve it Maths steps</td> <td>2 steps</td> <td>2.2</td> </tr> <tr> <td>Y6 solve it Maths steps</td> <td>2 steps</td> <td>2.4</td> </tr> <tr> <td>Y4/5 Reading steps</td> <td>2 steps</td> <td>2.2</td> </tr> <tr> <td>Y1 Writing steps</td> <td>2 steps</td> <td>2.1</td> </tr> </tbody> </table>	<u>INT</u>	<u>Exp prog</u>	<u>Impact</u>	Y3 Solve it Maths steps	2 steps	2.2	Y4 solve it Maths steps	2 steps	2	Y5 solve it Maths steps	2 steps	2.2	Y6 solve it Maths steps	2 steps	2.4	Y4/5 Reading steps	2 steps	2.2	Y1 Writing steps	2 steps	2.1										
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		<p>Y5 Maths Gaps 2 steps 1.3 steps</p> <p>Y2 Writing 2 steps 2.5 steps</p> <p>Y5 Reading 2 steps 2.2 steps</p>																												
Identified senior staff to reduce group sizes in Year 5 and Year 6 (and thereby improve standards)	Higher standards and accelerated progress evident in core subjects in Year 6	<table border="1"> <thead> <tr> <th>Progress</th> <th>R</th> <th>Wr</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>80</td> <td>100</td> <td>97</td> </tr> <tr> <td>Accelerated</td> <td>64</td> <td>53</td> <td>70</td> </tr> </tbody> </table> <p>High levels of accelerated progress leading to our highest standards since the new SAT testing. Reading increase EXS of 6% - this remains a priority for next academic year. Writing increase in EXS of 7%. Maths increase EXS of 3%. RWM combined increase of 6%.</p> <p><u>Attainment of PP</u> Standards in Sept 18</p> <table border="1"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>37</td> <td>44</td> </tr> <tr> <td>0</td> <td>0</td> <td>11</td> </tr> </tbody> </table> <p>Standards in SATs 19</p> <table border="1"> <tbody> <tr> <td>47</td> <td>73</td> <td>67</td> </tr> <tr> <td>24</td> <td>13</td> <td>30</td> </tr> </tbody> </table> <p>Reading remains a priority for next academic year.</p>	Progress	R	Wr	M	Expected	80	100	97	Accelerated	64	53	70	R	W	M	55	37	44	0	0	11	47	73	67	24	13	30	60% of salary costs of SMT £68,000
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English, Maths and SEN co-ordinators to provide planning and strategic support for all staff	Planning and delivery of lessons more closely linked to formative assessments; clarity of progression is improved.	Data identified focus year groups and the English and Maths coordinators timetabled to work with the identified year groups. They have provided high quality support with planning and teaching. SEN coordinator attended pupil progress meetings and suggested a wide variety of teaching strategies to target SEND children.																												
Parent Support Workers to focus on engaging with parents/carers of vulnerable and disadvantaged families	Higher levels of engagement with hard to reach families, resulting in improved attendance, higher standards and accelerated progress	95.4% attendance, which is in-line with national. All pupils groups have similar attendance. No group of pupils are vulnerable for attendance.	50% of salary costs of PSA £34,000																											
b) Educational resources																														
To improve educational resources and equipment in English	Library is stocked with sufficient books for all stages on the accelerated reader programme. Varied celebration activities to motivate pupils to take part in the Family Reading Challenges	<p>Library books ordered with a sufficient number for each stage on the accelerated reader programme. The school reading format is due to be changed next academic year.</p> <p>Family reading challenge was very successful, with parental participation the highest ever. A total of 147 children took part in the Summer challenge. This has increased term on term.</p>	£2000																											

To improve educational resources and equipment in Irresistible Learning	IL topics fully resourced with costumes and artefacts. Engagement and interest increased. Books demonstrate teaching and learning is at least 'good'.	Topic weeks delivered in school with objectives in line with the new curriculum. All year groups were assigned a budget and ordered a wide variety of artefacts to ensure well-resourced topics. IL monitoring from Sept 18 shows that topics have a clear journey, presentation of work is good and coverage of specific skills is positive. Teaching and standard of work is good. All classes have dedicated topic walls and pupil enjoyment in topic is positive.	£2000																								
c) Parent support																											
Provide/part-pay for Read Write Inc. homework resources for supporting children's English at home	Higher levels of engagement with hard to reach families, resulting in improved attendance, higher standards and accelerated progress	RWI to be launched next academic year – Sept 2019. Funds re-allocated.	£1700																								
Provide learning hospitality	Parents feel welcome and catered for at events therefore will attend more frequently	The amount of parents attending events has increased. Events included: Marvellous Me Workshops for parents through our collaboration with Walsall Housing Group Family Days: Macmillan Coffee afternoon, Autumn Fun Day, Pumpkin Fest, Christmas Fayre, Easter Carnival and Summer Fayre Reading Showcases: Parents invited in to see how we teach phonics and reading Pinfold's Got Talent RESPECT Assemblies Awards Evening	£900																								
d) Parent engagement to improve attendance																											
Provide motivational prizes for improved attendance	Improved global attendance; improved attendance of identified children/families. Improved attendance – family cinema vouchers, 2 per year group each term 100% attendance trip	100% attendance trip was attended by 42 children this year. Global attendance has increased, authorized and unauthorized absences have decreased when compared to last year. PP attendance is 94.9% - which is higher than national. (July 19)	£2,000																								
<table border="1"> <thead> <tr> <th></th> <th>Summer Term 2017</th> <th>Summer Term 2018</th> <th>Summer Term 2019</th> </tr> </thead> <tbody> <tr> <td>Number on roll</td> <td>420</td> <td>415</td> <td>423</td> </tr> <tr> <td>Global attendance</td> <td>96.1%</td> <td>95.5%</td> <td>95.7%</td> </tr> <tr> <td>Authorised absences</td> <td>3.0%</td> <td>3.1%</td> <td>3.0%</td> </tr> <tr> <td>Unauthorised absences</td> <td>0.9%</td> <td>1.4%</td> <td>1.3%</td> </tr> <tr> <td>No. of Persistent absentees</td> <td>25</td> <td>37</td> <td>27</td> </tr> </tbody> </table>					Summer Term 2017	Summer Term 2018	Summer Term 2019	Number on roll	420	415	423	Global attendance	96.1%	95.5%	95.7%	Authorised absences	3.0%	3.1%	3.0%	Unauthorised absences	0.9%	1.4%	1.3%	No. of Persistent absentees	25	37	27
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e) Extra-curricular tuition																											
Pay for extra-curricular tuition in English and Maths for identified disadvantaged pupils (including Looked After Children)	Pupils who are struggling to make expected progress to receive after school booster sessions – improved progress measures. Additional sessions for pupils over the holidays to address gaps	BOOSTER <u>Exp prog</u> <u>Impact</u> Y1 Phonics 2 steps 2.2 steps	£12,000																								

Pay for extra-curricular tuition (Children's University) in English and Maths for identified Year 6 disadvantaged pupils	identified in assessments during Spring term. To keep pupils focused and motivated during the lead up to SATs.	<table border="0"> <tr><td>Y1 Writing steps</td><td>2 steps</td><td>2.5</td></tr> <tr><td>Y2 Maths steps</td><td>2 steps</td><td>2.4</td></tr> <tr><td>Y3 Reading steps</td><td>2 steps</td><td>2.3</td></tr> <tr><td>Y3 Maths steps</td><td>2 steps</td><td>1.3</td></tr> <tr><td>Y3 Writing steps</td><td>2 steps</td><td>2.3</td></tr> <tr><td>Y4 Writing steps</td><td>2 steps</td><td>2</td></tr> <tr><td>Y6 Maths steps</td><td>2 steps</td><td>3.2</td></tr> <tr><td>Y6 Writing steps</td><td>2 steps</td><td>3</td></tr> </table> <p>Pinfold University was successful and attended by 36 children in total. Of the children who attended:</p> <p>Reading = 22/36 (62%) children achieved EXS or GDS. Average progress = 6.6</p> <p>Writing = 30/36 (83%) children achieved EXS or GDS. Average progress = 6.9</p> <p>Maths = 29/36 (81%) children achieved EXS or GDS. Average progress = 7.3</p>	Y1 Writing steps	2 steps	2.5	Y2 Maths steps	2 steps	2.4	Y3 Reading steps	2 steps	2.3	Y3 Maths steps	2 steps	1.3	Y3 Writing steps	2 steps	2.3	Y4 Writing steps	2 steps	2	Y6 Maths steps	2 steps	3.2	Y6 Writing steps	2 steps	3	
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f) Nurture																											
Nurture / personal intervention sessions run for targeted pupils.	Pupils have access to trained staff to provide nurture	These sessions did not run and will be a priority next academic year. Funds re-allocated.	£3,000																								
g) Contribution to educational visits																											
Subsidise educational visits and visitors	Evidence of curriculum enhancement and increased experiences through visits and residential. Confidence and self-esteem levels improved. Interest in 'extra-curricular' activities increased. Hard to reach pupils engaged.	<p>2018/19 residential:</p> <p>France (Y6) Brynti (Y5) Chester (Y4)</p> <p>2018/19 topic related trips were subsidized in all year groups to make the trip affordable to our families. Brynti outreach day Year 4. Year 5 and Year 6 Football team – third place in Darlaston Police competition. Varied charity days.</p>	£10,000																								
h) Playgrounds																											
Provide/part-pay for playground equipment and resources to improve behaviour at lunchtimes	Improved and enhanced behaviour and motivation at lunchtimes. Increased enjoyment and team skills when playing. Pupils have had a productive time and physical activity therefore are ready for learning in the afternoon	Lunchtime detention tracking show a reduction of almost 50% of serious incidents. <u>2017 – 18</u> 39 pupils received a detention. <u>2018 – 19</u> 21 pupils received a detention.	£4,000																								

		A number of new lunchtime games and activities were launched including the use of a Sports Coach one day per week to run activities. New playground equipment was purchased such as: hula-hoops, variety of balls, skipping ropes, stilts etc.	
i) Curriculum enrichment			
Develop eco area/school animals to enhance children's experiences	Increased interest in outdoors, environment and wildlife, evident. Increased self-esteem observed. Hard to reach pupils engaged.	Children accessed the school farm, which now houses many animals. Eco Area and Farm was open at lunchtime for children to engage with animals and the outside environment.	£3,000
Lego robotics	Pupils in Y3-6 develop their coding skills and problem solving strategies.	All classes in Key Stage Two attended Lego robotics sessions and developed their understanding of coding and problem solving.	£4,500
Enrichment through technology	Pupils in Year R – 6 have two enrichment days to enrich a chosen topic through technology (podcasts, short films, digital media etc)	Pupils were fully engaged in sessions and were motivated.	£10,000
		Y6 Design a ferris wheel with a spinning mechanism – DT	
		Y5 Digital music – Science Natural disasters: Planet Earth Earthquakes/ Volcanoes Music/Soundscape	
		Y4 Podcasting – Geography Day 1 – research, scripting and techniques. Day 2 - recording, editing and performing	
		Y3 Minecraft – Stone Age building structures	
		Y2 E-books – English The Bog Baby and Science environmental awareness	
		Y1 Film making – English Scarecrows Wedding	
		YR Animations – English The Gruffalo's Child	
Enrichment through the arts	Pupils will go to the theatre and Symphony Hall (where possible) to develop/ignite interests and aspirations for the arts.	Following enrichment: YR – Symphony Hall Dinosaurs Live Y1 – Symphony Hall Ballerina Royal Ballet Y2 & Y3 – The Rep Wizard of Oz Y4 – Chester residential Y5 – Leicester Space Museum Y6 – Grand Theatre Awful Auntie	£6,000
Develop musical experiences (e.g. through Stringcredible workshops) to enhance children's experiences	Musical learning opportunities and experiences have been widened. Increased interest in different types of music and playing musical instruments.	Stringcredibles did not visit but will be booked for next academic year. Funds re-allocated. Workshop with The Grand Theatre – leading to published and displayed work.	£6,000
Develop artistic experiences (e.g. through workshops with an artist) to enhance children's experiences	Artistic learning opportunities and experiences have been widened through working with a talented artist. Improved modelling of artist	No artists visited the school. Funds re-allocated to Shakespeare workshop.	£6,000

	skills and ignite passion for art within children.	Shakespeare Fortnight which led to a whole school production of A Midsummer Night's Dream.	
Develop poetry writing and experience through work with Andy Tooze	Poetry writing opportunities and experiences have been widened. Children enjoy and write poetry.	Poetry fortnight - Andy Tooze visited the school and worked with all classes to develop poetry skills. Children increased enjoyment in poetry and produced good work.	£3,000
		Total Spend	£289,400