

### **How we spend the Pupil Premium Funding**

At Park Road we work hard to ensure that we use the funding to make the most impact for our children. We direct the funding to the three areas below.

#### Enhancing children's core skills

- Quality First Teaching provided by the class teacher supported by comprehensive staff development.
- Additional Teaching Assistant support.
- 1:1 and small group intervention support by qualified and experienced TA's for English and maths
- Additional teacher for reading, writing and mathematics interventions across school
- 1:1 and small group intervention support by qualified and experienced TA's for Specific needs (communication / social/emotional etc)
- Additional Speech and Language /Educational Psychology as required.
- 1:1 interviews with learning mentor to support learning and drive progress.

#### Enrichment experiences

- School trips and activities
- Extra-curricular clubs and activities
- Trafford Music Service deliver whole class instrumental lessons

#### Supporting families and communities

- SLT's role in pastoral support
- After School / Breakfast / Holiday Club places for families in need of additional support

### **Monitoring the impact of Pupil Premium Funding**

Mrs Walmsley (Headteacher) has overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority.

Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. The DFE also analyse our school data and compare our results to national data.

### Year 6 SATs: We had 3 disadvantaged children in this cohort in 18-19

	Park Road 2018 - 2019		National 18-19 (All Pupils)
	PP Pupils (3)	Cohort (34)	
% pupils attaining <b>Age Related Expectations</b> in Reading, Writing and Maths	100%	94%	65%
% pupils attaining <b>Age Related Expectations</b> in Reading Writing Maths Grammar, Punctuation and Spelling	100%	94%	73%
	100%	100%	78%
	100%	100%	79%
	100%	100%	78%
% pupils attaining <b>Greater Depth</b> in Reading Writing Maths Grammar, Punctuation and Spelling	0	44%	27%
	0	41%	20%
	100%	62%	27%
	67%	94%	36%
Average <b>Scaled Score</b> in Reading Writing Maths Grammar, Punctuation and Spelling	106.3	109	105.5
	-	-	-
	112 (GD)	109	106.1
	112.6 (GD)	115	106.3
Average <b>Points Progress</b> in Reading Writing Maths	0.82	2.0	0.32
	-0.32	2.3	0.27
	6.20	2.8	0.37

### Year 2 SATs : We had 1 disadvantaged Child this year

	National Standard (Teacher Assessment)			Raw Test Score			Progress (against our Scaled Scores – expected progress is 10 pts)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Child A	PKS	PKS	WT	n/a	n/a	n/a	10 pts	10pts	8 pts

**Phonics Test:** We had 2 disadvantaged Children in Year 1 this year. Child A did not achieve the Phonics Screening Check and had a score of 12/40. This child also has SEN. Child B did achieve the phonics screening Check.

**Foundation Stage Profile:** We had 1 disadvantaged child in Reception.

Child	LA	U	S	MH	HSC	CSA	MFB	MR	R	W	N	SPM	PC	W	T	EMM	BI
A	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	3	3

1= below GLD 2=Achieve GLD 3=Above GLD

Child A: Achieved a GLD in all the early learning goals – in 3 areas they achieved above GLD.

## Other KS2 Years

Child	Reading			Maths			Writing	
	Standardised score	Point Score	Progress Points	Standardised score	Point Score	Progress Points	Point Score	Progress Points
A (Y3)	128	36	11	134	35	10	34	11
B (Y3)	115	34	9	113	33	9	32	10
C (Y3)	111	35	11	125	35	11	34	11
D (Y4)	102	42	10	115	44	10	43	11
E (Y4)	119	45	10	120	45	10	44	10
F (Y5)	112	54	11	116	53	10	52	10

- Expected progress = 10pts each year
- Standardised Score NFER

We are delighted that disadvantaged pupils continue to achieve well, often above National and Trafford Averages . We are proud to have enabled all our children to make such good progress in their key skills and are confident that this firm foundation will help them continue to make strong progress.