

Pupil premium strategy statement (primary)

1. Summary information					
School	Ashton St. Peter's CoE VA Primary School				
Financial Year April-April	2019-2020	Total PP budget	£31,680	Date of most recent PP Review	
Total number of pupils	198	Number of pupils eligible for PP	22	Date for next internal review of this strategy	

Attainment – end of 2019			
Whole school comparisons – 21 pupils PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>
% achieving in reading, writing and maths	16/21= 76 %	118/175= 67%	65% (KS2 2019)
% making progress in reading	16/21= 76 %	148/172= 86%	
% making progress in writing	16/21= 76 %	144/172= 84%	
% making progress in maths	18/21= 86 %	152/172= 88%	

2. Barriers to future attainment (for pupils eligible for PP, including high ability) - taken from Provision Maps and discussion with staff	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils with significant pastoral needs being ready to learn in class. (Being in a secure place mentally/emotionally)
B.	Limited speech and language skills which impacts on learning.
C.	Gaps in prior learning due to a range of circumstances - poor punctuality or attendance, school mobility
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Habitual lateness /attendance not hitting targets.
E.	Lack of access to resources such as books, life experiences.
F.	Lack of access to positive role models.
G.	Lack of regular routines reading, homework, spellings, having correct equipment in schools.(e.g P.E equipment).

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	In all year groups pupils in receipt of Pupil Premium will meet or exceed targets.	End of year assessments will at least match predictions.
B	At the end of KS2 Pupil Premium pupils will make at least expected progress from KS1 outcomes	All pupils will have met their target based on prior attainment.
C	Disadvantaged pupils who have identified issues related to punctuality and attendance - these KPI will improve	The individual tracking data for identified pupils will show improvement.
D	Pupils emotional well-being needs are met.	Pupils and parents continue to engage with pastoral interventions provided until it is felt necessary by either the mentor ,child or parents.
E	Pupils will have the opportunity to broaden cultural capital	Pupils will experience a wide range of social/cultural and sporting experiences
F	Identified pupils will have the opportunity to improved speech and language skills	Assessment will show gaps being addressed. TA running group will record progress and update provision maps termly.
G	Parental engagement within school and perceptions of education will improve. Priority placed upon learning and achievement.	Parents will attend information evenings, parent teacher consultations, workshops. They will sign and date diaries and homework.

4. Planned expenditure

Academic year	April 2019- April 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?
In all year groups pupils	Reading comprehension	EEF (Education Endowment Foundation),	Data tracking	Jl, DB, SM	Half-termly

<p>in receipt of Pupil Premium will meet or exceed targets.</p> <p>At the end of KS2 Pupil Premium pupils will make at least expected progress from KS1 outcomes.</p>	<p>strategies taught to all staff to ensure all pupils can access texts within the classroom</p> <p>Participation in Reading Fluency Project for those at risk of underachievement in Year 6</p> <p>CPD for all: Both internal/external. Use of 'No more marking' to increase accuracy in teacher assessment.</p> <p>Continued CPD at internal staff training meetings, HFLcluster meetings, personal research (Blogs etc)</p> <p>Provision of skilled TAs in each class</p> <p>Carefully structured tasks in mixed ability working groups</p> <p>Pupil Progress Meetings to look at current data and to update Provision Maps.</p>	<p>"Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read... On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge."</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. EEF 'In the most positive examples (of progress), it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF-'The impact of collaborative approaches on learning is consistently positive'. 'Approaches which promote talk and interaction between learners tend to result in the best gains' Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning'</p>	<p>Observations Progress meetings Mentoring Shared lesson planning/delivery</p>		
<p>KS2 SATs attainment and progress reach targets</p>	<p>Invitations to Booster classes, for targeted pupils. Followed up by phone calls if necessary.</p>	<p>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' Current SATs outcomes suggest that it is a successful strategy to provide 'over-learning' of skills/knowledge and it boosts confidence.</p>	<p>Experienced teachers run sessions. Careful consideration is given to the focus of sessions based on information gathered from progress meetings.</p>	<p>JI, DB,SM</p>	<p>Half-termly</p>
<p>Pupils will have cultural capital</p>	<p>Pupils will be offered a range of extra-curricular activities, such as clubs,</p>	<p>Access to real life experiences helps children to develop knowledge and make links with learning. Adventure style activities help</p>	<p>Opportunities for extra-curricular activities will be planned for and logged by class teachers.</p>	<p>DB, all class teachers.</p>	<p>Termly</p>

	trips, workshops, residential trips.	children to develop resilience and perseverance. Our school vision is that <i>we will prepare children to flourish academically and spiritually.</i> <i>EEF-Overall, studies of adventure learning interventions consistently show positive benefits on academic learning</i> <i>'The evidence suggests that the impact is greater for more vulnerable students'</i>			
Total budgeted cost					17,586
One to one support, Reading project, Comparative Judgement, HFL training, SLT release time and subsidy for trips and visits					
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?
Disadvantaged pupils punctuality and attendance to improve	Parents are given data which shows lost learning hours per year in individual meetings. Rewards for individual's improved punctuality and attendance. Children are offered access to Early Birds wrap around care.	Parents may not realise the cumulative nature of (for example) 10 mins lost a day. Children will have access to early morning intervention, if punctual. Children will feel a sense of achievement and be ready to learn. Children will be in school, have eaten breakfast and be ready to learn.	Half-Termly attendance monitoring and attendance report produced. Data Tracking Feedback from pupils, parents and teachers.	Jl	Half-termly
Pupils emotional well being needs are met.	Nurture groups -weekly or on an ad hoc basis as the needs change.	EEF, "Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community... On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." <i>Our school vision is that we will prepare children to flourish academically and spiritually. Children's well-being is a priority.</i>	Regular meetings between teachers and nurture lead.	All staff LB	Half -termly.
Improved speech and language skills	Small group intervention, led by T.A	Children from socially deprived families have poorer language development. They would	Regular timetabled interventions. Progress meetings.	All class teachers	Half-termly

		be following a regular, structured language rich activity led by a good role model. Lots of opportunity to speak and listen with a good role model			
Maths progress for those in receipt of PPG in Year 6 will show improvement.	Specialist Maths T.A early intervention and conferencing sessions.	EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'	Weekly assessments and progress meetings	Jl DB SM	
Total budgeted cost Booster sessions, Nurture Support					£ 6,600
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?
Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.	Parents will receive invitations to attend a range of in-school activities, to experience learning with their children. Parents will be invited to celebrate their children's achievements.	Fostering parental engagement, particularly with first-borns as children enter school, has a positive knock-on effect for siblings. Helping parents develop the skills to support their children early on is beneficial.	Weekly newsletters Diarised events	DM SM	Termly
Improving punctuality and providing an environment for pupils to do homework	Breakfast and After school Provision for PPG pupils	Attendance, punctuality and homework completion are identified as barriers to learning – as are regular routines.	Register of attendance	Jl	Termly
Total Budgeted Cost					£8,000

5. Review of expenditure

Previous Academic Year	2018-2019
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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																																
Pupils in receipt of PPG make at least expected progress.	Classroom-based staff to provide support as required, one to one reading etc. – deployed by CT Smaller class sizes in year 6 x2 days per week	<p>Percentage of PP pupils who met their progress targets 2018 – 2019 Second percentage shows the percentage of those pupils who made accelerated progress</p> <p>NB please see in school lists to see numbers of pupils in each year group</p> <table border="1"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>91% 18%</td> <td>82% 23%</td> <td>77%</td> </tr> <tr> <td>Year 1</td> <td>100%</td> <td>75% 25%</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>50% 50%</td> <td>50% 50%</td> <td>100%</td> </tr> <tr> <td>Year 3</td> <td>50% 50%</td> <td>50% 50%</td> <td>100%</td> </tr> <tr> <td>Year 4</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Year 5</td> <td>50% 25%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>Year 6</td> <td>100%</td> <td>33.3% 33.3%</td> <td>33.3%</td> </tr> </tbody> </table>		Maths	Reading	Writing	Overall	91% 18%	82% 23%	77%	Year 1	100%	75% 25%	100%	Year 2	50% 50%	50% 50%	100%	Year 3	50% 50%	50% 50%	100%	Year 4	100%	100%	75%	Year 5	50% 25%	50%	75%	Year 6	100%	33.3% 33.3%	33.3%	<p>These strategies were largely successful, particularly in Reading and Maths.</p> <p>When progress percentages were lower than expected we found that our provision maps did not provide enough information to identify the barriers to learning. This is being improved this year in the pupil progress meetings where provision maps are now updated and is a work in progress.</p> <p>Unfortunately the funds are not available to repeat the smaller class size strategy used in Year 6, neither for extra TA support for individuals and during the afternoons as the school budget will not allow for this at the current time.</p> <p>Writing is a whole school priority and as such is an area for continued development and support, therefore we will be taking part in a new writing initiative which will support teachers in making sound judgements and identifying where there are gaps to close.</p>
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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)
Children's well-being is catered for. They feel well and are ready to learn.	Specialist TA to provide support in agreement with parents for a set number of sessions with a key focus	The provision of Nurture and Socially speaking, as well as Time to talk programmes has had a significantly positive effect on the attitudes and resilience and perseverance of pupils. Teachers report positively on all aspects of these interventions.	A very successful strategy, which is highly valued by pupils, parents and teachers. It has become apparent that the need for such interventions is increasing, we are maintaining nurture and socially speaking groups, however a cut back in staffing has meant that these will have to be carefully targeted to greatest need.
Children develop resilience and strategies which enable them to learn.	Where it is deemed there is a need, support will be planned in through a range of activities that focus on children's social, emotional and behavioural developments		
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)
Increased attendance and punctuality.	Funding will be provided to parents to ensure that their children are in school on time and prepared for learning. Within these sessions homework will be completed and other tasks	Attendance was above national levels for PPG children but did not quite reach the school target of 96.7%.	These strategies work for most children regarding attendance. However tighter scrutiny of punctuality needs to be in place, as the cumulative factor of habitual lateness is having a significant impact on certain individuals.

	supported one to one by a TA Toast, milk and a school meal are provided to ensure that children are not hungry		
Increased cultural capital.	As a result of subsidised fees, all children entitled Pupil Premium grant will be able to enjoy and benefit from a range of visits, including those which are residential	Throughout the year, all children have been able to access a range of activities aimed at increasing their cultural capital. As well as activities which help to develop resilience and perseverance (e.g adventurous outdoor activities), children have enjoyed enriching experiences which support their learning and acquisition of knowledge in Foundation subjects.	A strategy which is important, successful and is a priority to maintain.

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk