

Pupil premium strategy statement (primary)

1. Summary information					
School	Ashford CE Primary School				
Academic Year	2017/18	Total PP budget	£78460	Date of most recent PP Review by LA	2015
Total number of pupils	418	Number of pupils eligible for PP	62 (incl. 2 LAC) 14.8%	Date for next internal review of this strategy	Summer 2018

2. Current attainment (Year 6 Assessments 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	63%	67%
progress score in reading (low prior attainers)	+6.86	+0.47
progress score in reading (middle prior attainers)	+3.10	+0.34
progress score in reading (high prior attainers)	-2.35 (1 child)	+0.28
progress score in writing (low prior attainers)	+4.80	+0.47
progress score in writing (middle prior attainers)	+3.38	+0.17
progress score in writing (high prior attainers)	-2.32 (1 child)	+0.13
progress score in mathematics (low prior attainers)	-3.05 (1 child)	+0.58
progress score in mathematics (middle prior attainers)	+2.44	+0.30
progress score in mathematics (high prior attainers)	-10.48 (1 child)	+0.20

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Provision of challenge for more able children to ensure accelerated progress
B.	Behaviour issues with a small number of pupil premium children impact on their learning, that of their peers and occasionally impacts on the wider school. This includes a number of children who have specific social and emotional needs which affect their learning.
External barriers	
C.	Parental aspirations – some parents within disadvantaged families do not fully engage with their child's education so demonstrating low aspirations of their child's potential due to their own negative experiences of school. This also impacts on attendance & punctuality in some cases.

D.	Home and family circumstances – currently a high percentage of the PP pupils are also classed as ‘vulnerable’ in other categories such as child protection. Of those eligible for pupil premium funding, some families report the challenges they face with managing the behaviour of children at home in addition to outside influences; housing, benefits, etc. all leading to lack of sleep for children, not completing homework, attending school without eating breakfast, poor attendance & punctuality and increased negativity at home.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More Pupil premium children achieve a high standard of attainment, diminishing the difference between them and their peers.	- tracking of pupils shows that they continue to make better than expected progress to diminish the difference when compared to their peers.
B.	Behaviour in the identified small group of pupils improves so that they fully access their learning	-reduction in numbers of disruptions reported in class or in whole school situations -reduction in internal and external exclusions -Pupils access ELSA support and make progress in development of good working practices and learning behaviour
C.	Parents will become engaged with school and take an interest in their child’s education leading to improved participation and support in turn increasing the no’s making expected+ progress.	- attendance and punctuality of pupils entitled to PP funding will be in line with school (other) - parents of PP children attend Parents’ Meetings - parents engage with PP children by reading regularly at home and supporting their homework each week. - parents know who to contact and feel listened to with any concerns.
D.	PP pupils who have more than one vulnerability will fully engage with life in school; be eager to attend and to complete extracurricular work/activities, e.g. clubs, reading, homework, etc.	- attendance and punctuality of pupils entitled to PP funding is in line with other children in the school - parents of PP children attend Learning Review Meetings - children read regularly at home and complete their homework each week. - PP pupils participate in extra-curricular activities



5. Planned expenditure					
Academic year	2017 - 18				
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 ?
Improve progress and attainment for disadvantaged pupils, especially those in the high-attaining group.	1.Beanstalk reading project (£2461 = 12 pupils)	The school has made great strides toward diminishing the difference between Pupil Premium children and their peers. However, there are few Pupil Premium children who achieve the higher standard by the end of Year 6 compared with National figures.	Tracking assessment data and interventions across the school	SENCo Class teachers Deputy (RA)	Summer 2018
	2.Early Literacy Support Intervention (£4276)	By paying attention to our high-performing children, we will address this issue.		SENCO	Summer 2018
Provide support across the whole school to support class teaching and to diminish the gap to their peers	Teaching & Learning Assistant Support (£55,235)	This approach has led to improvements already and continuing in this way will cement this progress.	Tracking progress, especially in Maths and Writing through assessment data, book and planning scrutiny and pupil progress meetings with teaching staff	SENCO Deputies Class teachers	On going support
Increase attainment in maths across the school with a focus on more able children	Provision of resources to challenge more able mathematicians, especially those from disadvantaged backgrounds. (£2879)	There have been great successes in Maths over the course of the year. It is now important, however, that we focus on raising aspirations and getting more children to the higher standard of attainment.	Tracking progress of children in the high prior attainment groups.	SLT Maths Leader All Staff	Summer 2018
Total budgeted cost					£
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?
Improve outcomes for Pupil Premium children identified as more able.	1:1 sessions with more able children to provide extra challenge	There is an identified need to increase the proportion of disadvantaged children who achieve the higher standard of attainment across the school.	Tracking progress of children in the high prior attainment groups.	SENCo Deputies Classteachers	On going support

To provide 1 to 1 and small group interventions support across the whole school to support class teaching and to diminish the gap to their peers.	Learning Assistant Support 2. Speech and Language support assistant (£20159)	The school has made great strides toward diminishing the difference between Pupil Premium children and their peers. However, this needs to be consolidated across all year groups.	Case study evidence of several pupils.	SENCo Class teachers	Ongoing support
Total budgeted cost					
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?
Further improve attendance for vulnerable pupils and increase parental engagement.	<p>- Home School Link Worker to work with targeted families to improve attendance and provide support and advice to parents as well as increased parental Engagement</p> <p>-Procedure in place to monitor pupils and follow up quickly on absences. (Led by Senior Leader)</p> <p>-Use of funded places at Breakfast club (£16426)</p>	<p>The attendance and achievement of vulnerable pupils is still an area in which improvements can be made. Continuing the good work of the team will lead to embedded practice and long term outcomes.</p> <p>The Attendance lead should continue to monitor this group of children and look for solutions to any barriers to high attendance.</p>	<p>Regular supervision for HSLW, case studies of families involved</p> <p>Attendance awards and tracking</p> <p>Monitoring of pupils accessing free breakfast club places.</p>	<p>HSLW/SEN Co</p> <p>HSLW/SBM</p> <p>Deputy (RA) /Office Manager</p>	<p>Summer 2018 report to FGB July 2018</p> <p>Attendance reviews at FGB once per term</p>
To improve social skills, concentration and engagement for disadvantaged pupils	<p>-Lunchtime Equipment and clubs</p> <p>-Positive behaviour mentor</p> <p>-Bridgebuilders scheme and mentoring in school</p> <p>-Gugafit club with incentives for disadvantaged children who take part (£15741)</p>	<p>Lunchtime Clubs are run to assist pupils who find it hard to concentrate or to mix in large groups to develop learning and social skills. (staffing and equipment) KS1/2</p> <p>Positive behaviour mentor will build relationships with vulnerable children and work on day to day strategies to improve behaviour and social interaction</p> <p>Bridge builders programme will increase confidence of targeted young people</p> <p>Gugafit will increase activity across the school, also being used to target vulnerable children and groups.</p>	<p>Children have improved social skills and are able to interact more fully with each other and adults.</p> <p>Children have more positive social interactions and are more active</p>	Deputy (RA)	Summer 2018 review and report to FGB

To support the emotional wellbeing of disadvantaged children to enable them to engage in their learning and manage behaviour.	-Emotional Literacy Support Assistant -Provision of important resources for disadvantaged children including uniform	Afternoon support provided in small groups and one to one for targeted pupils with Behavioural, Social and Emotional needs to enable them to access Maths and Literacy learning	Progress and attainment of children tracked and monitored through termly pupil progress meetings Observations, book scrutiny, pupil interviews, monitoring of planning by Inclusion Leader and SLT Impact of provision on individual pupils' progress and attainment reported to Governors.	SENCo Headteacher	On-going
	-Educational Visit Support (£9043)	Funding has been used to ensure that all pupils were able to take part in educational visits regardless of their parents' ability to contribute to the cost All year groups	Increase in pupil engagement seen in lesson observations (SLT) Increase in attendance and punctuality tracked and reported to Governors	SLT/EVC	On-going
Total budgeted cost					£78460
Total Expenditure planned 2017/18					£126220 additional costs to be met from delegated budget.

6. Review of expenditure				
Previous Academic Year 2016/17		£85,660 (62 Pupil Premium and 3 LAC + 2 PLAC)		
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
A. Improve reading progress for PP pupils	<p>1.Beanstalk reading project (£2568 = 10 pupils at £214 per pupil)</p> <p>2.Early Literacy Support Intervention (£4138)</p>	<p>83% of Pupil Premium children who accessed the Beanstalk scheme made expected progress in line with their peers during the year in reading. 33% of these children made accelerated progress.</p> <p>6 additional Non-disadvantaged children were able to access the scheme and they also made good progress.</p> <p>Pupil Premium children in school, on average, made more progress in Reading during the year 2016/2017 than their non-Pupil premium counterparts.</p> <p>SENCo attended Pupil Progress meetings and was highly effective in challenging staff on the progress and interventions in place for various groups of vulnerable children. This increased accountability amongst staff led to a better knowledge of the issues of each individual child and outcomes were improved.</p>	<p>Good value for money</p> <p>The outcomes from this scheme were very positive and it should continue into the next year.</p> <p>Reading scores have improved for all groups of children on average around the school. Involvement of SENCo in Pupil Progress meetings has led to increased accountability among teaching staff for vulnerable groups within their classes.</p>	£6,706

<p>B. To provide targeted support across the whole school to support class teaching and to diminish the gap to their peers</p>	<p>Teaching Assistant Support (£77025)</p>	<p>Pupil Premium children in school, on average, made more progress in Reading during the year 2016/2017 than their non-Pupil premium counterparts.</p> <p>Their progress in Maths and Writing was broadly similar to non-Pupil Premium children</p> <p>The % of Pupil Premium children in Year 6 who achieved the expected standard in reading, Writing and Maths combined was 71%, compared with 58% of Non-Pupil Premium children.</p> <p>In Year 6, Pupil premium children also made accelerated progress in Reading and Writing between KS1 and KS2 compared with other children</p>	<p>Satisfactory value for money</p> <p>Improvements have been made in many areas and progress in reading amongst Pupil Premium children is good. There is still work to be done, however, in ensuring that the same level of accelerated progress is made in Maths and Writing.</p>	<p>£77,025</p>
<p>C. Increase attainment in maths across the school with a focus on reasoning</p>	<p>1. INSET Training for Staff</p> <p>2. Workshops for pupils</p> <p>£2500</p>	<p>CPD was put in place for staff to increase their knowledge of strategies to encourage the development of reasoning skills amongst pupils.</p> <p>There was an increase in evidence of reasoning activities being implemented in classrooms and the results of this were seen in the end of Year assessment results achieved by the school.</p> <p>In Year 6, the % of children achieving the expected standard rose from 60% in 2016 to 86% in 2017, a 26% increase. Pupil Premium children did not perform as well but there were mitigating circumstances in this case.</p> <p>In Year 2, the % of children meeting the</p>	<p>Good value for money</p> <p>There is still work to be done, scaffolding some of the good practice that is evident in years 2 and 6 to other year groups.</p> <p>Performance in the 'Reasoning' papers of last year's SATs papers by year 6 children showed an increased understanding and resolve that was not previously evident.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>A. To provide 1 to 1 and small group interventions support across the whole school to support class teaching and to diminish the gap to their peers</p>	<p>1. Teaching & Learning Assistant Support</p> <p>2. Speech and Language support assistant</p> <p>Total: £30984</p>	<p>Pupil Premium children in school, on average, made more progress in Reading during the year 2016/2017 than their non-Pupil premium counterparts.</p> <p>Their progress in Maths and Writing was broadly similar to non-Pupil Premium children</p> <p>The % of Pupil Premium children in Year 6 who achieved the expected standard in reading, Writing and Maths combined was 71%, compared with 58% of Non-Pupil Premium children.</p> <p>Speech and Language support was particularly successful with one child, enabling to make almost 50% more progress than expected in the course of the year in reading. Other children were able to access this support and they also made improvements.</p>	<p>Satisfactory value for money</p> <p>Improvements have been made in many areas and progress in reading amongst Pupil Premium children is good. There is still work to be done, however, in ensuring that the same level of accelerated progress is made in Maths and Writing.</p>	<p>£30,984</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>A: Improve attendance for vulnerable pupils and increase parental engagement</p>	<p>- Home School Link Worker to work with targeted families to improve attendance and provide support and advice to parents as well as increased parental Engagement</p> <p>-Procedure in place to monitor pupils and follow up quickly on absences. (Led by Senior Leader)</p> <p>-Use of funded places at Breakfast club</p> <p>£8317</p>	<p>Attendance for the school as a whole has improved to 96.4% Pupil Premium children's attendance is currently 93.4%, compared with 92% last year, with over 50% of Pupil premium children making improvements in their attendance. The attendance of vulnerable children (SEND/PP) is reported to governors and challenged.</p> <p>HSLW has worked closely with families and made progress in raising attendance over the course of the year.</p> <p>Persistent absenteeism has fallen over the past year, from 13% to 9%. It is expected to fall further. The Attendance lead has kept regular contact with at risk families and some sizeable improvements have been made, including one child whose attendance has improved from 68% and 75%% in previous years to 94% this year. The school have worked closely with the family in this case to ensure fairness and empathy. Those with especially low attendance are referred to</p>	<p>Good value for money</p> <p>Attendance has risen considerably among some of our more vulnerable families, largely due to caring and supportive intervention. There are still families who struggle with attendance but they are dwindling in number and there is a more rigorous system in place for approaching improvement.</p> <p>Rewards for attendance are still a very exciting time of the week for the children and the system has been expanded to include prizes for punctuality.</p>	<p>£8,317</p>
<p>B: To improve social skills, concentration and engagement for disadvantaged pupils</p>	<p>Lunchtime Equipment and clubs £2771</p>	<p>Lego club has been a big success in engaging vulnerable children and developing social skills. This assists pupils who find it hard to concentrate or to mix in large groups to develop</p> <p>Children have improved social skills and are able to interact more fully with each other and adults</p>	<p>Good value for money</p> <p>Besides the reasons given previously, this scheme has also improved lunchtime choices and behaviour for a number of other children. It has also been used as a n incentive for re-integrating a child with attendance far below average.</p>	<p>£2,771</p>

<p>C: To support the emotional wellbeing of disadvantaged children to enable them to engage in their learning and manage behaviour.</p>	<p>-Emotional Literacy Support Assistant</p> <p>-Provision of important resources for disadvantaged children including uniform</p> <p>-Educational Visit Support</p> <p>Total: £6482</p>	<p>All Pupil Premium children who accessed the ELSA programme made progress in line with their peers, despite the fact that there were circumstances in their lives which might have easily prevented them from doing so. Some children even made better than expected progress. The one exception to this was one child who did not progress in Mathematics.</p> <p>Over 10 other children were also able to access this support and also had good outcomes.</p> <p>Funding has been used to ensure that all pupils were able to take part in educational visits regardless of their parents' ability to contribute to the cost</p> <p>Uniform and other items were provided for pupils from disadvantaged backgrounds.</p>	<p>Good value for money</p> <p>The outcomes for these children were very pleasing, especially in the context of their individual needs and situations.</p>	<p>£6,482</p>
<p>Total Costs: £132,285</p>				

<p>7. Additional detail</p>
<p>How will the school measure the impact of the Pupil Premium?</p> <p>To monitor progress on attainment, measures have been included in the performance matrices that will capture the achievement of pupils covered by the Pupil Premium. At Ashford CE Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every 6 weeks) and will include a member of Senior Leadership, SENCO and teachers.</p> <p>At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.</p> <p>Pupil Premium Funding and the impact of this is a regular item on the agenda for Full Governors meetings</p>