

Pupil premium strategy statement (primary)

1. Summary information					
School	Ashford CE Primary School				
Academic Year	2018/19	Total PP budget	£86960	Date of most recent PP Review by LA	2015
Total number of pupils	412	Number of pupils eligible for PP	63 +2 LAC	Date for next internal review of this strategy	Summer 2019

2. Current attainment (Year 6 Assessments 2018) ***Figures included are school's own data – these will be replaced with national figures upon the release of ASP***		
	<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	29% (2 OF 7)	tbc
progress score in reading (low prior attainers)	2.67	4.33
progress score in reading (middle prior attainers)	4.67	4.07
progress score in reading (high prior attainers)	4.17	3.9
progress score in writing (low prior attainers)	3	3.67
progress score in writing (middle prior attainers)	4.33	4.17
progress score in writing (high prior attainers)	4.17	4.17
progress score in mathematics (low prior attainers)	2.67	4
progress score in mathematics (middle prior attainers)	3.55	4.09
progress score in mathematics (high prior attainers)	4	4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Provision of challenge for all groups of learners has been identified as an area of development for the school.
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.

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	2018 - 19				
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.	1.Beanstalk reading project £1712 = 8 pupils) 2.Early Literacy Support Intervention (£4173)	An area for development in the school , based on our latest Ofsted inspection, is the level of challenge for all groups of pupils, including those who are classed as disadvantaged. Through providing extra reading support and ELSA, we will be able to target those children who are in need of extra support and ensure they make rapid and sustained progress.	Tracking assessment data and interventions across the school	SENCo Class teachers	Summer 2019
Provide support across the whole school to support class teaching and to diminish the gap to their peers	Teaching & Learning Assistant Support (£67375)	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 AHTs Class teachers	On going support
Increase attainment in writing in the Infants. Build on the baseline score of children in Reception to ensure that school data is in line with National averages.	Provision of resources to challenge more able mathematicians, especially those from disadvantaged backgrounds. (£500)	Writing has been identified as an area for development, especially in the infants. There is also a need to improve the basic skills of pupils throughout the school.	Tracking progress of children	SLT Literacy Leader All Staff	Summer 2019
Total budgeted cost					£ 73760
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, including social and emotional well-being, for PP children identified	1:1 sessions with children to provide extra challenge and Check ins with vulnerable pupils	There is an identified need to improve well-being for some of our vulnerable children. This will assist in improving general outcomes.	Tracking progress of children in the high prior attainment groups.	SENCo Classteachers	Ongoing support

To provide 1:1 and small group interventions across the whole school to support class teaching and to diminish the gap to their peers.	1. Teaching and Learning Assistant Support (as above) 2. Speech and Language support assistant (£17850)	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					£ 17850
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 and Admin team)</p> <p>-Use of funded places at Breakfast club (£17718)</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. This will be done in collaboration with members of the admin team</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>HoS (RA) / Office team</p>	<p>Summer 2019 report to FGB July 2019</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 (£23961)</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</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>	HoS (RA)	Summer 2019 review and report to FGB

		children and groups.			
To support the emotional wellbeing of disadvantaged children to enable them to engage in their learning and manage behaviour.	<p>-Emotional Literacy Support Assistant</p> <p>-Provision of important resources for disadvantaged children including uniform</p> <p>-Educational Visit Support</p> <p>(£9043)</p>	<p>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</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 All year groups</p>	<p>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.</p> <p>Increase in pupil engagement seen in lesson observations (SLT) Increase in attendance and punctuality tracked and reported to Governors</p>	<p>SENCo Headteacher</p> <p>SLT/EVC</p>	<p>On-going</p> <p>On-going</p>
Total Cost					£50722
Total budgeted PP cost					£86960
Total Expenditure planned 2017/18					£142,332 additional costs to be met from delegated budget.

6. Review of expenditure				
Previous Academic Year 2017/18		£78460 (62 Pupil Premium and 2 LAC)		
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 progress and attainment for PP pupils	<p>1.Beanstalk reading project (£2461 = 12 pupils)</p> <p>2.Early Literacy Support Intervention (£4276)</p>	<p>67% 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>Some 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 2017/2018 than their non-Pupil premium counterparts. 21% more reached expected progress compared with their non-disadvantaged peers.</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>	£6,737

<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 and Learning Assistant Support (£55235)</p>	<p>Pupil Premium children in school, on average, made more progress in Reading during the year 2017/2018 than their non-Pupil premium counterparts.</p> <p>Their progress in Maths and Writing was, on average, better than non-Pupil Premium children around the school with the exception of Year 1 and with Writing in Year 3</p> <p>The % of Pupil Premium children in Year 6 who achieved the expected standard in reading, Writing and Maths combined was 29%, compared with 53% of Non-Pupil Premium children.</p>	<p>Satisfactory value for money</p> <p>Improvements have been made in many areas and progress in reading and other subjects amongst Pupil Premium children is good. There is still a gap but outcomes are getting better.</p> <p>There were particular issues with the Year 6 Pupil premium cohort and many of them missed out on only one area. The outcomes were disappointing but the explanations for this are satisfactory.</p>	<p>£55235</p>
<p>C. Increase attainment in maths across the school with a focus on reasoning</p>	<p>1. Track impact of staff INSET</p> <p>2. Workshops/booster sessions for pupils</p> <p>£2879</p>	<p>Despite a great deal of work and resources being applied to this area, end of year assessments in Year 2 and Year 6 did not present a pleasing picture. Whilst this is due, in large parts, to performance of children on the day, there are avenues of investigation to follow, particularly in terms of assessing children's basic skills in Mathematics and plugging gaps that have been left in previous year groups. This has been addressed through changes to the assessment system and Pupil Progress Meeting structure.</p>	<p>Good value for money</p> <p>Whilst the work put in has been worthwhile, the end results have not justified this. As a result, we have looked at other reasoning behind this and it has become part of our School Development Plan as discussed with Ofsted (Sep 2018).</p>	<p>£2879</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: £20,159</p>	<p>Pupil Premium children in school, on average, made more progress in Reading during the year 2017/2018 than their non-Pupil premium counterparts.</p> <p>Their progress in Maths and Writing was, on average, better than non-Pupil Premium children around the school with the exception of Year 1 and with Writing in Year 3</p> <p>Speech and Language support was particularly successful with the vast majority of children making substantial 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.</p>	<p>£20,159</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>£16426</p>	<p>Two persistent absentees were pursued through the courts by Education Welfare and parents were fined. Attendance for both these children has improved as a result.</p> <p>Our current attendance is 96.2% against a target set by the Local Authority of 96%</p> <p>Attendance has been identified as an issue by Ofsted, including persistent absenteeism which rose during the course of the year.</p> <p>HSLW has worked closely with families and made progress in raising attendance over the course of the year. Supervision of HSLW was ongoing and productive</p>	<p>Good value for money</p> <p>Despite some success stories with attendance, the general picture still falls short of National averages. Therefore, we have instituted a new system of monitoring and reporting which should ensure prompt action to correct poor attendance.</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>The impact of the HSLW has been good, but there a still some families who are not improving.</p>	<p>£16,426</p>
<p>B:To improve social skills, concentration and engagement for disadvantaged pupils</p>	<p>Lunchtime Equipment and clubs</p> <p>Positive behaviour mentor</p> <p>Bridgebuilders scheme</p> <p>Gugafit £15,741</p>	<p>Lego club and gugafit continue to be successful</p> <p>The impact of the positive behaviour mentor has been great, ensuring vulnerable children are still accessing education.</p> <p>The bridgebuilders scheme provided invaluable experiences for those children targeted, including behaviour outcomes and assessment data.</p>	<p>Good value for money</p> <p>Besides the reasons given previously, these schemes has also improved lunchtime choices and behaviour for a number of our children.</p>	<p>£15,741</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: £9043</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.</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>£9043</p>
<p>Total Costs: £126,220</p>				

7. Additional detail

How will the school measure the impact of the Pupil Premium?

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.

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.

Pupil Premium Funding and the impact of this is a regular item on the agenda for Full Governors meetings