

1. Pupil premium strategy statement

School	Ashford Church of England Primary School		
Academic Year	2019/2020	Total PP budget	£87,760
Total number of pupils	420	Number of pupils eligible for PP	55
		Date of most recent PP Review:	2015
		Date for next internal review of this strategy	January 2020

2. Current attainment (Year 6 Assessments 2019)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths	25%	55%	(64%)
% making progress in reading	25%	87%	(75%)
% making progress in writing	50%	64%	(78%)
% making progress in maths	63%	72%	(76%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Emotional wellbeing and poor learning behaviours contribute to low aspirations and learning.
B.	Pupil premium pupils with SEN make slow progress in Reading, writing and maths.
C.	Reading comprehension is poor – This impacts on reading attainment and maths problem solving where contexts have to be understood and interpreted before extracting maths.
D.	Limited speech & language skills
E.	Inconsistencies in the level of challenge in lessons

4. External barriers (issues which also require action outside school, such as low attendance rates)

F.	Parental engagement and family difficulties contribute to low attendance and poor performance for some PP pupils.
G.	Resilience/ability to try again
H.	Consistency of learning opportunities outside school (home reading, routines, homework support)

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Behaviours for learning is evident amongst pupils and improved behaviour and well-being impacts on pupil being ready to learn.	Fewer behaviour incidents noted and an improved attitude towards learning is observed. Earlier has an impact on the emotional well-being for pupils.

B.	PP/SEN pupils' progress is in line with their peers. English and maths key skills improve and any gaps in attainment are closing.	PP pupils with SEN make progress in line with their peers. Interventions are selective and impact on pupils with SEN. Teacher assessments indicate high rate of progress for all pupils.
C.	Reading comprehension matches children's developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at the end of the year.	PP children discuss how they feel about making mistakes. PP pupils accept that it is okay to make mistakes.
D.	Disadvantaged pupils develop oracy skills quickly and are well supported in class.	
E.	Improve teaching throughout the schools that all teaching is at least good.	Attainment gap and progress will get smaller or even close.
F.	Increased parental support and improvement in attendance figures for individual PP pupils.	Reduce the number of persistent absentees. PP attendance to not drop below 90% and to be in line with the rest of the school (above 96%).
G.	Improve resilience in all subjects eg having the confidence to try but not always achieve.	Reading and comprehension skills improving because children are heard more regularly by adults at home and in school. Parents feel more equipped and skilled to read with their child. Children have access to a wide range of literature which interests them.
H.	Improve resilience in all subjects e.g. having the confidence to try but not always achieve.	Children are more confident in various situations particularly tests – having the resilience to persevere and not give up or ask for help.

Current data Autumn 2019

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	66%	33%	62%	57%	50%	42%
Writing	50%	33%	62%	57%	20%	35%
Maths	66%	33%	62%	42%	30%	35%

6. Planned expenditure

Academic year

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?
B Continue to improve SEN/D skills for all staff.	In depth tailored CPD for specific areas of SEN/D (Covered in training budget) Pupil Progress Meetings termly will inform how pupils are achieving. Progress and achievement will be celebrated.	All teachers are teachers of SEN/D children and Quality First Teaching strategies are vital for attainment and progress of all children. The pupil's achievements will be acknowledged and celebrated in the weekly Celebration Worship. Assessment outcomes will be accurate and swiftly addressed.	Specific effective training delivered by outside agencies and SENDCO. Discuss at SLT meetings and Pupil Progress meetings. Pupil's achievements will be recorded and analysed on the school data base	SENDCO	Termly
C Reading comprehension matches children's developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at the end of the year.	Hear children read daily to develop comprehension, model reading skills of using the reading journal effectively and forming another strong relationship with children. Experienced children to take small groups to narrow the gap. (Paired Reading) LSA hours = (£3724)	The DFE review "Pupil Premium, how schools spending funding successfully to maximise achievement" highlighted the need for the most skilled qualified staff to work with PP children and this underpins the approach to having skilled volunteers.	Monitor Reading Journals of PP children to ensure staff are recording their sessions.	EHT/HOS/ SENDCO	Termly

<p>E Improve teaching throughout the school so that all teaching is at least good.</p>	<p>Beanstalk Reading project for 12 children (£2880)</p> <p>Breakfast Reading Club to run with families 3X a week – staff to model good practice for parents. (£2565)</p> <p>Reading Intervention for Years 1 -6 (focusing on comprehension skills) (£8550)</p> <p>Parent Volunteers to hear children read. (£1140)</p> <p>Robust monitoring & identifying teachers who need support/coaching. Triangulating evidence through teaching, books and data.</p> <p>All teachers will check in with PP children during the lesson and give them verbal feedback. (covered in salaries)</p>	<p>Highlighted learning gaps will allow for effective small group support.</p> <p>Daily reading will encourage children to take more of an interest and a love for books.</p> <p>First Quality Teaching is important for attainment and progress.</p>	<p>Discuss and monitor with the Beanstalk staff and track reading progress on Target Tracker.</p> <p>Breakfast club will be led by SENDCO who will track and monitor progress.</p> <p>Small group teaching will be led by SENDCO who will continuously evaluate the provision to ensure learning gaps are being addressed.</p> <p>SENDCO & English Coordinator to encourage parents to volunteer their time in school. English Coordinator to train parents.</p> <p>Robust monitoring timetable and formal lesson observations. Tight CPD for staff to improve teaching.</p> <p>SLT will monitor during Learning Walks and Book Scrutiny.</p>	<p>Sue Seymour SENDCO</p> <p>SENDCO English Coordinator</p> <p>SENDCO</p> <p>SENDCO English Coordinator</p>	<p>Termly</p> <p>Termly To start after Oct Half term</p> <p>Termly</p> <p>Termly</p>

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?
A The pupils are able to identify and talk about their feelings in a controlled way and acknowledge problems can be solved and to	Worry & Friendship sessions Positive Behaviour Mentor hours = (£11000)	The inclusion Team allows pupils to discuss anything they are worried or concerned about. They can seek support or advise from the adults in the room. The class teachers are aware of the concerns early before it develops into a larger issue. The whole family is supported. Strategies are used consistently by all adults in the school.	Pupils will be referred to the Inclusion Team. Strategies will be monitored. Pupil discussions will be recorded. Pupil observations takes place.	SENDCO Home/link worker	
B Additional interventions to accelerate progress.	Inclusion Team support children individually and in groups either in classrooms, Otters & in SEN office. LSA and HLTA hours = (£20,000 for HLTAs plus £12,000 for TLAs)	Need for identified interventions to reduce barriers to learning and diminish the difference with peers	SENDCO to monitor children attending Worry Sessions. SLT/Inclusion Leader/SENCO monitoring	Behaviour Mentor SENDCO SENDCO/ Class teachers and SLT	Termly Termly and at Pupil progress meetings
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?
Maintain extra-curricular experiences for PP children.	Educational visits and residential trips to be available to all PP children and tailored to their needs if required.	Taking part in extracurricular clubs (including music lessons), educational visits and residential trips enhance children's life experiences and other skills helping them to gain confidence and improve their self-esteem.	Parents informed of clubs available to their children through parent meetings and regular newsletters..		Ongoing

	(Support for Clubs/trips = £1850)				
(F)Increased parental support and improvement in attendance figures for individual PP pupils.	<p>Home School Link worker supported at least ... ???...</p> <p>Families last academic year.</p> <p>Coffee mornings for parents every 6 weeks run by the Inclusion Team.</p> <p>Parenting resources including books can be borrowed by parents.</p> <p>Attendance tracked and closely monitored by school admin staff/HT/SENDCO</p> <p>(HSLW + resources = £16,000)</p>	<p>Inclusion Team can support parents with attendance as well as other matters.</p> <p>Pupils need to attend school and be well supported with their attendance and learning. PP attendance last academic year was 91.7% NFER briefing for school leaders identifies addressing attendance as a key step. A more personalised approach and regular contact with parents will have an impact on individual pupils.</p>	<p>Collaborative approach between HSLW/Inclusion Leader to ensure that any issues are tackled quickly & proactively.</p> <p>School admin team to work with Education Welfare officer and keep class teachers informed of issues with pp pupils attendance. Parents to discuss issues with attendance.</p>	<p>SENCO/HSLW</p> <p>SENCO/HSLW</p> <p>SENCO/HSLW</p> <p>Admin Headteacher HOS SENDCO</p>	Ongoing
(A)Improve self-esteem and self-confidence and motivation to learn.	<p>Forest School to all PPG & vulnerable children.</p> <p>SENDCO hours and training (£8500)</p> <p>National Award training for a Forest School Leader or/and Assistant (£1000)</p>	<p>Research now backs up what Forest School practitioners have known all along – that people and young people are stimulated by outdoors and typically experience, over time an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being.</p>	<p>SENDCO will train member of staff to implement the sessions and will monitor the children's progress and will ensure that parents are aware of the outcomes too.</p>	<p>SENCO</p> <p>£749</p>	

(A) Improve self-esteem and self-confidence and motivation to learn.	ELSA (£8000)	Research shows that children need to feel good about themselves. A positive self-image has long term effects on behaviour, achievement and health. The maths programme will give the confidence they need	SENDCO will monitor the implementation and parents will be aware of the outcomes too.	HSLW SENDCO	Termly
To know of any barriers preventing children reaching at least age expectations.	SENCO time (covered in salaries)	SENCO assessments and observations indicate areas that could be a barrier to children's learning and provide strategies and recommendations to support their progress.	Ensure that recommendations are implemented both within the classroom and in appropriate intervention sessions. SEND children have targets on their provision maps. Track progress through regular pupil progress meetings.	SENCO	On-going
Total budgeted cost					£87760
Total Planned expenditure					£97209 difference to be met from delegated budget

		2017/2018	
Desired outcome In school barriers	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)
Improve progress & attainment for disadvantaged pupils.	Beanstalk Reading Project	12 children participated 3 children made 6 steps of progress 3 children made 5 steps of progress 2 children made 4 steps of progress 2 children made 3 steps of progress 1 child made 1 step of progress 1 child made no progress (who is in process of getting EHC Plan)	We will continue with this intervention.
	Early Literacy Support (FFT)	This Intervention was stopped at Christmas due to staff sickness so we didn't reap the benefits.	We won't be continuing with this intervention.
Increase attainment in writing in the infants.	Writing intervention across 2 classes with Class teacher who worked an extra day.	Pupil Premium children made good progress in their writing task.	We will continue with this intervention.
Improve outcomes, including social and emotional wellbeing.	1;1 session with children to provide extra challenge and "check in" with vulnerable children.	This has been very beneficial to the children who have struggled to manage their behaviour in the class. Our Inclusion team have supported children to access the curriculum and transition themselves back into class, depending on their needs.	We will continue with our practice and tweak it where it needs it.
	ELSA	Afternoon support provided in small groups and 1:1 for targeted pupils with behavioural, Social & Emotional needs to enable them to access Maths & Literacy Learning.	The children have gained self-esteem, confidence and resilience to achieve friendship/ cope with divorce and general mental health. We will continue with this intervention and offer more children ELSA.
Provide 1:1 & small group interventions across the whole school to support class teaching.	Teaching & Learning Assistant working with small groups of children. Speech and Language Support Assistant.	The school has made great strides towards diminishing the gap between PP and Non PP. However, this needs to be consolidated across all year groups.	We will continue this intervention but tweak it a bit.
Increase Parental Engagement.	Home School Link Worker to work with Targeted families to improve attendance and provide support and advice to parents.	The attendance and achievement of Vulnerable pupils is still an area in which improvements can be made	We will continue this but try different tactics.

7. 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.ashford-primary.surrey.sch.uk

At Ashford Church of England Primary School, we pride ourselves on having high aspirations and ambition for all our children including those receiving Pupil Premium funding. All work with our PP children is aimed at accelerating progress and ensuring that the children have the skills, knowledge and confidence to succeed and fulfil their potential.

The use of targeted interventions is important for some children receiving pupil premium funding. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age related expectations.

It is also important that all children grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

It must be remembered that not all children receiving pupil premium funding are low attaining and we are committed to all children receiving funding to achieve at least age expectations.

The progress of all children, including our pupil premium children are monitored regularly by the Executive Head teacher, Heads of school, SENDCO, subject leaders and class teachers. Assessment information is used to inform the intervention programme we offer. Impact of intervention programmes are discussed at regular pupil progress meetings.