

Pupil premium strategy statement (primary)

1. Summary information					
School	Ashford CE Primary School				
Academic Year	2016/17	Total PP budget	£85660	Date of most recent PP Review	-
Total number of pupils	67	Number of pupils eligible for PP	62 (plus 3 LAC and 2 PLAC) 3 LAC funded by Virtual School at a different rate	Date for next internal review of this strategy	Summer 2017

2. Current attainment (Year 6 Assessments 2016)		
	<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	33%	60%
progress score in reading (low prior attainers)	5.64	0.36
progress score in reading (middle prior attainers)	2.4	0.35
progress score in reading (high prior attainers)	-2.93	0.30
progress score in writing (low prior attainers)	6.13	0.34
progress score in writing (middle prior attainers)	-0.71	0.1
progress score in writing (high prior attainers)	-2.43	0.11
progress score in mathematics (low prior attainers)	-1.33	0.45
progress score in mathematics (middle prior attainers)	-1.37	0.26
progress score in mathematics (high prior attainers)	-1.87	0.17

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Confidence in application of maths concepts to new learning. Ability to reason, explain and see connections in number.
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.	Difference between PP pupil attainment and national attainment in maths is diminished.	- 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
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	2016- 17				
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 ?
A. Improve reading progress for KS1 PP pupils	1.Beanstalk reading project (£2568 = 10 pupils at £214 per pupil)	Evidence of parents not hearing their children read at home. Reading has previously been a strength in the school and this intervention has a proven track record.	-Tracking of progress by SENCo and Classteacher. -SENCo now attends all pupil progress meetings with deputy and classteacher. -Skilled Beanstalk volunteers have received full training and have access to Beanstalk resources.	SENCo Classteacher Deputy (RA)	Summer 2017
	2.Early Literacy Support Intervention (£4138)	Recognised programme that has quantifiable results.	Programme monitored by SENCo	SENCO	Summer 2017
B. To provide targeted support across the whole school to support class teaching and to diminish the gap to their peers	Teaching Assistant Support (£77025)	PP historically making less progress than peers. Support to be provided for targeted pupils to allow for individual or small group work to enable students to access the curriculum All year groups.	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 Deputies Classteachers	On going support
C. Increase attainment in maths across the school with a focus on reasoning	1. INSET Training for Staff 2. Workshops for pupils £2500	Increase CPD for staff Increase engagement of pupils through workshops and alternative learning approaches.	Feedback from CPD reported to governors. Impact reviewed by SLT after 3 months and again at 6 months. Evidence of skills explored in workshops can be identified in work in through regular SLT book scrutiny and learning walks by SLT and external validation from advisers (LDBS and LA)	Deputy (RA) Maths Leader All Staff	Summer 2017
Total budgeted cost					£86231

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?
B. 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	1. Teaching & Learning Assistant Support 2. Speech and Language support assistant Total: £30984	PP historically making less progress than peers. Support to be provided for targeted pupils to allow for individual or small group work to enable students to access the curriculum All year groups.	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 Deputies Classteachers	On going support
Total budgeted cost					£30984
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?
A: Improve attendance for vulnerable pupils and increase parental engagement	- 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 -Procedure in place to monitor pupils and follow up quickly on absences. (Led by Senior Leader) -Use of funded places at Breakfast club £8317	Consistently improved attendance impacting on progress which can be measured. Pupils' attitude to learning improves. Families are more engaged in their child's education. Attendance and persistent absence is impacting on pupils' progress. Revise Attendance Policy to highlight importance Targeted families to improve attendance and ensure that children have breakfast before starting school to ensure they are best prepared for learning.	Regular supervision sessions for HSLW. Additional training needs are actioned. Vulnerable groups are tracked and progress monitored in FGB. Cross-over groups are clearly identified and monitored ie. CP and SEN and attendance.	HSLW/SEN CO HSLW/SBM Dep Head(RA)/ Office Manager	Summer 2017 report to FGB July 2017
B: To improve social skills, concentration and engagement for disadvantaged pupils	Lunchtime Equipment and clubs £2771	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	Children have improved social skills and are able to interact more fully with each other and adults	Deputy (RA)	Summer 2017 review and report to FGB

C: To support the emotional wellbeing of disadvantaged children to enable them to engage in their learning and manage behaviour.	-Emotional Literacy Support Assistant	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 Total: £6482	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	On-going
Total budgeted cost					£17570
Total Expenditure planned 2016/17					£134,785 which would be funded by PP funding and delegated budget.

6. Review of expenditure				
Previous Academic Year 2015/16		£79900 (60 Pupil Premium and 1 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
Increases in attainment as a result of structured interventions	Beanstalk Charity Reading Scheme Volunteer Readers (3 Volunteer readers)	All children targeted for intervention made accelerated progress (6 points in KS1 and 3.5 points in KS2) Increased confidence and interest in reading. Progress and attainment of children was 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 Termly assessment from Beanstalk leader	Good value for money Intervention offers excellent value for money with evidence of impact from progress made. Anecdotal evidence of increased confidence and enjoyment in reading from the pupils supports need to continue the intervention. Children become readers through choice and enjoy the expanded world of literature available across the whole curriculum. Access to all learning increases.	£1050 training costs to the Charity
Support was provided for targeted pupils to allow for individual or small group work to enable students to access the curriculum All year groups.	Specialist Teaching Assistant Support	All children targeted for intervention make accelerated progress (6 points KS1 and 3.5 points in KS2) Increases in attainment as a result of structured interventions Improvements in attitudes to 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	Good value for money There was a key role in working with a number of pupils to improve engagement and motivation. This has had an impact on improved learning behaviours and therefore engagement and in many cases raised attainment and increased rates of progress. This impact is expected to continue and improve	£31285

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)	Cost
Support provided in class and one to one for targeted pupils with speech and language and auditory processing needs All year groups	Speech and Language support assistant	All children targeted for intervention make accelerated progress (6 points KS1 and 3.5 points in KS2) Increases in attainment as a result of structured interventions Improvements in confidence and attitudes to 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	Good value for money Our Speech and Language support assistant has been able to work with a number of pupils to improve engagement and motivation. This has had an impact on improved learning behaviours and therefore engagement and in many cases raised attainment and increased rates of progress. This impact is expected to continue and improve	£16512
To increase basic mathematical skills the pupils they may have missed earlier in their education and To inspire confidence in their own abilities	First Class at Numbers Programme	Introduction of an early intervention programme in maths for children who are seriously under achieving due to lack of basic understanding of numeric principles Children have moved off the programme into main stream or more generic support (SNAP) Increased confidence and children lose their 'fear' of maths In built evaluation programme Book scrutiny Class contribution Achievement levels Monitoring by Inclusion Leader and SLT	Good value for money The programme is working well and will only need to be extended rather than changed	£5850

<p>Wider support to families via a Home School Link Worker including support for improving parenting skills</p>	<p>The HSLW works with targeted families to improve attendance at school and provide support and advice to parents including running parenting skills courses</p>	<p>The HSLW works with targeted families to improve attendance at school and provide support and advice to parents. Increased engagement from parents evident at parents evening</p> <p>Continuing improvement in attendance, punctuality from FSM children Persistent absence rates reduced by 2% a term for pupil premium pupils. Children are active learners and are engaged in their learning Termly increase in parents engagement of the learning needs of their children Weekly monitoring of attendance and punctuality by Deputy Head before new incumbent appointed Questioning of staff to find out if children are more settled to learning Reported to Governors Scrutiny of behaviour data by Deputy</p>	<p>-Increase wider support to families -Develop skills to include Early help -Look at wider opportunities to support families – food parcels, holidays and Christmas presents for children etc.</p>	<p>£11,822</p>
<p>To improve pupil's confidence and understanding in core areas and to manage challenging behaviour</p>	<p>One to One intervention and support in class</p>	<p>1:1 intervention is offered to 4 targeted pupils and teachers reported that all pupils are on target to make significant progress across the year All children targeted for intervention make accelerated progress (6 points in KS1 and 3.5 points in KS2) Increases in attainment as a result of structured interventions Termly increase in pupils completing homework Improvements in attitudes to learning – see Attitude to Learning assessment at the start and end of intervention Impact of provision on individual pupils' progress and attainment reported to Governors</p> <p>This included 1 to 1 support for a child with SEN and PP who was in danger of exclusion</p>	<p>Satisfactory value for money</p> <p>Assessment leader to track the progress of FSM pupils against non-FSM pupils. Class teachers to wider responsibility for tracking vulnerable groups.</p> <p>Raise online used to compare progress of FSM pupils against national averages</p> <p>Continue to track progress and attainment of children and monitor through termly pupils progress meetings Observations, book scrutiny, pupil interviews, monitoring of planning by SLT</p>	<p>£12000</p>

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)	Cost
Children have improved social skills and are able to interact more fully with each other and adults	Lunchtime Equipment and clubs	<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>Children are responding to provision, reducing incidents and problems at lunchtime through their improved social skills monitored by SLT</p> <p>Improved lunchtimes result in children returning to class ready to learn and have a positive experience.</p>	<p>Good value for money</p> <p>Reduction in incidents and improved pupil behaviour at break times</p>	<p>£47 on equipment. £2670 on staffing Total: £2717</p>
Increase attendance and punctuality for targeted pupils	Extended School Provision	<p>Some funded places were provided for targeted pupils attendance at Extended School Provision Oscachs to provide a stimulating and collaborative environment or to enable earlier arrival at school avoiding persistent lateness and ensuring that children have had breakfast and are ready to learn.</p> <p>All year groups</p> <p>Termly improvement in attendance, punctuality from our children Persistent absence rates reduce by 2% a term for pupil premium pupils. Children are active learners and are engaged in their learning</p>	<p>Satisfactory value for money</p> <p>Termly monitoring of attendance and punctuality Reported to Governors</p> <p>Persistent absence rates are the same or lower for pupil premium pupils as they are for their peers.</p>	£700

<p>To ensure that all pupils were able to take part in educational visits regardless of their parents' ability to contribute to the cost. This ensures they are not further disadvantaged and take part in wider educational opportunities that they would not otherwise experience. All year groups</p>	<p>Educational visit support</p>	<p>Enrichment of the curriculum and increased levels of engagement in their learning Relationships developed between peers</p> <p>Increase in pupil engagement seen in lesson observations (SLT)</p> <p>Increase in attendance and punctuality tracked and reported to Governors</p>	<p>Good value for money</p> <p>Last year the pupil premium funding that contributed to school visits and residential trips meant that no child was left unable to participate due to financial constraints The experience that these opportunities provide is a valuable way to enrich the curriculum and increase pupil engagement This year more attention needs to be given to early contact with families to stop those children feeling isolated and not part of the programme due to lack of finances Earlier conversations with families will give pp children certainty that they can be part of this activity</p>	<p>£1,400 on residential £360 on school trips £360 on extra curricula clubs £240 on Y4 swimmers</p> <p>Total: £2360</p>
<p>Gifted & Talented teacher works with higher achieving Pupil Premium children to support and improve levels and enrich their learning experiences</p>	<p>Enrichment support for more able pupils</p>	<p>Higher ability children are given additional resources to support their interest and abilities. Improved behaviour and social interaction with peers to reduce disruptive behaviour arising because the pupil is intellectually under challenged To raise their aspirations to have greater belief in their ability to achieve and succeed Improvement in behaviour and social interaction with peers An increase in the number of pupils achieving the highest standards of attainment and progress</p>	<p>Satisfactory value for money</p> <p>Termly monitoring by teacher and G&T leader Progress and attainment and increased levels evidence in class work</p>	<p>£1710</p>

<p>To support targeted pupils with behavioural, Social and Emotional needs to enable them to access maths and Literacy learning</p>	<p>Appointment of Emotional and Literacy Support Assistant and training</p>	<p>All children targeted for intervention make accelerated progress (6 points KS1 and 3.5 points in KS2) Increases in attainment as a result of structured interventions Improvements in confidence and attitudes to 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</p>	<p>Good value for money</p> <p>Our behavioural, social skills and language support assistant has been able to work with a number of pupils to improve engagement and motivation. This has had an impact on improved learning behaviours and therefore engagement and in many cases raised attainment and increased rates of progress</p>	<p>£7660</p>
<p>Total Costs: £93666 This was funded by £ 79900 pupil premium funding and the remainder from the school's delegated budget.</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>