

Pupil Premium Strategy Statement for Astley Primary School

1. Summary information					
School	Astley Primary School				
Academic Year	2018-2019	Total PP budget	£44,880	Date of most recent PP Review	October 2018
Total number of pupils	219	Number of pupils eligible for PP	34	Date for next internal review of this strategy	September 2019

2. Current attainment (based on 2017-2018 results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43% (KS1) 43% (KS2)	70% KS2
% making expected standard+ in reading	43% (KS1) 43%(KS2)	80% KS2
% making expected standard+ in writing	57% (KS1) 57% (KS2)	83% KS2
% making expected standard+ in maths	57% (KS1) 57% (KS2)	81% KS2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	12% of Pupil Premium children are also identified as having SEND. 50% of these children are making below expected progress in writing, reading and maths. (PA Nov 2018)
B.	29% of children identified as Pupil Premium making below expected progress in maths over the previous year. (PA Nov 2018)
C.	29% of children identified as Pupil Premium making below expected progress in reading over the previous year. (PA Nov 2018)
D.	52% of children identified as Pupil Premium making below expected progress in writing over the previous year. (PA Nov 2018)
E.	Value added progress for Pupil Premium children at the end of KS2 are as follows: reading -1.11, writing -0.63 and maths -0.97 (PA September 2018)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Parental engagement can be low for some of our PP children with some families finding financial barriers an additional difficulty when accessing school opportunities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress for PP children with SEND in reading, writing and maths from Sept 18 – July 2019.	Increased % of PP children with SEND making expected or exceeding progress in reading, writing and maths.

B.	PP Children make at least expected progress in maths from Sept 18 – July 2019.	Increased % of PP children making expected or exceeding progress in maths.
C.	PP Children make at least expected progress in reading from Sept 18 – July 2019.	Increased % of PP children making expected or exceeding progress in reading.
D.	PP Children make at least expected progress in writing from Sept 18 – July 2019.	Increased % of PP children making expected or exceeding progress in writing.
E.	PP children make at least expected progress from the end of KS1 to the end of KS2 (September 2018.)	Improved value added progress from end of KS1 to end of KS2
F.	Parents feel more engaged in their child's education and children can participate in educational opportunities without financial barriers.	Increased % of parents engaging in school life and their child's education.

5. Planned expenditure					
Academic year	2018-2019				
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, C, D All Teachers/Teaching Assistants will have an up to date knowledge of teaching phonics throughout the school. All reading teachers will have the confidence to deliver good/outstanding English lessons.	Phonic update training in Read Write Inc phonics.	The EEF Toolkit suggests that phonic approaches have been found to be effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress and limited cost.	Training for specific members of staff. Monitoring through learning walks, observations and book scrutiny. Pupil Progress conversations about different vulnerable groups and their progress. Development Days with a Read Write Inc advisor for quality assurance.	JG/SLT	September 2019 £1300 training £10,000 (resources and development days)
A,B,E All Teachers and Teaching Assistants confident in delivering interventions using Numicon.	Numicon intervention training for Subject Leader	Concrete resources are important for developing understanding of maths concepts. Low cost for subject leader to deliver in house CPD.	Training for specific members of staff. Monitoring through learning walks, observations and book scrutiny. Pupil Progress conversations about different vulnerable groups and their progress.	FA	£800
A, C, D, E All Teachers confident in delivering reading comprehension skills and Talk for Writing	Raising standards through reading comprehension Talk for Writing	Good quality teaching and subject knowledge supports children making at least expected progress.	SDD on reading comprehension skills Monitoring of planning, book scrutinies, learning walks. Pupil progress	JG	£800 £320
A, B, C, D All teachers aware of strategies to engage pupils through use of ICT.	Raising standards through technology	Boys can engage with learning through a resource e.g. iPads. etc	Training for specific members of staff. Monitoring through learning walks, observations and book scrutiny. Pupil Progress conversations about different vulnerable groups and their progress.	LLR	July 2019 £320

A, B, C, D, E, F Parents invited to participate in Curriculum Focus days.	Resources for Curriculum Focus days.	The Sutton Trust/EEF Toolkit suggests that increasing parental involvement in primary schools has on average 2-3 months positive impact.	Parent questionnaires.	SLT	September 2019 £600
A, B, C, E Children are supported to complete homework with the support of a Teaching Assistant on a Friday after school and the DHT on a Wednesday lunchtime.	Homework club.	The Sutton Trust/EEF Toolkit states that homework can be effective in improving students' attainment. The Toolkit also suggests that the quality and focus of any afterschool clubs is important and more clearly related to any academic progress.	Registers of children who attend Homework club.	PC/JG	September 2019 £450
A, C, D, F Inspirational creative writing days to improve the children's literacy skills. (World Book Day)	To deliver 2 whole creative writing days based on an incident/scenario to solve. Invite an author into to school to inspire children with their writing skills.	Previous experience has shown whole school mysteries develop excitement and a love of writing.	Literacy co-ordinator to arrange a whole school approach to writing Pupil, parent and staff perceptions.	JG	April 2019 £600

A, C, D, E Increased children's attitudes towards reading for enjoyment.	To develop a whole school reading challenge with specific prizes for the number of extra books read in their own time.	Children selecting their own books and controlling their own reading can be a positive contributing factor towards reading enjoyment.	Literacy coordinator to organise and monitor the reading and prizes awarded.	JG	July 2019 £1500
Total budgeted cost					£16, 690
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 ?

<p>A, C Identified pupils take part in 1:1 interventions to develop their skills in RWI</p>	<p>Learning support – 1:1 RWInc phonics £7,000</p>	<p>The Sutton Trust/EEF Toolkit states that 1:1 tuition can enable learners to catch-up with their peers. The Tool kit suggests that this is most useful when the input comes from the Teacher, but our TAs have been trained in the RWInc programme to the same level as our Teachers. Our Class Teachers also provide intervention to identified groups in their class. RWInc phonics 1:1 is used nationally.</p>	<p>Staff training and regular monitoring through masterclasses. Pupil Progress meetings to monitor how children receiving intervention are doing. Observations of 1:1 sessions. Data analysis</p>	<p>PC//MB/GT/ JG</p>	<p>£7,000</p>
<p>A, B, C, D, E Identified vulnerable pupils' confidence, attitudes and social skills will be enhanced to enable them to be in a position to maximise learning.</p>	<p>Nurture/Socially Speaking/Mentoring</p>	<p>Other schools have had success with Nurture groups. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Clear identification and tracking of pupils in these groups (Boxall profiles.) Pupils discharged from the groups when appropriate. Staff training and regular monitoring. Pupil Progress meetings to monitor how children receiving intervention are doing. Data analysis</p>	<p>CR/CS/JC</p>	<p>July 2019 £5,450</p>
<p>A, B, C, D, E Identified pupils take part in 1:1/group interventions to develop their skills in identified areas in Maths and English.</p>	<p>In class and group work interventions. Numicon Intervention for Year 5 and 6 (initially) 1:1 reading across the school. In class support.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Staff training and regular monitoring. Intervention planned by the Class Teacher or using a nationally used programme. Pupil Progress meetings to monitor how children receiving intervention are doing. Data analysis.</p>	<p>LH/JC/ Teachers/ TA</p>	<p>£1330</p>
Total budgeted cost					<p>£13,780</p>

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 All Teachers are able to accurately track the progress and attainment of pupils leading to early identification of particular areas of need and intervention.	Pupil Asset	Accurate tracking of children will ensure that progress and attainment can be accurately tracked. Intervention can be implemented promptly.	Pupil Asset Training for staff and regular CDP.	JG/SLT	£2,770
A, B, C, D Pupils receive a broad, balanced curriculum including Cross-Curricular Writing.	Teachers plan Cross-Curricular writing opportunities linked to the Foundation subjects that they teach.	A broad and balanced curriculum covering the National Curriculum gives children the opportunity to write for a variety of purposes and see writing as a lifelong skill.	Monitor planning and books Track progress – Data analysis	JG/SLT	April 2019 £1,440
E, F Subsidiary support available so that PP children can access a wide range of educational experiences and parents feel that their child is able to fully engage in school life without worrying about finances.	Subsidiary support	All children no matter what their background can access the curriculum and any learning opportunities offered.	Any subsidiary support authorised by the Head Teacher. Parents made aware of this support during trip information evenings.	HP	£1,000
A, B, C, D, E Use of ICT to support learning, particularly reading, writing and maths.	iPad apps/16 Laptops and Laptop Trolley	The Sutton Trust/EEF Toolkit suggests that this is associated with moderate learning gains and should be used to supplement teaching rather than replace it. The use of Seesaw/Tapestry will encourage parents to engage with their child's education and be aware of learning taking place at school.	Monitoring effective use of ICT through observations. Use of ICT is driven by the learning goal instead of the technology used.	LLR	£5,700

F Pupils in year 3 and 4 given the opportunity to learn a musical instrument (the drums and the guitar respectively.)	Music tuition	Children are given the opportunity to learn a musical instrument which involves commitment and the involvement of parents in their child's learning.	Monitoring effective teaching of drums in year 3 and guitar for year 4	HP/SLT/AD	£3,500
Total budgeted cost					£14,343