

# Pupil Premium Strategy Statement for Astley Primary School

1. Summary information					
<b>School</b>	Astley Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£44,880	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	219	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	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>
<b>% achieving in reading, writing and maths</b>	43% (KS1) 43% (KS2)	46% KS2
<b>% making expected standard+ in reading</b>	43% (KS1) 43%(KS2)	65% KS2
<b>% making expected standard+ in writing</b>	57% (KS1) 57% (KS2)	54% KS2
<b>% making expected standard+ in maths</b>	57% (KS1) 57% (KS2)	69% KS2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	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>B.</b>	29% of children identified as Pupil Premium making below expected progress in maths over the previous year. (PA Nov 2018)
<b>C.</b>	29% of children identified as Pupil Premium making below expected progress in reading over the previous year. (PA Nov 2018)
<b>D.</b>	52% of children identified as Pupil Premium making below expected progress in writing over the previous year. (PA Nov 2018)
<b>E.</b>	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)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	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>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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
<b>F.</b>	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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-2019</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact of Outcome</b>
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	Monitoring from RWInc Lead and Advisor showed that Teachers and Teaching Assistants have an up-to-date knowledge of RWInc/literacy and Language. 93% of children achieved the Year 1 Phonics screening Check (100% of the children identified as Pupil Premium) and 100% of Year 2 children achieved the phonic retake.  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	Monitoring from Maths Lead and SLT showed that Teachers and Teaching Assistants have an up-to-date

					<p>knowledge of Numicom and children are accessing this in lessons. 65.6% of children have made at least expected progress this year for maths compared with 37% in 2017/18. 9.4% (2018/19) exceeding compared to 0% (2017/18)</p> <p>£800</p>
<p>A, C, D, E All Teachers confident in delivering reading comprehension skills and Talk for Writing</p>	<p>Raising standards through reading comprehension Talk for Writing</p>	<p>Good quality teaching and subject knowledge supports children making at least expected progress.</p>	<p>SDD on reading comprehension skills Monitoring of planning, book scrutinies, learning walks. Pupil progress</p>	<p>JG</p>	<p>Two members of staff received training on Non-fiction Talk for Writing, this has been feedback to all Teachers.</p> <p>46.9% of children have made at least expected progress this year for writing compared with 29.6% in 2017/18. 3.1% (2018/19) exceeding compared to 0% (2017/18)</p> <p>£800</p> <p>£320</p>
<p>A, B, C, D All teachers aware of strategies to engage pupils through use of ICT.</p>	<p>Raising standards through technology</p>	<p>Boys can engage with learning through a resource e.g. iPads. etc</p>	<p>Training for specific members of staff. Monitoring through learning walks, observations and book scrutiny. Pupil Progress conversations about different vulnerable groups and their progress.</p>	<p>LLR</p>	<p>iPads used across the school. Each class has a Seesaw account Years 1-6. Foundation Stage use Tapestry.</p>

					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	Parent evaluations available on request.  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	70% of the Pupil Premium children who attend Homework club made expected or exceeding progress in reading. 50% of the Pupil Premium children who attend Homework club made expected or exceeding progress in writing. 60% of the Pupil Premium children who attend Homework club made expected or exceeding progress in maths.  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	Parental and pupil questionnaires are available on request.  46.9% of children have made at least expected progress this year for writing

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	62.5% of children have made at least expected progress this year for reading compared with 33.3% in 2017/18. 12.5% (2018/19) exceeding compared to 3.7% (2017/18)  July 2019  £1500
<b>Total budgeted cost</b>					£16, 690
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact of Outcome

<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>93% of children achieved the Year 1 Phonics screening Check (100% of the children identified as Pupil Premium) Year 1 July 2018</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>See Boxall Profiles.</p> <p>July 2019</p> <p>£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>62.5% of children have made at least expected progress this year for reading compared with 33.3% in 2017/18. 12.5% (2018/19) exceeding compared to 3.7% (2017/18).</p> <p>Year 5 100% (7) Pupil Premium children have made expected or exceeding progress in maths. Year 6 40% (3/5) children have made expected or exceeding progress in maths.</p> <p>£1330</p>
<p><b>Total budgeted cost</b></p>					<p><b>£13,780</b></p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
<b>A</b> 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	See Pupil Progress notes and data  £2,770
<b>A, B, C, D</b> 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	All pupils have access to a broad and balanced curriculum.  See writing results above.  April 2019 £1,440
<b>E, F</b> 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	All children had access to trips and extra-curricular activities.  £1,000
<b>A, B, C, D, E</b> 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	Monitoring effective use of ICT through observations. Use of ICT is driven by the learning goal instead of the technology used.	LLR	All children have access to up-to-date software to support the curriculum.  £5,700

		child's education and be aware of learning taking place at school.			
<b>F</b> 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	All children in year 4 given the opportunity to play the guitar and all children in year 3 given the opportunity to learn to play the drums. Performances presented in assembly to parents throughout the year.  £3,500
<b>Total budgeted cost</b>					<b>£14,343</b>