

Pupil Premium Strategy Statement for Astley Primary School

1. Summary information					
School	Astley Primary School				
Academic Year	2019-2020	Total PP budget	£46,200	Date of most recent PP Review	October 2019
Total number of pupils	215	Number of pupils eligible for PP	29	Date for next internal review of this strategy	September 2020

2. Current attainment (based on 2018-2019 results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national)</i>
% achieving in reading, writing and maths	43% (KS1) 40% (KS2)	50% KS1 51% KS2
% making expected standard+ in reading	33% (KS1) 40%(KS2)	64% KS2
% making expected standard+ in writing	33% (KS1) 40% (KS2)	67% KS2
% making expected standard+ in maths	50% (KS1) 40% (KS2)	64% 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.	17% of Pupil Premium children are also identified as having SEND. 60% of these children are making below expected progress in writing, reading or maths. (PA Oct 2019)
B.	29% of children identified as Pupil Premium making below expected progress in maths over the previous year compared with 17% of Non-Pupil Premium. (PA Oct 2019)
C.	29% of children identified as Pupil Premium making below expected progress in reading over the previous year compared with 15% of Non-Pupil Premium. (PA Oct 2019)
D.	47% of children identified as Pupil Premium making below expected progress in writing over the previous year compared with 21% of Non-Pupil Premium. (PA Oct 2019)
E.	Value added progress for Pupil Premium children at the end of KS2 are as follows: reading -2.51, writing -2.13 and maths -1.45 (PA November 2019)
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 19 – July 2020.	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 19 – July 2020.	Increased % of PP children making expected or exceeding progress in maths.
C.	PP Children make at least expected progress in reading from Sept 19 – July 2020.	Increased % of PP children making expected or exceeding progress in reading.
D.	PP Children make at least expected progress in writing from Sept 19 – July 2020.	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 (November 2019.)	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	2019-2020				
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	Impact
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.	Purchase of online Read Write Inc phonic resource.	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.	JG/SLT	Monitoring from English co-ordinator showed that Teachers and Teaching Assistants have an up-to-date knowledge of RWInc/English. DUE TO THE COVID 19 PANDEMIC THE PHONIC SCREENING AND RETAKES DID NOT TAKE PLACE.
A,B,D, E All Teachers and Teaching Assistants confident in delivering Teach Active.	Subscription to Teach Active website and resources	Being active helps children to retain and develop skills in Maths and English.	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 knowledge of Teach Active maths and children are accessing resources in lessons. Spring data: 60.6% of children have made expected progress in maths. 2018/19 end of year: 65.6% 2017/18 End of year: 37% Spring Data: 0% Exceeding progress 2018/19: 9.4% 2017/18: 0%

					DUE TO THE COVID 19 PANDEMIC NO SUMMER DATA.
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.
A, C, D, F Inspirational creative writing days to improve the children's literacy skills. (World Book Day)	To deliver 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/visitors coming into school develop excitement and a love of writing.	Literacy co-ordinator to arrange a whole school approach to writing Pupil, parent and staff perceptions.	AS	Parental and pupil questionnaires are available on request. Spring data: 81.8% of children have made expected progress in writing. 2018/19 end of year: 46.9% 2017/18 End of year: 29.6% Spring Data: 9.1% Exceeding progress 2018/19: 3.1% 2017/18: 0% DUE TO THE COVID 19 PANDEMIC NO SUMMER DATA.

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 being provided with an incentive to read can be positive contributing factor towards reading enjoyment.	Literacy coordinator to organise and monitor the reading and prizes awarded.	AS/SLT	Spring data: 72.7% of children have made expected progress in writing. 2018/19 end of year: 62.5% 2017/18 End of year: 33.3% Spring Data: 0% Exceeding progress 2018/19: 12.5% 2017/18: 3.7% DUE TO THE COVID 19 PANDEMIC NO SUMMER DATA.
Total budgeted cost					£6395
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	Impact

<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</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 TA meetings. Pupil Progress meetings to monitor how children receiving intervention are doing. Observations of 1:1 sessions. Data analysis</p>	<p>AS/MB</p>	<p>DUE TO THE COVID 19 PANDEMIC THE PHONIC SCREENING AND RETAKES DID NOT TAKE PLACE.</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 and analysis completed by Nurture lead teachers.</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. Interventions taken by the Class Teacher while a HLTA teaches the rest of the class.</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>See Reading, Writing and Maths data above. DUE TO THE COVID 19 PANDEMIC NO SUMMER DATA.</p>
Total budgeted cost					£23,823

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	Impact
A, E 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. DUE TO THE COVID 19 PANDEMIC NO SUMMER DATA.
A, C, D, E Pupils receive a broad, balanced curriculum including Cross-Curricular Writing. Big Write	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	AS/SLT	All pupils have access to a broad and balanced curriculum. See writing results above.
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.	JG	All children had access to trips and extra-curricular activities.
A, B, C, D, E, F Use of ICT to support learning, particularly reading, writing and maths.	iPad apps and Spelling Shed (available for parents to use with children at home).	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	All children have access to up-to-date software to support the curriculum.

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	JG/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.
Miscellaneous					
Total budgeted cost					£15,770