

Pupil premium strategy statement 18-19 academic year

1. Summary information					
School	Ashleigh Primary School and Nursery				
Academic Year	2018-2019	Total PP budget	£92,660	Date of most recent PP Review	Ofsted June 2018
Total number of pupils	484	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Termly

% at age related expectation at end of KS1	Reading	Writing	Maths
KS1 Statutory assessment School disadvantaged	Exp 60% GD 14%	Exp 80% GD 0%	Exp 60% GD 0%
KS1 Statutory assessment National non disadvantaged	Exp 75% GD 26%	Exp 70% GD 16%	Exp 76% GD 22%

	2015	2016	2017	2018
Disadvantaged Y1 phonics screening	40%	58%	100%	44%

1b. Whole School progress information 2018 - 2019

Table 3 Progress of groups								
	Maths			Reading			Writing	
	% expected or above	% above		% expected or above	% above		% expected or above	% above
All	95%	38%	All	91%	38%	All	98%	49%
Boys	91%	31%	Boys	97%	31%	Boys	97%	41%
Girls	100%	38%	Girls	88%	38%	Girls	100%	47%
SEN	91%	38%	SEN	95%	27%	SEN	95%	32%
More able	100%	33%	More able	83%	33%	More able	100%	50%

2. 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.	Speech and language skills in the Early Years are below those of their peers. This leads to social communication difficulties and issues with reading and writing.	
B.	Lower reading and phonics attainment can negatively impact access to the wider curriculum	
C.	Low start points in Number and SSM create a gap in Maths	
D.	Learning can be negatively affected by social and emotional barriers and resulting behavioural issues	
E.	Expectations of PP children	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	For a small minority, attendance and parental engagement negatively impacts progress	
G.	For some pupil premium children, lack of experiences means that they cannot access the curriculum in the same way as other children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Writing measures continue to show diminishing the difference year on year.	<ul style="list-style-type: none"> - Writing progress for PP children is expected or better - Year on year school measures show a diminishing difference in PP and non PP attainment
B.	Reading and phonics gap diminishes.	<ul style="list-style-type: none"> - Individual children make accelerated progress
C.	Maths measures show diminishing the difference year on year.	<ul style="list-style-type: none"> - Maths progress for PP children is expected or better - Year on year school measures show a diminishing difference in PP and non PP attainment
D.	Behaviour for learning improves and negative behaviours decrease.	<ul style="list-style-type: none"> - Engagement and behaviour for learning is outstanding in all lesson observations - Children's self-regulation of learning through Building Learning Power (BLP) and Promoting Alternative Thinking Strategies (PATHS) is evident - Those identified as having additional Social, Emotional and Mental Health (SEMH) needs are given tailored provision with demonstrable progress (Thrive/Nurture/Forest Schools)
E.	Higher expectations result in accelerated progress.	<ul style="list-style-type: none"> - Children show BLP traits of challenge and embracing mistakes (pupil voice)
F.	Parental involvement in school and attendance improves	<ul style="list-style-type: none"> - For specific children, attendance improves - Parent support is in place through training, Family Support Process (FSP), family learning etc.
G.	Pupil premium children are given additional opportunities and experiences that link to the school curriculum	<ul style="list-style-type: none"> - Individual children make accelerated progress

4. Planned expenditure					
Academic year	2018-19				
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, B, C & D	OSIRIS Outstanding Teacher Intervention programme	<ul style="list-style-type: none"> - Pupil premium funding should be used to, 'improve teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively' (The Sutton Trust Education Endowment Foundation, 'Pupil Premium: The Next Steps'). - Improving high quality first teaching is key. OTI impact have been supported by Mick Waters research for the University of Wolverhampton. - Teacher training will ensure sustainable improvement. 	<ul style="list-style-type: none"> - Monitor teaching and learning through lesson observations, learning walks, work scrutiny and pupil voice. - High quality OTI trainer will deliver training and support for the teachers involved with the programme - Staff are able to self and peer coach improvement 	SN & JM/LG	On-going throughout the year to ensure continuous improvement. £10,000
A, B, C, D & E	Coaching training – January	<ul style="list-style-type: none"> - Pupil coaching can develop: Reflectivity, wellbeing and confidence, problem-solving skills and communication skills and relationships. Through modelling, pupils will also develop their own coaching techniques to use during collaborative learning. - Coaching develops teachers questioning skills which can have huge impact on learning in all areas of the curriculum. - Sustainable improvement requires a school led system. - Coaching methods align with the school ethos. - EEF research states, 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress'. 	<ul style="list-style-type: none"> - All staff to receive high quality coaching training for the January INSET. - Staff feedback - Pupil feedback - Peer observations and reflections 	SN & JM/LG	Following January training, impact of coaching will be reviewed on a regular basis. £3000

<p>B</p>	<p>Refresher phonics training for EYFS & KS1 staff</p>	<ul style="list-style-type: none"> - 80% of children passed the phonics screening this year which falls slightly below the national average of 83%. - 44% of disadvantaged pupils passed their phonics screening. - Refresher training needed to ensure consistent approach between Reception and Year 1. - EEF research states, 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress'. 	<ul style="list-style-type: none"> - Monitor teaching and learning through lesson observations, learning walks, work scrutiny and pupil voice. - Regular analysis of phonics assessments. 	<p>JM & HMc</p>	<p>On-going.</p> <p>£3000</p>
<p>C</p>	<p>Maths No Problem training and resources</p>	<ul style="list-style-type: none"> - EEF research states, 'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress...Mastery learning appears to be a promising strategy for narrowing the attainment gap'. - Whole school change will enable long term acceleration of achievement. - Primary practitioners are rarely Maths specialists and this will provide the highest quality materials and sequential teaching steps in a sustainable model. - A textbook approach will give a consistent Maths diet and pedagogical approach. - Maths No Problem is the only textbook approach recommended by the DfE. 	<ul style="list-style-type: none"> - All teaching and class-based support staff receive 2 days of high quality Maths CPD developing pedagogical skills and subject knowledge. - Maths No Problem approach and materials are successfully introduced from Year 1 – Year 6. - Close monitoring by subject lead provides support in transition and identifies development opportunities for following year. - Achievement in maths shows an improving picture. - KS2 maths results are in line with or above national. 	<p>SN & JW</p>	<p>On-going</p> <p>£8,000</p>

<p>B</p>	<p>Reading Recovery Teacher employed to provide intensive reading support for individual children.</p>	<ul style="list-style-type: none"> - Children who took part in the Reading Recovery programme and worked with Target support teacher for phonics in the summer term made accelerated progress. - Long term impact data shows that children who have taken part in the programme have sustained good progress and some have made accelerated progress since. - Evidence based research to support the impact of Reading Recovery (RR) is very strong. - After school slots for the programme maximises learning time. 	<ul style="list-style-type: none"> - Reading Recovery Teacher to liaise with LG/JM to ensure the right children are targeted for the intervention. - Analyse data carefully and Reading Recovery teacher to complete assessments to ensure the right children have been chosen to complete the programme. - Lesson observations, work/planning scrutiny and pupil voice can also be used to ensure the programme is being implemented well. 	<p>JB DL LG/JM</p>	<p>JB and LG to liaise on a regular basis to discuss progress of individuals.</p> <p>Discuss at each pupil progress meeting to review progress.</p> <p>Review at the end of each 20-week programme.</p> <p style="color: red;">£12,000</p>
<p>A, B & C</p>	<p>EYFS Pupil premium Teaching Assistant to work in Reception</p>	<ul style="list-style-type: none"> - EEF evidence suggests that early years and pre-school intervention is beneficial. 	<ul style="list-style-type: none"> - TA to target pupil premium children to support their learning throughout the school day - There will be more observations and Tapestry assessments for these children. - Lesson walks, work scrutiny, Tapestry reports will be used to monitor impact. 	<p>DL & JM</p>	<p>On-going.</p> <p style="color: red;">£5000</p>

<p>D & G</p>	<p>Forest School sessions for target PP children</p>	<ul style="list-style-type: none"> - Assessments from target groups last year show that the sessions had a positive impact. Increased confidence, improved communication and problem-solving skills and a development in emotional well-being can be evidenced. - FS after school sessions were well attended. - FS provides opportunities for children to succeed and learn outside of the classroom. - It embeds nurture principles which link to our whole school ethos. - FS can be used as an intervention to develop speech and language skills. 	<ul style="list-style-type: none"> - Review FS assessments and anecdotal evidence every half term. - LG/JM to discuss the progress of individuals every half term and review groups for following half term. - Use anecdotal evidence from teachers to review impact on behaviours for learning in class. - After school club is well attended. - Observations and planning show how lessons have been adapted to support individual needs. 	<p>LG/JM JR</p>	<p>LG/JM & JR to liaise on a regular basis. Review groups and assessments every half term.</p> <p style="color: red;">£500</p>
<p>A, B, C, D & E</p>	<p>Targeted support through digital technology</p>	<ul style="list-style-type: none"> - EEF studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. 	<ul style="list-style-type: none"> - Digital technology is used enhance teaching and learning. - Termly computing report shows how pupil premium children are being targeted through digital technology. 	<p>LG/JM CG</p>	<p>On-going.</p> <p style="color: red;">£6469.50</p>

Total budgeted cost					£48,667.50
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?
D & G	All children in R, KS1 and Yr 3 will learn a musical instrument (African drumming and Ukulele)	<ul style="list-style-type: none"> - Progress in music last year was strong across the school. - EEF research states that the impact of arts participation on academic learning appears to be positive. Wider benefits on attitudes to learning and well-being have also consistently been reported. - Access to a broad and balanced curriculum allows children to discover skills and talents; experience success and develop lifelong skills. - “The well-designed curriculum and the on-site farm provide excellent opportunities for pupils to develop their knowledge and understanding across many subjects” (Ashleigh Primary School & Nursery Ofsted Report, June 2018). 	<ul style="list-style-type: none"> - Employ external music specialists 	Norfolk Music services	Annually
					£7000
A, E & G	The Brilliant Club	<ul style="list-style-type: none"> - The programme is designed to stretch and challenge disadvantaged most able pupils by giving them the opportunity to work with a PhD tutor, receive information, advice and guidance at visits to two highly-selective universities and produce an extended final assignment. - Last year, 100% of pupils who took part said that they are more likely to apply to a highly-selective university in the future after their trip to Cambridge University. - The Scholars Programme has been identified as an effective use of targeting Pupil Premium funding in Ofsted report, ‘The Most Able Students: An update on progress since 2013’. - 	<ul style="list-style-type: none"> - Attend launch trip and graduation event. - Attend in school tutorials - Pupil voice 	JM & AW	Summer term – The Scholars Programme Impact Report
					£1,920

