Pupil premium strategy statement 2016-17 academic year

1. Summary information					
School	Ashleigh Primary School and Nursery				
Academic Year	2016-2017	**Total PP budget**	£44,880	**Date of most recent PP Review**	n/a
Total number of pupils	374	**Number of pupils eligible for PP**	53	**Date for next internal review of this strategy**	Jan 2018

% at age related expectation at end of KS1	Reading	Writing	Maths
KS1 Statutory assessment School disadvantaged	Exp 60% GD 20%	Exp 50% GD 20%	Exp 50% GD 30%
KS1 Statutory assessment National disadvantaged	Exp 62% GD 13%	Exp 53G% D 7%	Exp 60% GD 10%

Below national   In line with national (ie within one child)   Above national (ie more than one child difference

	2015	2016	2017 prediction
Disadvantaged Y1 phonics screening	40%	58%	80%

1b. Whole School progress information 2015-16						
Year	**Pupils**	**Subject**	**Below expected progress**	**Broadly expected progress**	**Above expected progress**	**VA**
3	11	Maths	0	91% (10)	9% (1)	100.9
3	11	Writing	0	91% (10)	9% (1)	100.9
3	11	Reading	0	73% (8)	27% (3)	101.3
2	10	Maths	0	80 %(8)	20% (2)	101.1
2	10	Writing	0	80% (8)	20% (2)	101.4
2	10	Reading	0	90% (9)	10% (1)	101.1
1	13	Maths	8% (1)	69% (9)	15% (2)	101.08
1	13	Writing	8% (1)	77% (10)	8% (1)	101.17
1	13	Reading	8% (1)	62% (8)	23% (3)	101.58

	2. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Speech and language skills in the Early Years are below those of their peers
B.	Learning can be negatively affected by social and emotional barriers and resulting behavioural issues
C.	Lower reading and phonics attainment can negatively impact access to the wider curriculum
D.	Expectations of PP children
F.	Low start points in Number and SSM create a gap in Maths
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	For a small minority, attendance and parental engagement negatively impacts progress

	3. Desired outcomes	
	Desired outcomes and how they will be measured	*Success criteria*
A.	Literacy measures show diminishing difference year on year	- Reading and 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.	Engagement in learning improves and negative behaviours decrease	- Engagement and behaviour in all lesson observations is outstanding - Children's self regulation of learning through Building Learning Power (BLP) and behaviour Promoting Alternative Thinking Strategies (PATHS) is evident in monitoring - Those children identified as having additional Social, Emotional and Mental Health (SEMH) needs are given tailored provision with demonstrable progress (Thrive/Nurture/Forest School)
C.	Reading and phonics gap diminishes.	- Individual children make accelerated progress
D.	Higher expectation results in accelerated progress	- Growth mindset training completed by all staff - Children show BLP traits of challenge and embracing mistakes (pupil voice)
E.	Maths measures show diminishing difference year on year	- Maths progress for PP children is expected or better

		- Year on year school measures show a diminishing difference in PP and non PP attainment
F.	Parental involvement in school and children's attendance improves	- For specific children attendance improves - Parent support is in place through training, Family Support Process (FSP), family learning etc

4. 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?
D - Higher expectation results in accelerated progress	Staff training on Growth Mindset (4 twilight sessions via TS) TA training on INSET training on Supporting Independent Learning (TS)	- Education Endowment Fund (EEF) Metacognition, - Educational research including Carol Dweck, - Lesson observation and monitoring conclusions	- High quality training sourced - Significant Continual Professional Development (CPD) allocated - Introduce formal CPD for Teaching Assistants (TA)s - Performance Management tied to BLP/Growth Mindset for each teacher - Adjusted marking and feedback approach	HT/SLT	- Sept 2017

B - Engagement in learning improves and negative behaviours decrease	Whole staff training and SIDP Priority for Building Learning Power (BLP). See SIDP	- EEF Metacognition - Continuing focus on improving attitudes to learning see Self Evaluation Form (SEF)	- High quality training sourced - Online training accounts for all staff in use through year - Significant CPD allocated - Performance Management tied to BLP/Growth Mindset for each teacher - Professional Learning Communities (PLCs) led termly by SLT - BLP assessment proformas to measure progress - Overtime paid to TAs to attend Professional Learning Communities(PLCs)	HT/SLT	- Sept 2017
Total budgeted cost					**(2+5) = £7000**
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?**

A. Literacy measures show diminishing difference year on year C. Reading and phonics gap diminishes. E. Maths measures show diminishing difference year on year	Targeted teacher role to provide additional tuition for Pupil Premium children based on Personalised learning plans	- Role was established last academic year and children made accelerated progress - Intervention from qualified teacher provides highest level of additional support - Quality of feedback given to children is increased via small group – EEF research	- Personalised Learning Plans, Provision map and pupil progress meetings will be used to closely monitor the impact of the Targeted teacher's work	DL CM	- Termly alongside pupil progress meetings
A. Literacy measures show diminishing difference year on year C. Reading and phonics gap diminishes.	Employ a Reading Recovery Teacher to target intensive reading support for individual children. 30 mins per day every day for approx. 20 weeks	- Evidence based to support the impact of Reading Recovery (RR) is very strong - Clear tracking and impact assessment	- Appoint teacher with specific qualification - Purchase necessary resources - AH for Inclusion to regularly liaise with RR teacher to monitor progress	DL JB	- Mid point reviews for each child's progress - Pupil Progress meetings - Provision map

B. Engagement in learning improves and negative behaviours decrease	Establish Thrive practitioner role and timetable - three days of Thrive work allocated on need	- Research evidence based can be found [here](#) - The school has worked with the Specialist Resource Base (SRB) at Manorfield using Thrive outreach and seen a positive impact	- Train appropriate staff member - Allocate sufficient time - Use Thrive resources and assessment to keep fidelity to the approach - Hold whole staff training to ensure school wide understanding - Engage cluster schools in shared Thrive approach	BB DL	- In line with SIDP review
B. Engagement in learning improves and negative behaviours decrease A. Literacy measures show diminishing difference year on year C. Reading and phonics gap diminishes.	Embed and improve Nurture practices across the school Reintroduce the lunchtime 'Sanctuary' baseds around Nurture and Thrive principles	- Research evidence links can be found [here](#) - Nurture group has now been established in its current form for 2 years and the school has case studies of individual children who have achieved the desired outcomes identified	- Use Nurture award framework to audit and improve practices - Carry out Securebase review to assess current practices and determine development goals - Increase nurture sessions to 4 per week	DL SS AH JR	- Ongoing review by AH for Inclusion

A. Literacy measures show diminishing difference year on year C. Reading and phonics gap diminishes.	- Use dedicated TA and HLTA time to deliver research based interventions	- Project X, Project code, first class@ number, talk for writing, talk boost, lego therapy and Numicon breaking barriers are all supported by research data - Provision map and tracking show using these approaches last year had a positive impact - Extend the school day through 'Early Start School'	- Pupil Progress Meeting discuss each Pupil Premium child and allocate suitable additional provision and provide frequent review - Literacy Lead, Numeracy Lead and Deputy Head organise half termly timetables for Higher Level Teaching Assistants (HLTAs) delivering intervention or freeing Teachers to deliver intervention - Class teachers organise TA intervention timetable	DH Lit Lead Num Lead HLTAS and TAs Class teachers	- Half termly
Total budgeted cost					(10+12+5+5+11) **£43,000**

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?
B. Engagement in learning improves and negative behaviours decrease A. Literacy measures	All children will learn a musical instrument (R and KS1 – African drumming, KS2 Ukulele)	- Musical instrument tuition can improve cognitive skills and self-control. See evidence here - Access to a broad and balanced curriculum allows children to discover skills and talents; experience success and develop a lifelong skill.	- Employ external specialists	Norfolk Music serives	- Annually

show diminishing difference year on year C. Reading and phonics gap diminishes.	Forest School sessions and visits to woodland for all children in Year 2	- Opportunities for children to succeed and learn outside of the classroom. Research link can be found here	- Employ external specialists - Assess progress using clear targets for children and through use of Thrive assessment system	DL	- Review in line with financial year and staffing structure. Review sustainability.
B. Engagement in learning improves and negative behaviours decrease F. Parental involvement in school and children's attendance improves	Through cluster links provide specialist support including Parent Support Advisor, Engage behaviour support, School 2 School support, Ed psch involvement for Securebase, specialist therapists where needed and release time for AH for Inclusion	- Engaging families and providing support (eg parenting classes, home visits for families in need, liason with Early Help Hub, Family Support Process meetings etc) increases children's ability to engage in learning at school	- Contribute to cluster roles - Involve specialist support where appropriate - Use Ed Psych knowledge and Person Centred Reviews to ensure clear targets for specifc children and families		-
Total budgeted cost					**£7,000**

2016-17