

## Pupil premium strategy statement 17-18 academic year

1. Summary information					
School	Ashleigh Primary School and Nursery				
Academic Year	2017-2018	Total PP budget	£73,100	Date of most recent PP Review	n/a
Total number of pupils	409	Number of pupils eligible for PP	61	Date for next internal review of this strategy	July 2018

% at age related expectation at end of KS1	Reading	Writing	Maths
<b>KS1 Statutory assessment School disadvantaged</b>	Exp 50% GD 6%	Exp 31% GD 0%	Exp 63% GD 2%
<b>KS1 Statutory assessment National non disadvantaged</b>	Exp 79% GD 28%	Exp 72% GD 18%	Exp 79% GD 23%

Below national

In line with national (ie within one child)

Above national (ie more than one child difference)

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

## 1b. Whole School progress information 2016 - 2017

Maths				
Year	No. of Pupils	Below expected progress	Broadly expected progress	Above expected progress
R	12		5	7
1	5	1	3	1
2	15		12	3
3	9	2	5	3
4	12	1	4	7
Reading				
Year	No. of Pupils	Below expected progress	Broadly expected progress	Above expected progress
R	12	2	4	6
1	5		4	1
2	15	1	9	5
3	9		6	3
4	12	1	5	6
Writing				
Year	No. of Pupils	Below expected progress	Broadly expected progress	Above expected progress
R	12	1	5	6
1	5		5	
2	15	1	13	1
3	9	1	7	2
4	12	2	4	6

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

4. Planned expenditure					
Academic year	2017-18				
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.	Embed Building Learning Power to improve learning behaviours further	<ul style="list-style-type: none"> <li>- Education Endowment Fund (EEF) Teaching and Learning toolkit states meta-cognition and self-regulation have high impact. Collaborative learning also has moderate impact.</li> <li>- Educational research from Carol Dweck.</li> <li>- BLP evidence from last year (see BLP page on website) shows that modules and professional learning communities had an impact on teacher's lesson plans and language for feedback. This had an impact on children's attitudes towards their learning (see lesson observations and learning walks).</li> </ul>	<ul style="list-style-type: none"> <li>- All staff to have access to online module and expected to complete one every half term.</li> <li>- Continue to have professional learning community meetings once every half term to review BLP module material and feedback classroom experiences.</li> <li>- Monitor learning environments and behaviour for learning within the classroom for evidence of BLP.</li> <li>- Invite external BLP facilitator – to review where we are.</li> </ul>	LG	<p>On-going to ensure it is embedded.</p> <p>BLP facilitator to visit in the summer term.</p> <p style="color: red;">£1000</p>

<p><b>D.</b> <b>E.</b></p>	<p>Building Belief: a culture in which staff believe that ALL children can succeed – no excuses for underperformance and no “artificial ceilings”.</p>	<ul style="list-style-type: none"> <li>- Carol Dweck’s research on developing ‘growth mindsets’ to become better learners.</li> <li>- Embed growth mindset principles following last year’s training with teachers and TAs.</li> </ul>	<p>Growth mindset displays evident around the school</p> <ul style="list-style-type: none"> <li>- Teachers will all have a performance management target that links to pupil premium achievement and demonstrates high expectations</li> <li>- Teachers will be given time once a term to write/review/update pp personalised learning plans</li> </ul>	<p>LG</p>	<p>On-going to ensure it is embedded.</p>
<p><b>A.</b> <b>B.</b> <b>C.</b></p>	<p>To provide a performance management system and training opportunities for TAs to ensure maximum impact for pupils</p>	<ul style="list-style-type: none"> <li>- EEF evidence suggests that TAs can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</li> <li>- There is also evidence that working with TAs can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale and reduced stress.</li> <li>- TA training programme introduced last year was received well (see TA surveys)</li> </ul>	<ul style="list-style-type: none"> <li>- Apply for the ‘Best Practice with Teaching Assistants’ Award through Optimus Education. This will provide direction and support from external advisors.</li> </ul>	<p>LG</p>	<p>On-going</p> <p style="color: red; text-align: right;">£3150</p>



<p><b>B.</b></p>	<p>Reading Recovery Teacher employed to provide intensive reading support for individual children.</p>	<ul style="list-style-type: none"> <li>- Evidence based to support the impact of Reading Recovery (RR) is very strong</li> <li>- Children who took part in the programme last year made accelerated progress (see clear tracking and impact assessment)</li> <li>- After school slots for the programme maximises learning time.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Recovery Teacher to liaise with LG and Ah for Inclusion on a regular basis to monitor progress.</li> <li>- Analyse data carefully and Reading Recovery teacher to complete assessments to ensure the right children have been chosen to complete the programme.</li> </ul>	<p>JB DL LG</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><b>£12,000</b></p>
<p><b>D. E.</b></p>	<p>Establish new Thrive practitioner role</p>	<ul style="list-style-type: none"> <li>- EEF research shows on average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</li> <li>- The school has worked with the Specialist Resource Base (SRB) at Manorfield using Thrive outreach and seen a positive impact</li> <li>- Thrive was introduced last year and clear tracking and assessment shows positive impact.</li> <li>- Thrive provided additional support for our most vulnerable children.</li> </ul>	<ul style="list-style-type: none"> <li>- Train two members of staff to become Thrive practitioners.</li> <li>- Allocate sufficient time.</li> <li>- Use Thrive resources and assessment to keep fidelity to the approach.</li> <li>- Revisit whole staff training for new members of staff to ensure a wider understanding of the approach and help teachers target individuals who would benefit from the intervention.</li> </ul>	<p>DL SS AH</p>	<p>Review on-going anecdotal evidence of progress made by individuals</p> <p>Thrive assessments completed termly.</p> <p>DL to monitor provision through planning scrutiny and lesson observations.</p> <p><b>£5000</b></p>

<p><b>D.</b> <b>E.</b></p>	<p>Embed and improve Nurture practices across the school</p>	<ul style="list-style-type: none"> <li>- EEF research on Social and Emotional Learning (see above)</li> <li>- 'Little Explorers' did not have full impact due to staffing issues however it was a successful intervention for most children who took part.</li> <li>- Provide additional support for our most vulnerable</li> <li>- Provide a safe place for children at lunch time</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce lunch time behaviour mentor. Approaches will be based around nurture and thrive principles.</li> <li>- Train member of staff to become an Emotional Literacy Support Assistant (ELSA) £200</li> <li>- Deliver 'Littlest Explorers' intervention to children in Nursery and Reception. Ensure it is closely monitored and review impact regularly.</li> </ul>	<p>DL LG</p>	<p>LG to liaise with PS regularly as this is a new role to monitor the provision.</p> <p>ELSA training completed in November 17 – LG to create action plan with PS then.</p> <p>DL to monitor the provision of 'Littlest Explorers' using learning walks and intervention grids.</p> <p>£1000</p>
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<p><b>A.</b> <b>B.</b> <b>C.</b></p>	<p>Use proven, research based interventions to target individuals for extra support in specific subjects</p> <p><u>Successful interventions used previously:</u> Talk boost Project X, Project code Talk 4 Number Numicon breaking barriers</p> <p><u>New interventions:</u> First class @ number ARROW Write away together Inference Training</p>	<ul style="list-style-type: none"> <li>- Provision map and tracking show these interventions had a positive impact last year (see pupil premium report 16-17).</li> <li>- EEF research shows that overall studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension (Talk Boost intervention).</li> <li>- EEF research shows that teaching reading comprehension strategies can improve learning by an additional five months' progress over the course of a school year (hence the introduction of 'Inference Training').</li> <li>- Extend the school day through 'Early Start School' for interventions to maximise learning time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers to complete 'impact of interventions grid' each term – clear targets and points of progress evident to analyse the impact of different interventions.</li> <li>- Rigorous pupil progress meetings to discuss each pp child and allocate suitable additional provision and provide frequent review</li> <li>- SLT, English lead and Maths lead to meet termly to review the interventions in place.</li> <li>- First class @ number to be reintroduced. JS to be released from class every afternoon to lead this intervention.</li> <li>- TAs to be trained to deliver ARROW</li> </ul>	<p>DL LG</p>	<p>Review new interventions on a half termly basis.</p> <p>Intervention grids to be completed once a term. SLT and Eng/Maths leads to meet once these have been completed to review impact.</p> <p>£1000</p>
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<p><b>A.</b> <b>B.</b> <b>C.</b></p>	<p>Extend school days to maximise learning time</p>	<ul style="list-style-type: none"> <li>- EEF research indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</li> <li>- After school Reading Recovery sessions last year maximised learning time and child made accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Recovery teacher to lead after school sessions</li> <li>- Target support teacher and experienced HLTA within the school to lead 'Early start school' lessons for targeted pupils</li> <li>- Target individuals for after school homework club.</li> </ul>	<p>LG JB HM CS</p>	<p>Review new interventions on a half termly basis.</p> <p>Intervention grids to be completed once a term. SLT and Eng/Maths leads to meet once these have been completed to review impact.</p> <p><b>£6000</b></p>
<p><b>E.</b></p>	<p>Every pupil premium child in the school will have a 'Personalised learning plan'</p>	<ul style="list-style-type: none"> <li>- Writing the Personalised learning plans (PLPs) and reviewing them termly will give teachers the time to reflect on individual needs in their class and ensure extra provision is in place. This will also draw teacher's attention to the more able pp children.</li> <li>- PLPs will be easily accessible for all members of staff – this will ensure effective communication if a child is working with more than one adult during their school day. PLPs can also be easily accessed by members of the SLT.</li> </ul>	<ul style="list-style-type: none"> <li>- Personalised learning plans (PLPs) are written at the start of the year in September by new teachers with previous teachers present to support their understanding of the child</li> <li>- PLPs are reviewed every term.</li> <li>- Teachers are given dedicated time to write these to ensure it is a thoughtful process</li> </ul>	<p>LG</p>	<p>Staff meeting in September to introduce new PLP format and write new PLPs.</p> <p>PLPs reviewed termly during a dedicated staff meeting.</p>

A.	EYFS Pupil premium Teaching Assistant to work in Reception	<ul style="list-style-type: none"> <li>- EEF evidence suggests that early years and pre-school intervention is beneficial.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- TA to target pupil premium children to support their learning throughout the school day</li> <li>- There will be more observations and Tapestry assessments for these children.</li> <li>- Lesson walks, work scrutinites, Tapestry reports will be used to monitor impact.</li> </ul>	DL & JM	<ul style="list-style-type: none"> <li>- Every term</li> </ul> <p style="text-align: right; color: red;">£5000</p>
<b>Total budgeted cost</b>					<b>£54,698</b>
<b>iii. Other approaches</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	When will you review implementation?
G.	All children will learn a musical instrument (R and KS1 – African drumming, KS2 Ukulele)	<ul style="list-style-type: none"> <li>- Musical instrument tuition can improve cognitive skills and self-control. See evidence <a href="#">here</a></li> <li>- Access to a broad and balanced curriculum allows children to discover skills and talents; experience success and develop a lifelong skill.</li> </ul>	<ul style="list-style-type: none"> <li>- Employ external specialists</li> </ul>	Norfolk Music services	<p>Annually</p> <p style="text-align: right; color: red;">£7000</p>
D. G.	Forest School sessions for children across the school and extra sessions for targeted groups	<ul style="list-style-type: none"> <li>- FS sessions last year showed that our pupils are stimulated by the outdoors. This increased confidence, developed communication and problem-solving skills and Thrive assessments showed a</li> </ul>	<ul style="list-style-type: none"> <li>- Establish new Forest School lead role</li> <li>- Introduce new FS assessment framework</li> </ul>	LG & JR	LG & JR to liaise on a regular basis. Review groups and assessments every half term.

		<p>development in their emotional well-being also.</p> <ul style="list-style-type: none"> <li>- FS provides opportunities for children to succeed and learn outside of the classroom.</li> <li>- It embeds nurture principles which link to our whole school ethos.</li> <li>- FS can be used as an intervention to develop speech and language skills.</li> </ul>	<p>and review every half term</p> <ul style="list-style-type: none"> <li>- Review groups and progress every half term</li> <li>- Use anecdotal evidence from teachers to review impact on behaviours for learning in class.</li> </ul>		£500
<b>F. G.</b>	To continue to build links with parents and offer additional opportunities to be involved with their child's learning	<ul style="list-style-type: none"> <li>- Engaging parents increases children's ability to engage in their learning at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Target support teacher to provide additional opportunities for parents to be invited into school</li> </ul>	HM	<ul style="list-style-type: none"> <li>- Termly</li> </ul>
<b>D. G.</b>	Build experiences to ensure our pupil premium children have equal access to the curriculum and raise aspirations for the future	<ul style="list-style-type: none"> <li>- Some of our pupil premium children have limited life experiences, such as visiting the seaside, participating in adventurous activities or watching theatrical performances; these offer children inspiration for their own writing and help them to understand and appreciate what they read</li> <li>- Whole school trip to the theatre last year resulted in a highly successful writing project in year 4.</li> <li>- Research behind the impact of outdoor adventure learning e.g. EEF research - overall, studies of adventure learning interventions consistently show positive benefits on academic learning.</li> </ul>	<ul style="list-style-type: none"> <li>- LG and Target support teacher to review whole school curriculum and identify where there may be possible gaps in experiences.</li> <li>- English team to review class texts used across the school and find additional texts to support children with limited experiences</li> <li>- Provide additional trips for pupil premium children.</li> <li>- Sports lead to plan opportunities for outdoor adventure.</li> <li>- Target more able pupils</li> </ul>	LG & HM	<ul style="list-style-type: none"> <li>- Termly basis. Pupil progress meetings looking at data and anecdotal evidence will also be collated.</li> </ul>
<b>D. F.</b>	Through cluster links provide specialist support including Parent Support Advisor (PSA), Engage behaviour support, School 2	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to cluster roles</li> <li>- Involve specialist support where appropriate</li> <li>- Use Ed Psych knowledge and Person Centred Reviews to ensure clear</li> </ul>	DL	

	School support, Ed psch involvement for Securebase, specialist therapists where needed and release time for AH for Inclusion	-	targets for specific children and families		
<b>Total budgeted cost</b>					<b>£14,261</b>

2017-2018

**TOTAL SPENT = £73,100**