

Pupil premium strategy statement 19-20 academic year

| 1. Summary information | | | | | |
|-------------------------------|-------------------------------------|---|---------|---|------------------|
| School | Ashleigh Primary School and Nursery | | | | |
| Academic Year | 2019-2020 | Total PP budget | £97,020 | Date of most recent PP Review | Ofsted June 2018 |
| Total number of pupils | 464 (excluding nursery) | 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 43% GD 14% | Exp 43% GD 0% | Exp 43% GD 14% |
| KS1 Statutory assessment National non disadvantaged | Exp 78% GD 28% | Exp 73% GD 17% | Exp 79% GD 24% |

| % at age related expectation at end of KS2 | Reading | Writing | Maths |
|--|----------------|----------------|----------------|
| KS2 Statutory assessment School disadvantaged | Exp 75% GD 33% | Exp 92% GD 8% | Exp 92% GD 25% |
| KS2 Statutory assessment National non disadvantaged | Exp 72% GD 30% | Exp 82% GD 22% | Exp 82% GD 30% |

| | 2015 | 2016 | 2017 | 2018 | 2019 |
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| Disadvantaged Y1 phonics screening | 40% | 58% | 100% | 44% | 44% |

1b. Whole School progress information 2019 - 2020

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| In-Year Progress | | | | |
|------------------|--------|-------|----------|-------|
| Maths | | | | |
| Year | Pupils | Below | Expected | Above |
| R | 6 | | 6 | |
| 1 | 10 | 2 | 8 | |
| 2 | 10 | 1 | 9 | |
| 3 | 7 | | 7 | |
| 4 | 21 | 6 | 15 | |
| 5 | 10 | 7 | 3 | |
| 6 | 10 | | | 10 |
| Reading | | | | |
| Year | Pupils | Below | Expected | Above |
| R | 6 | | 6 | |
| 1 | 10 | | 10 | |
| 2 | 10 | 1 | 9 | |
| 3 | 7 | | 7 | |
| 4 | 21 | | 21 | |
| 5 | 10 | 4 | 6 | |
| 6 | 10 | | | 10 |
| Writing | | | | |
| Year | Pupils | Below | Expected | Above |
| R | 6 | 1 | 5 | |
| 1 | 10 | | 10 | |
| 2 | 10 | 1 | 9 | |
| 3 | 7 | | 7 | |
| 4 | 21 | 1 | 20 | |
| 5 | 10 | 6 | 4 | |
| 6 | 10 | | 1 | 9 |

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*)

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| 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 (*issues which also require action outside school, such as low attendance rates*)

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| 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> |
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| 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 - writing attainment for end of KS2 continues to be above national |
| 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) |

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| E. | Higher expectations result in accelerated progress. | - Children show BLP traits of challenge and embracing mistakes (pupil voice) |
| F. | Parental involvement in school and attendance improves | - 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 | - Individual children make accelerated progress |

4. Planned expenditure

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| Academic year | 2019-2020 |
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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? |
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| A,B,C,E & G | Subject leaders to be given subject specific budgets to upskill teachers' subject knowledge and provide additional experiences for pupil premium children. | <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'). - The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers (Sutton Trust, 2011) - Teacher training will ensure sustainable improvement. - See evidence from SIDP | <ul style="list-style-type: none"> - Subject leaders will evaluate have evidence of intent, implementation and impact. - Pupil feedback - Staff feedback | SN/JM/HM Subject leaders | Half termly review with subject leaders £25,000 |

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| | | <ul style="list-style-type: none"> - In a review of research behind effective teaching, Coe et al. found that a teacher's subject knowledge, and their understanding of how pupils handle this subject, has the strongest evidence of impact on student outcomes. (Coe R, Aloisi C, Higgins S, et al. (2014) <i>What Makes Great Teaching? Review of the Underpinning Research</i>. London: Sutton Trust.) | | | |
| A,B,C,E | Professional development of staff through peer observations, training and visits to other schools. | <ul style="list-style-type: none"> - Teacher training ensures sustainable improvement. - Positive feedback from staff from last year after coaching and OTI. | <ul style="list-style-type: none"> - Minutes from staff meetings show impact of staff training. - Lesson observations - Subject leader reports - Book scrutiny show progress of children as a result of staff CPD. - Evidence as part of teacher's performance management. | SN/ LG/ DL/JM | £2000 |
| E, G | Development of a high quality arts and music space and training of staff for use of new equipment. | <ul style="list-style-type: none"> - The EEF states that the impact of Arts participation is "more positive attitudes to learning and increased well-being have also consistently been reported." (EEF, Toolkit) - Access to a broad and balanced curriculum allows children to discover skills and talents; experience success and develop lifelong skills. | <ul style="list-style-type: none"> - Staff feedback - Subject leader reports to evaluate the use of the space. - Pupil voice - Performance management evidence | SN/ LG/ HM | End of academic year £11,000 |
| Total budgeted cost | | | | | £38,000 |

| ii. Targeted support | | | | | |
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| 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 | Targeted teacher role to provide additional support for Pupil Premium children | <ul style="list-style-type: none"> - Target support teacher's role has been extremely successful in previous years. - Of all of the Year 6 children who worked with HM in the Autumn Term 2018-2019, 100% made accelerated progress a -Of all the children who worked with Target support teacher at some point over the academic year 2017-2018, 91% made expected or above expected progress and 50% made above expected progress. Children who worked with target support teacher for prolonged periods of time made above accelerated progress. - Most recent Ofsted report praised the impact of target support teacher; <i>'The recent employment of a dedicated pupil premium teacher is having an extremely positive impact on pupils' learning'</i> (Ashleigh Primary School & Nursery Ofsted Report, June 2018). - Quality of feedback given to children is increased via small group – EEF | <ul style="list-style-type: none"> - Rigorous pupil progress meetings to ensure the right children are targeted. - Review groups/individuals on a half termly basis. - Work/planning scrutiny and lesson observations. Closely monitor the impact of the target teacher's work. - Lesson observations show high quality teaching and feedback. | HM & JM | <p>Review every half term to ensure the right children are targeted.</p> <p style="color: red; text-align: right;">£24,698</p> |

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| <p>A&G</p> | <p>Targeted group of Pupil Premium children to complete an Oracy project with Targeted Support teacher</p> | <ul style="list-style-type: none"> - EEF evidence suggests that understanding and discussing learning is beneficial: "Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. - EEF evidence shows that oral language interventions can have larger effects for disadvantaged pupils (up to 6 months additional progress) - Vertical grouping will be used to promote collaboration and discussion as the EEF states: "These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion." - Children will broaden their experience of speaking with a range of audiences, giving them lifelong communication skills. - Professional development of staff through visit to School 21 to learn about the Voice 21 project. | <ul style="list-style-type: none"> - Pupil progress meetings will show evidence of outcomes. - Video evidence of progress in speaking and listening. - Anecdotal evidence from teachers, parents and children. | <p>HM</p> | <p>Review half termly to ensure the right children are targeted and monitor impact.</p> <p>£250</p> |
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| <p>A, B & C</p> | <p>EYFS Pupil premium Teaching Assistant to work in Reception and Year 1</p> | <ul style="list-style-type: none"> - EEF evidence suggests that early years and pre-school intervention is beneficial. - Evidence of impact from last year: 86% of all Reception children entering Year 1 at the expected levels for Phonics, with 50% PP entering Reception at expected. Their progress from starting points was very good for PP children and interventions had the desired impact for 100% of these pupils. The baseline for PP children for Phonics was 33% at expected. - Cross phase transition support is being used due to impact of support in Reception. | <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>£5000</p> |
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| D | Continue thrive practitioner role | <ul style="list-style-type: none"> - 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). - The school has worked with the Specialist Resource Base (SRB) at Manorfield using Thrive outreach and seen a positive impact - Ongoing assessment shows impact of Thrive in our school. - Thrive provided additional support for our most vulnerable children. | <ul style="list-style-type: none"> - Allocate sufficient time for Thrive practitioners to work with vulnerable children. - Use Thrive resources and assessment to keep fidelity to the approach. - 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. | DL | <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 style="color: red;">£4000</p> |
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| A, B, C, D & E | Targeted support through digital technology | <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. - Action Plan from ICT subject leader to show impact. | HM/CG | On-going. £4000 |
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| Total budgeted cost | | | | | 37,948 |
| 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 | Recruitment and training of reading volunteers to regularly read with children across the school. | <ul style="list-style-type: none"> - Although still above the national average for non-disadvantaged children, last year's KS2 Reading results were lower than our writing and maths - Although the overall phonics scores improved this year, results remained at 44% for disadvantaged children this year as impact from Reception phonics | <ul style="list-style-type: none"> - Feedback from staff - Evidence of children progressing through book bands and increasing reading speeds. - Regular training meetings | HM | Termly £430 |

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| | | <p>sessions were missed and tutors were identified as needing further training. Therefore, this year HM will train the tutors and oversee the sessions.</p> <ul style="list-style-type: none"> - EEF research shows a moderate impact (average of +5 months) for peer tutoring. EEF also suggests that “Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for tutors.”, therefore we will set aside time for training tutors to support younger children with reading on a regular basis. | <ul style="list-style-type: none"> - Anecdotal evidence from teachers. - Progress in fluency evident from book bands/ reading speeds. | | £250 |
| 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 PP pupils who took part achieved a 2:1 or 1st and 100% of pupils said that they “know the steps it takes to apply to university in the future” at the end of the programme. - 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 - Impact report | HM & AW | <p>Summer term – The Scholars Programme Impact Report</p> <p>£1,920</p> |

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| | | | | | £1072.50 |
| Total budgeted cost | | | | | 21,072 |