

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Ashtree Primary School and Nursery				
Academic Year	16 /17	Total PP budget	£142.560	Date of most recent PP Review	April 2016
Total number of pupils	454	Number of pupils eligible for PP	100	Date for next PP Strategy Review	April 2017
Academic Year	16/17	Total EYPP budget	£2,736	Date of most recent PP Review	April 2016
		Number of pupils eligible for EYPP	9	Date for next PP Strategy Review	April 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS or above in reading, writing & maths	21 pupils 29%	60% (national)
Progress score in Reading (RAISE KS2 2016)	- 4.98	- 2.45 (school)
Progress score in Writing (RAISE KS2 2016)	- 2.31	- 2.16 (school)
Progress score in Maths (RAISE KS2 2016)	- 4.36	- 3.14 (school)
% making at least min suff. progress in Reading (KS1 - KS2 Summer 2016)	100 pupils 72%	247 pupils 86.2%
% making at least min suff. progress in Writing (KS1 - KS2 Summer 2016)	100 pupils 79%	247 pupils 88.7%
% making at least min suff. progress in Maths (KS1 - KS2 Summer 2016)	100 pupils 80%	247 pupils 90.4%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor language on entry to the EYFS.
B.	Progress of PP pupils in Reading in KS2
C.	Exit data for Y6 2016 shows a negative difference between the progress in Maths of PP pupils and non PP
D.	Progress slows in Writing in upper KS2 for all pupils including PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parents identified a need for support with early milestones in development e.g. speech, routine, behaviour and academic progress
F.	School identified a need for support in Reading - PP pupils are not reading 4 times a week – 28% PP vs 9% non PP

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children exit EYFS with spoken language similar to their peers	Exit data diminished between PP and non PP in CL
B.	Progress in Reading remains consistent for all pupils across KS2	Data shows PP progress in line with school non PP
C.	PP pupils perform well in Maths particular in KS2	Exit data shows a diminished difference in Maths between PP and non PP
D.	Progress in Writing remains consistent for all pupils across KS2	Data shows PP progress in line with school non PP
E.	Parents are supported to help their children at home with reaching early milestones	Parent voice shows parents feel supported. There is an uplift in exit data from Nursery in CL.

F.	PP pupils are reading 4 times a week to an adult impacting on attitude to reading	Data will show more PP pupils are reading 4 times a week. Pupil voice shows pupils enjoy reading and have access to books.
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5. Planned expenditure

Academic year

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?
Progress in Reading remains consistent for all pupils across KS2	Stop & Read, Reciprocal Reading taking place daily. Reluctant reader library. PIRA tests run from Y1-6 twice yearly.	All Reading activities based on Teaching and Learning Advisor recommendations and training of subject lead.	Monitoring of reading sessions, tracking data, checking numbers of reluctant readers to borrow books. Gather data on PIRA tests.	Literacy Co-ordinator PP Co-ordinator	July 2017
Children exit EYFS with spoken language similar to their peers	Parent support workshops and Stay& Play sessions run for Nursery and Reception parents with input from the S&L therapist.	Attainment on entry to Nursery is lower than National particularly in S&L. Welcom Screening and teacher assessments back this up. To ensure rapid progress parent knowledge and engagement is important. To ensure that pupil are 'ready to learn' as they	Regular assessment of pupils will show that the pupils are making rapid progress. Parent feedback and attendance at the workshops shows an increased knowledge of how they can support their children at home with their speech.	EYFS leads PP Co-ordinator	January 2017 April 2017 July 2017

		enter KS1.			
Parents are supported to help their children at home with reaching early milestones.	Parents will be upskilled and supported with the early development of their child through: parent activity packs in Reception and Nursery, workshops run by Homestart and regular open sessions in class.	Homestart – Big Hopes Big Futures It is well researched that early intervention is very effective in supporting pupils' development and progress.	Parent attendance, parent feedback and monitoring of the termly assessments by EYFS staff.	EYFS leads PP Co-ordinator	July 2017
Ensure consistency in the use of Maths Mastery.	Training to update all staff in the use of a Mastery Approach. Key members of staff attending 2 day training. Cascade to all staff. Mastery Approach taking place 3 times a week.	OFSTED research and TLA advice suggests that this has the most impact on Maths understanding and achievement. Mastery learning: 'Moderate impact for very low cost, based on moderate evidence.' EEF research	Planning scrutiny, book scrutiny, learning walks, pupil voice show the Mastery Approach is being implemented. Exit data shows an increased proportion of children on track for ARE and minimum sufficient progress.	Numeracy Co-ordinator and PP Co-ordinator	July 2017
Total budgeted cost					£25,000
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?

PP pupils have a positive attitude to reading & access to books	School expectation of all pupils reading 4 x a week. Extra reading support provided.	Children will not get better at reading if they do not practise regularly.	Check on regularity of readers & arrange extra reading support from paid staff.	Literacy Co-ordinator PP Co-ordinator	July 2017
Under performing groups make rapid progress in Writing	Use the Write Away Together intervention with specific pupils	This is a FFT intervention based on EEF research on self-regulation.	Look at work before and after the 10 week intervention. Check data matches. (Staff training)	Literacy Co-ordinator PP Co-ordinator	July 2017
Under performing groups make rapid progress in Maths	Use the On Track Maths intervention with specific pupils	'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better' – EEF research	Look at work before and after the 10 week intervention. Check exit data. (Staff training)	Numeracy PP Co-ordinator	July 2017
More able PP pupils perform well in Maths.	Practical sessions with Positively Mad to enhance learning behaviours for more able.	EEF research shows that short interventions and development of independent learning skills is a value for money support. Having worked with positively mad before this seemed to cover the skills needed.	Pupil voice and exit data for the more able pupils in KS2	Numeracy Co-ordinator and PP Co-ordinator	July 2017
EYPP: Children exit EYFS with spoken language similar to their peers using dedicated EYPP funding	Dedicated Eiklan trained TA time in Nursery to work with those children attracting the EYPP whilst in Nursery. EYPP funding paying for 1 ½ days.	Attainment on entry to Nursery is lower than National particularly in S&L. Welcom Screening and teacher assessments back this up. To ensure rapid progress parent knowledge and engagement is important. To ensure that pupil are 'ready to learn' as they enter KS1.	Regular assessment of pupils will show that the pupils are making rapid progress. Parent feedback and attendance at the workshops shows an increased knowledge of how they can support their children at home with their speech.	EYPP Co-ordinator and Nursery staff	July 17

Total budgeted cost					£24,376
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?
PP pupils perform well in Maths. Under performing groups make rapid progress in Writing	Booster classes run at lunchtime and after school to support key children.	Booster classes have been successful in the past as seen in data analysis, pupil voice and teacher feedback	Regular monitoring of the plans and delivery by PP Co-ordinator. AM7 data analysis. Attendance register. Pupil voice.	PP Co-ordinator and staff	Termly
Vulnerable children and families are supported with a range of interventions including Social Skills, Protective Behaviours, small group work and counselling.	TA trained to deliver, Protective Behaviours and Bright Stars to younger children,	EEF research shows that good use of TAs is to help support pupils with independent learning skills. Our families and therefore pupils have identified that they have some emotional health and wellbeing needs. With training the TA is able to support pupils with this.	Pupil voice, teacher feedback and parental voice.	PP Co-ordinator and trained TA	Termly
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Increased staffing headcount in key classes and year groups.</p>	<p>Teaching assistants to work with key groups, MSAs to run a lunch time club for more vulnerable children.</p>	<p>Smaller group sizes, key children identified and specific barriers to learning removed within the classroom.</p> <p>EEF research</p>	<p>Going forward: This will continue but with a greater focus on Reception in the first term allowing children to be ready for rapid progress and to exit at ARE.</p> <p>Lunch club provides an important social aspect for our more vulnerable children allowing them to begin to have discussions, eat lunch in a quieter stress-free environment and therefore making lunchtimes more successful and having less impact on lesson time.</p>	<p>£55,000</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enable all children to participate in extra- curricular activities and events.	Money made available to support music lessons, swimming, trips, Homestart parenting support etc	All children able to participate where money had previously prevented them.	This will continue again due to the need still being present.	£10,560
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

From “Effective pupil premium reviews- A guide developed by the Teaching Schools Council” May2016

