

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Ashtree Primary School and Nursery				
<b>Academic Year</b>	17 / 18	<b>Total PP budget (April 17 – April 18)</b>	£142,560	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	449	<b>Number of pupils eligible for PP</b>	105	<b>Date for next PP Strategy Review</b>	July 2018
		<b>Total EYPP budget (April 17 – April 18)</b>	£2,736	<b>Date for budget to be updated</b>	April 2018
	<b>Number of pupils eligible for EYPP</b>		8		

2. Current attainment		
	<i>Disadvantaged Pupils</i>	<i>Non Disadvantaged Pupils</i>
<b>% achieving EXS or above in reading, writing &amp; maths</b>	50%	63%
<b>Progress score in Reading (2017)</b>	-0.77	-0.77
<b>Progress score in Writing (2017)</b>	-0.57	0.87
<b>Progress score in Maths (2017)</b>	- 3.01	-1.42
<b>% making at least sufficient progress in Reading (KS1 / KS2 Summer 2017)</b>	96 pupils 91%	242 pupils 96%
<b>% making at least sufficient progress in Writing (KS1 / KS2 Summer 2017)</b>	96 pupils 96%	242 pupils 99%
<b>% making at least sufficient progress in Maths (KS1 / KS2 Summer 2017)</b>	96 pupils 93%	242 pupils 95%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor language on entry to the EYFS.
<b>B.</b>	Progress of high prior attainers slows throughout KS2 impacting on the percentage achieving more than expected standard.
<b>C.</b>	Exit data for Y6 2017 shows a negative difference between the progress in Maths of PP pupils and non PP
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parents identified a need for support with early milestones in development e.g. speech, routine, behaviour and academic progress
<b>E.</b>	School identified a need for increased attendance particularly with disadvantaged pupils

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Children exit EYFS with spoken language similar to their peers	Exit data diminished between PP and non PP in CL
<b>B.</b>	Accelerated progress for high prior attainers impacts on the end of key stage attainment.	Data shows accelerated progress for high prior attainers within the key stage and end of key stage results show an increase in those achieving the higher standards.
<b>C.</b>	PP pupils perform well in Maths particular in KS2	Exit data shows a diminished difference in Maths between PP and non PP and an increase in those attaining higher standards
<b>D.</b>	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 EYFS in CL.
<b>E.</b>	Attendance rises for all groups, particularly disadvantaged pupils.	2018 attendance figures show an improvement on 2017

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017 2018</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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. Welcomm 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.	SENCO EYFS leads PP Co-ordinator EYPP TA and EYFS Pupil Premium TA	January 2018 April 2018 July 2018  Half termly PPMs
Parents are supported to help their children at home with reaching milestones.	Parents will be up-skilled and supported with understand the development of their child through: workshops to understand how to support children with reading and writing and maths, parent activity packs in Reception and	Homestart – Big Hopes Big Futures. It is well researched that early intervention is very effective in supporting pupils' development and progress. Parent voice showed that parents would benefit from workshops, up-skilling them in the development of reading and writing and maths, the milestones in reading, writing and maths development.	Parent attendance, parent feedback and monitoring of the termly assessments by EYFS staff.	EYFS leads PP Co-ordinator EYPP TA and EYFS Pupil Premium TA Literacy and Numeracy Lead	Parent voice sought at each session Parent attendance at each session. Homework and use of packs to be monitored termly for PPG children.

	Nursery, workshops run by Homestart and regular open sessions in class.				
<b>Total budgeted cost</b>					£25,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Under performing groups make rapid progress in writing	Use the Write Away Together intervention with specific pupils	This is a FFT (Fischer Family Trust) intervention based on EEF (Education Endowment Fund) research on self-regulation.	Literacy Co-ordinator to monitor delivery and impact. Literacy co-ordinator to ensure that TAs across KS2 are up-skilled and able to deliver the intervention.	Literacy Co-ordinator PP Co-ordinator	Half termly PPMs to look at the impact of the sessions. Planning and book scrutiny by subject leads to have a focus on PPG pupils. End of term data to be monitored by LMT, Literacy Co-ordinator and PP co-ordinator
Attendance rises for all groups, particularly disadvantaged pupils.	The Sports Premium teacher will run early morning activity sessions for targeted pupils.	Research published by the Department for Education (DfE) suggests that children with poor attendance are more likely not to be in education, employment or training when they leave school. There is a clear link between poor attendance at school and lower academic achievement, highlighting that only 3% of pupils who miss more than 50% of school manage to achieve 5 or more A*-C GCSEs, including English and Maths, compared with 73% of pupils who	Pupil voice and exit data.	Sports Premium Teacher	Half termly attendance check using SIMS data.

		have more than 95% attendance. The DfE suggest strategies such as early morning intervention and rewards for attendance as proven and effective tools in order to improve the attendance of lower attenders.			
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	Half termly PPMs to look at the impact of the sessions. Planning and book scrutiny by subject leads to have a focus on PPG pupils. End of term data to be monitored by LMT, Numeracy Co-ordinator and PP co-ordinator
More able PP pupils perform well in reading and writing and maths.	Targeted sessions alongside themed activity to enhance learning behaviours for more able. Reading ambassadors from Most Able Year 6 pupils. CPD for Teaching Assistants and MSAs to up-skill them in the development of reading skills. Pupils to have access to high	EEF research shows that short interventions and development of independent learning skills is a value for money support. Writing: Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies also show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing EEF research Maths:	Pupil voice and exit data for the more able pupils	Most Able Co-ordinator and PP Co-ordinator  Literacy and Numeracy co-ordinator	Half termly PPMs to look at the impact of the sessions. End of term data to be monitored by LMT, Literacy/Numeracy Co-ordinator and PP co-ordinator Planning and book scrutiny by subject leads to have a focus on PPG pupils.

	quality reading books according to their interests.	A number of projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students' abilities to plan, monitor and evaluate their learning: Thinking, Doing, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children. EEF research			
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. Wellcomm 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	January 2018 April 2018 July 2018  Half termly PPMs
<b>Total budgeted cost</b>					£40,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 registers. Pupil voice.	PP Co-ordinator and staff	Termly

Vulnerable children and families are supported with a range of interventions including Social Skills, Protective Behaviours and small group work.	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
<b>Total budgeted cost</b>					<b>£35,000</b>
Vulnerable children and families have their mental health and emotional wellbeing needs met by trained mental health and emotional wellbeing experts.	Referrals to counselling, therapy, and support services for individual children according to need in addition to training for current school staff.	Past experience has shown that there is a greater need for mental health and wellbeing support, these services have a cost attached to them.  The needs of the pupils and families now extend beyond that for which school staff have training.	Parent and pupil feedback about the services accessed.  Teacher feedback and data analysis shows that this has impacted on attitude to learning or on achievement.	PP Co-ordinator	<b>Cost is dependent on need.</b>

6. Review of expenditure				
Previous Academic Year		2016 2017		
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)	

<p>Progress in Reading remains consistent for all pupils across KS2</p>	<p>Stop &amp; Read, Reciprocal Reading taking place daily. Reluctant reader library. PIRA tests run from Y1-6 twice yearly.</p>	<p>Stop and Read now take place four times a week in 100% of the classes across Key Stage 2. Parents are invited into class to read with their child at least once a week.</p> <p>Pupil Voice – showed that high level skills were being modelled by all staff and that high quality texts were being accessed.</p> <p>PIRA tests are carried out in each year group to identify the gaps in learning for each child allowing staff to create robust and specific targets. Monitoring, pupil voice and book scrutiny show that precision teaching takes place in response to identified gaps.</p> <p>Reciprocal Reading has taken place across the school and Learning Walks completed by school and county leads show that pupils are actively engaged in the skills needed for successful reading in most classes. Good/outstanding practice was observed in 95% of the sessions.</p> <p>Pupil voice showed that pupils were confident in explaining the Reciprocal reading approach and the purpose of each role. The year groups where the focus of this support has been aimed are showing that the achievement of Disadvantaged Pupils is now in line with other pupils.</p>	<p>Stop and Read is a valuable use of time to ensure that the attitudes towards reading remain positive and the pupils engaged.</p> <p>Reciprocal reading and the introduction of the reading roles has been working and was successful in the form that it was delivered, for the first year of use. This now needs to be moving towards the agreed county model, as suggested by the visiting TLA, in order to further develop pupil skills.</p> <p>Money from the pupil premium budget has been used to fund MSA readers. They have primarily been coming in and listening to those readers who have struggled to read four times a week at home. This has been very successful and the majority of pupils are now doing this. The next step for these members of staff is to be trained by the Literacy Co-ordinator to begin to use the sessions for the teaching of reading rather than just to listen to readers.</p> <p>The year groups where we were focussing support and strategies during 2016 2017 showed the greatest improvement.</p> <p><b><u>This will continue next year.</u></b></p>	
<p>Children exit EYFS with spoken language similar to their peers</p>	<p>Parent support workshops and Stay&amp; Play sessions run for Nursery and Reception parents with input from the S&amp;L therapist.</p>	<p>71% PP v 78% Non PP are at ARE on exit from Reception in CL</p> <p>Parent voice – 100% of the parents attending found the input from the Speech Therapist helpful and that they were able to better help their child at home.</p>	<p>The sessions were best received in the Spring and Summer term and when teamed up with a Stay and Play session in class.</p> <p>It was felt by parents that inviting in services and support groups gave them an ‘expert’ input and signposted them to the support that was available in the wider community.</p> <p>This has also strengthened links between the school and services such as the Children’s Centre and Homestart.</p>	

			<b><u>This will continue next year.</u></b>	
Parents are supported to help their children at home with reaching early milestones.	Parents will be up-skilled 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.	<p>100% of the parent feedback was positive for the workshops. 1 family were then further referred for individual work with Homestart to follow up the work from the sessions.</p> <p>Parent voice – ‘It helped to hear that I am not alone and that there are other parent who know what we are going through’</p> <p>‘I can use the techniques that are used in school now e.g. the ten second rule’</p> <p>‘I understand my child’s language development now and how to help’</p> <p>An average of 16 parents attended each session with a mixture of Mums and Dads.</p>	<p>Matching these up with stay and play activities were the most successful way of approaching this.</p> <p><b><u>This would be continued next year extending the workshops out to other year groups.</u></b></p>	
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	<p>As a school Ashtree have adopted the HfL planning materials, these imbed the use of pictorial representation and maths mastery.</p> <p>Staff meetings have been held with Teaching and Learning Advisors from county. Ideas from this could be seen being implemented across the school in subsequent monitoring.</p> <p>All intervention resources have been purchased along with a gap analysis tool which will be particularly used in 2017- 2018 to support targets for disadvantaged</p>	<p>Pupil voice shows that the maths mastery approach supports children’s learning, confidence and attitude towards maths. This has had a positive impact on KS2 results:</p> <p><b><u>Continued focus on this is needed during 2017 – 2018</u></b> to ensure more rapid progress but this will not have a cost attached from the Pupil Premium budget.</p>	

	place 3 times a week.	<p>pupils to ensure rapid progress.</p> <p><b>2016</b></p> <p><b>All pupils</b> = Average Scaled Score of 99.7 and 58% of pupils meeting expected standard. Progress score -3.9</p> <p><b>Disadvantaged Pupils:</b> Average Scaled Score = 96.1 and 38% of pupils meeting expected standard. Progress score -4.8</p> <p><b>2017</b></p> <p><b>All pupils</b> = Average Scaled Score of 101.4 and 68% of pupils meeting expected standard. Progress score - 1.9</p> <p><b>Disadvantaged pupils</b> = Average Scaled Score of 98.2 and 50% of pupils meeting expected standard. Progress score -2.8</p>		
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	
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.	<p>In September 2016 34% of the pupils were reading 4 times a week.</p> <p>In July 2017 90% of the pupils were reading 4 times a week.</p> <p>Pupil voice showed that pupils valued the sessions that provided extra in school reading.</p>	<p>The confidence of the adults listening to readers has increased over the year. They have requested training to be able to further develop the pupils' reading skills.</p> <p><b><u>This will continue with CPD to address the above next year.</u></b></p>	

		They enjoyed sharing books with an adult.		
Under performing groups make rapid progress in writing	Use the Write Away Together intervention with specific pupils		Whilst this resource was purchased at the end of last year and the training attended, the implementation will be rolling out into the academic year 2017 2018	
Under performing groups make rapid progress in maths	Use the On Track Maths intervention with specific pupils		Whilst this resource was purchased at the end of last year and the training attended, the implementation will be rolling out into the academic year 2017 2018	
More able PP pupils perform well in maths.	Practical sessions with Positively Mad to enhance learning behaviours for more able.	<p>Most Able pupils in maths (Y6) attended “Learning Beyond the Expected” run by HfL. Pupil Voice showed that the pupils found what they had learnt useful and enjoyable. There was a positive impact on attitude towards learning and higher levels of learning. The increased ratio of adults to pupils and the increased levels of independent thought needed during the day inspired the pupils to take these skills back into class.</p> <p><b>Teacher Assessment 2016 – 2017 KS2 results:</b> Those on the Most Able register – 100% made expected progress, 13% made accelerated progress</p> <p><b>KS2 SATs results 2017:</b> High Prior Attainers –</p>	<p>The activities for most able children in maths have impacted on results. Expected Standard, Greater Depth and Progress score had improved.</p> <p><b><u>This focus should continue</u></b> but with a specific target to increase the percentage of High Prior Attaining children making accelerated progress throughout KS2</p>	

		<p>100% (95% 2016) made expected standard and 23% (20% 2016) achieved Greater Depth. With a progress score of -0.7 (-3.5 2016)</p> <p>KS2 High Prior Attaining Disadvantaged children: by July 2017; 77% had made expected progress.</p>		
<p>EYPP: Children exit EYFS with spoken language similar to their peers using dedicated EYPP funding</p>	<p>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.</p>	<p>71% PP v 78% Non PP are at ARE on exit from Reception in CL</p>	<p><b><u>This intervention will continue next year.</u></b></p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	

<p>PP pupils perform well in maths. Under performing groups make rapid progress in writing</p>	<p>Booster classes run at lunchtime and after school to support key children.</p>	<p>Observations showed a high level of precision teaching which was informed by the class teacher's planning and analysis. There was rapid progress of the pupils attending this intervention which can be seen by the overall progress scores at the end of KS2 <b>2016:</b> <b>Reading = -3.4 Writing = -2.2 Maths = -3.6</b> <b>2017:</b> <b>Reading = -0.8 Writing = 0.5 Maths = -1.9</b></p>	<p>This will continue next year with the following adaptations: Homework club to be run after school for invited pupils that are not completing work at home. Homework club to be run in school for those who need support with the work and to allow children to develop self-discipline.</p>	
<p>Vulnerable children and families are supported with a range of interventions including Social Skills, Protective Behaviours, small group work, counselling and support with transition.</p>	<p>TA trained to deliver, Protective Behaviours and Bright Stars to younger children,</p>	<p>During 2016 -2017 4 pupils accessed a trained counsellor, 3 pupils accessed a trained Art Therapist, 15 pupils accessed Protective Behaviours, 21 pupils accessed pastoral support during times of need. 36 parents accessed signposting to relevant sources of support during times of need within the family Pupil, parent and staff voice show that this has been a vital source of support both for the families and for lessening the impact that a family crisis can have on the pupil.</p>	<p>This is still a very important area of the school's work, ensuring that the wider school community are supported and signposted to specialised intervention quickly and efficiently. Further training is needed for school staff and a member of staff is attending the Mental Health Emergency First Aid training and has signed up for training in dealing with anxiety, self-harm and bereavement.  <b><u>This will continue next year.</u></b></p>	

*From "Effective pupil premium reviews- A guide developed by the Teaching Schools Council" May2016*

## Annex 5: Useful links and resources

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The [EEF toolkit](#) provides details on the effectiveness and cost-effectiveness of a range of interventions, and the evidence base that underpins them. The [EEF evaluation toolkit](#) helps schools to understand which approaches might work best for their pupils. The [Families of Schools database](#) is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another.
- Ofsted's Jan 2013 report, [The pupil premium: how schools are spending funding successfully](#) summarises successful and unsuccessful approaches to pupil premium use. The accompanying [analysis and challenge toolkit](#) helps schools to identify where there are gaps in attainment between disadvantaged pupils and others. An [update on the progress schools have made using their pupil premium funding to raise achievement for eligible pupils](#) was published in July 2014.
- The [Pupil Premium Awards website](#) provides an inspirational insight into what successful schools are doing with their pupil premium.
- [Making Best Use of Teaching Assistants](#), published by the EEF, and [Teaching Assistants \(TAs\): a guide to good practice](#) by Oxford Primary are essential reads that will help to ensure the effective deployment of support staff.
- Sir John Dunford's 2014 article, [Using the pupil premium effectively: an evidence-based approach to closing the gap](#) from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium as well as his [Ten-point plan for spending the pupil premium successfully](#).
- NFER's research [Supporting the attainment of disadvantaged pupils](#) focuses on schools that are successful in raising the attainment of disadvantaged pupils, as well as those who aren't so successful (see figure 1 below).

Figure 1: What are the most effective ways to support disadvantaged pupils' achievement?

## What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

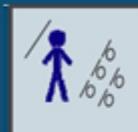
**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites: <http://www.education.gov.uk/researchandstatistics/research> and [www.nfer.ac.uk/publications/PUPP01](http://www.nfer.ac.uk/publications/PUPP01)