

Pupil Premium Strategy

1. Summary information					
School	Ashtree Primary School and Nursery				
Academic Year	18/19	Total PP budget (April 17 – April 18)	£142,560	Date of most recent PP Review	June 2018
Total number of pupils	428	Number of pupils eligible for PP	92	Date for next PP Strategy Review	July 2019
		Total EYPP budget (April 17 – April 18)	£2,736	Date for budget to be updated	April 2019
		Number of pupils eligible for EYPP	7		

2. Current attainment		
2018 provisional Data	<i>Disadvantaged Pupils</i>	<i>Non Disadvantaged Pupils</i>
% achieving EXS or above in reading, writing & maths KS2	47.4%	64.9%
KS2 Progress score in Reading	-1.5	-2.3
KS2 Progress score in Writing	-1.3	0.6
KS2 Progress score in Maths	-3.5	-2.7
% achieving EXS or above in reading, writing & maths KS1	46.2%	74.5%
KS1 EXS Reading	46.2%	89.5%
KS1 EXS Writing	53.8%	76.6%
KS1 EXS Maths	61.5%	87.2%

3. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children enter the school with poor language and communication skills.
B.	School have identified that children who achieve the highest scores at KS1 are not consistently achieving Greater Depth at the end of KS2
C.	Precision teaching is not specific to pupils gaps in learning and this results in the gap between PPG and Non-PPG achievement to remain.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	School has identified a need for specific support in relation to pastoral concerns, emotional wellbeing and parent support.
E.	School identified a need for increased attendance particularly with disadvantaged pupils

4. Outcomes		Success criteria
A.	Children entering Nursery with lower spoken language skills will benefit from targeted specific support from an Eiklan trained member of staff.	The gap between CL levels for EYPP and non-EYPP pupils at the end of Nursery will diminish to 0.
B.	To increase the proportion of PPG pupils securing Greater depth in writing and maths across KS2	PPG pupils achieving above ARE at the end of the year = Y3 R 37%, W = 27 % M = 27% Y4 R 41%, W = 41% M = 32% Y5 R 32%, W = 41% M = 32% Y6 R & W & M results for greater depth are in line with National
C.	Rapid progress for pupils not on track to make positive progress at the end of the year Y1 – Y6	Evidence shows that pupils receiving targeted support are progressing though their learning targets meeting one target every four weeks. . Age expected steps of progress in R&W&M = Y1 R = 96%, W = 96% M = 96% Y2 results are in line with National Y3 R = 100%, W = 100% M = 100% Y4 R = 98%, W = 98% M = 98%

		Y5 R = 100%, W = 98% M = 98% Y6 R = results are in line with National
D.	Parents feel supported to help their children at home with reaching early milestones Pupils and the wider family to be supported with achieving positive wellbeing and mental health through in school support and signposting to external agencies.	Parental voice shows that parents feel able to support their children at home with age related milestones.
E.	Attendance rises for all groups, particularly disadvantaged pupils.	2019 attendance figures rise to be in line with non-pupil premium children meeting national benchmarks.

5. Planned expenditure

Academic year	2018 2019
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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?
Targeted intervention for pupils not on track, ensures rapid progress by all pupils	Target Time and Precision Teaching using results from gap analysis.	Evidence from the work completed through the Diminishing the Difference project showed this approach to have the highest impact and to be able to reach the highest number of pupils. Pupils voice from those children taking part in the project showed this to be the most effective approach 'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better' – EEF research EEF research suggests that 1:1 support, specific feedback and target setting have a good impact on progress. Ashtree experience shows that the Target Time and the precision teaching	Regular assessment of pupils will show that the pupils not on track are making accelerated progress in order to catch up. Half termly PPMs will show that the focus pupils are meeting targets four weekly and closing learning gaps. In books you will see regular work addressing the writing targets. Targets will be met within the timescales set out in school policy. The communication log will show regular communication between TAs and teachers ensuring that	PPG lead, class teachers	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

		has the highest impact on progress along with addressing identified barriers to learning.	appropriate barriers to learning are identified and addressed.		
Parents are supported to help their children at home with reaching milestones.	Parents will be supported through stay and play (speech focus), new to meetings, termly parent support meetings, workshops, the website and newsletters.	Parent voice showed that parents would benefit from workshops, upskilling 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.
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?
The gap between CL levels for EYPP and non-EYPP pupils at the end of Nursery will diminish to 0. The gap between CL levels for EYPP and non-EYPP pupils at the end of Reception will diminish to 0.	Specific support is offered to EYPP pupils in Nursery from an Eklan trained member of staff to ensure rapid progress through the skills of spoken language.	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 not on track are making accelerated progress in order to catch up. 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	Half termly through PPMs and target analysis Termly through AM7 data entry. Termly through Welcomm screening analysis

<p>Under performing groups make rapid progress in writing</p>	<p>Write away</p>	<p>This is a FFT (Fischer Family Trust) intervention based on EEF (Education Endowment Fund) research on self-regulation.</p>	<p>In books you will see regular work addressing the writing targets.</p> <p>Targets will be met within the timescales set out in school policy.</p> <p>End of term data will show pupils making rapid progress to catch up to peers.</p> <p>The communication log will show regular communication between TAs and teachers ensuring that appropriate barriers to learning are identified and addressed.</p>	<p>Literacy Co-ordinator PP Co-ordinator</p>	<p>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</p>
<p>Attendance rises for all groups, particularly disadvantaged pupils.</p>	<p>Parental survey to ascertain the barriers to attendance.</p> <p>The regular monitoring of key groups and individuals by the LMT</p> <p>Working with families to support a rise in attendance.</p> <p>Reward, recognition and celebration of those children showing regular or improving attendance.</p>	<p>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 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.</p>	<p>Through regular monitoring of the attendance of key groups.</p> <p>Through the first response from the school office.</p> <p>Through the involvement of the AIO where necessary.</p>	<p>Sports Premium Teacher Office Staff Headteacher</p>	<p>Half termly attendance check using SIMS data. Followed by appropriate follow-up and support for families and key groups where attendance is weaker.</p>

<p>More able PP pupils perform well in reading and writing and maths.</p>	<p>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 quality reading books according to their interests.</p>	<p>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: 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</p>	<p>Pupil voice and exit data for the more able pupils</p>	<p>Most Able Co-ordinator and PP Co-ordinator Literacy and Numeracy co-ordinator</p>	<p>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.</p>
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Total budgeted cost £40,000

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?
<p>PP pupils perform well in writing and maths.</p>	<p>KS1 & KS2 Booster classes before school, after school and during lunch times to deliver target time.</p>	<p>Evaluation of the booster classes during 2017 2018 show that the attendance and impact of these is no-longer as high as it has been in previous years.</p>	<p>Consistent and regular communication with the class teachers. Book scrutiny and pupil voice in line with the monitoring and evaluation schedule.</p>	<p>All staff Monitored by LMT</p>	<p>Half termly PPMs to look at the impact of the sessions. End of term data to be monitored by LMT, Literacy/Numeracy Co-</p>

	These will be on offer to specific PPG pupils to address their targets from class.	Target time and precision teaching have shown to have good impact on pupil progress. Booster will now run with a different format.	PPMs and performance management meetings will focus on the small steps of progress for these pupils. Involvement of parents in the initial meeting to ensure that the support is followed up at home.		ordinator and PP co-ordinator Planning and book scrutiny by subject leads to have a focus on PPG pupils.
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. Correlation will be made between those pupils receiving emotional wellbeing support and their academic progress.	PP Co-ordinator and trained TA	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.
Total budgeted cost					£35,000
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. Correlation will be made between those pupils receiving emotional wellbeing support and their academic progress.	PP Co-ordinator	Cost is dependent on need.

6. Review of expenditure				
Previous Academic Year		2016 2017		
i. Quality of teaching for all				
Key:		Impact not yet seen	Beginning to show impact	A good level of impact seen
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)	RAG rating
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.	<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><u>This will continue next year the focus being on reciprocal reading in class and MSA readers.</u></p>	

<p>Children exit EYFS with spoken language similar to their peers</p>	<p>Parent support workshops and Stay & Play sessions run for Nursery and Reception parents with input from the S&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> <p><u>This will continue next year.</u></p>	
<p>Parents are supported to help their children at home with reaching early milestones.</p>	<p>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>	<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><u>This would be continued next year extending the workshops out to other year groups.</u></p>	
<p>Ensure consistency in the use of Maths Mastery.</p>	<p>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.</p>	<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 pupils to ensure rapid progress.</p> <p>2016</p> <p>All pupils = Average Scaled Score of 99.7 and 58% of pupils meeting expected standard. Progress score -3.9</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><u>Continued focus on this is needed during 2017 – 2018</u> to ensure more rapid progress but this will not have a cost attached from the Pupil Premium budget.</p> <p><u>Ofsted 2018 - Leaders' work to improve pupils' mathematical fluency has not had sufficient time to have a positive impact on pupils' achievement. This is particularly the case in lower key stage 2.</u></p> <p><u>During 2017 2018 this approach had not had time to impact on results for KS1 and KS2.</u></p>	

		<p>Disadvantaged Pupils: Average Scaled Score = 96.1 and 38% of pupils meeting expected standard. Progress score -4.8</p> <p>2017</p> <p>All pupils = Average Scaled Score of 101.4 and 68% of pupils meeting expected standard. Progress score - 1.9</p> <p>Disadvantaged pupils = Average Scaled Score of 98.2 and 50% of pupils meeting expected standard. Progress score -2.8</p>	<p><u>Through more dedicated staff training and more accurate tools to identify the gaps in learning this will continue as an action following on from the OFSTED report.</u></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)	
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. They enjoyed sharing books with an adult.</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><u>This will continue with CPD to address the above next year.</u></p>	
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>Teacher Assessment 2016 – 2017 KS2 results: Those on the Most Able register – 100% made expected progress, 13% made accelerated progress</p> <p>KS2 SATs results 2017: High Prior Attainers – 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>The activities for most able children in maths have impacted on results. Expected Standard, Greater Depth and Progress score had improved.</p> <p><u>This focus should continue</u> but with a specific target to increase the percentage of High Prior Attaining children making accelerated progress throughout KS2</p>	
EYPP: Children exit EYFS with spoken language similar to their peers using dedicated EYPP finding	Dedicated Eiklan trained TA time in Nursery to work with those children attracting the EYPP whilst in Nursery.	71% PP v 78% Non PP are at ARE on exit from Reception in CL	<u>This intervention will continue next year.</u>	

	EYPP funding paying for 1 ½ days.			
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)	
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.	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 2016: Reading = -3.4 Writing = -2.2 Maths = -3.6 2017: Reading = -0.8 Writing = 0.5 Maths = -1.9	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. Booster classes after school were not well attended by PPG pupils and impact on their attainment was limited therefore. Booster classes will therefore be moved to a focus on target time and will be in shorter slots of blocks of time.	
Vulnerable children and families are supported with a range of interventions including Social Skills, Protective Behaviours, small group work, counselling and support with transition.	TA trained to deliver, Protective Behaviours and Bright Stars to younger children,	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.	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. <u>This will continue next year. Further evaluative materials to be purchased.</u>	

From "Effective pupil premium reviews - A guide developed by the Teaching Schools Council" May 2016