

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

1. Summary information					
<b>School</b>	Awbridge Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget (to April 2017)</b>	£23,587	<b>Date of most recent PP Review</b>	Sept 16
		<b>Estimate post April 2017</b>	£16,000		
<b>Total number of pupils</b>	150	<b>Number of pupils eligible for PP 15/16</b>	15	<b>Date of next internal review of strategy</b>	Jan 17
		<b>Number of pupils eligible for PP 16/17</b>	15		

2. Current attainment (End of Summer 2016)				
Key Stage 2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (National)</i>
% working at the expected standard or above in reading	<b>100</b>	64.3	52.4	71.5
% working at the expected standard or above in writing	<b>100</b>	85.7	63.5	78.4
% working at the expected standard or above in maths	<b>50</b>	71.4	56.9	75
% working at the expected standard or above in EGPs	<b>50</b>	71.4	60.5	77.4
% working at the expected standard or above in reading, writing and maths (combined)	<b>50</b>	57.14	38.5	59.4
Average progress score in reading, writing and maths	<b>+9.7</b>	-0.48	-0.6	0.2
The average scaled score in maths	92	101.4	99.8	103.8
The average scaled score in reading	<b>109</b>	104.3	100.6	104

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> )	
<b>A.</b>	PP pupils with existing SEN (Health – [Communication & Interaction, Physical & Sensory] Social & Emotional needs / low core skills – particularly reading)
<b>B.</b>	Prior low attainment in all core subjects

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>C.</b>	Family engagement and parental support at home with home learning. Parents communicating & corresponding with outside agencies for Health and Social & Emotional needs.
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>	
<b>Success criteria</b>	
<b>A.</b>	Good levels of support and specific targeted interventions to ensure those children make progress.  Support staff are skilled and trained to deliver appropriate interventions
<b>B.</b>	Accurate steps are taken to ensure that they make the progress required to meet age related expectations. Outcomes for this group are in line or better than other pupils with the same start points nationally(Y2/6)
<b>C.</b>	Parental awareness of support programmes available leads to parents engaging more with home learning/ attendance/in school involvement with progress etc. Supporting parents with completion of correspondence and attending meetings alongside parents to ensure support from healthcare and external agencies can be put in place.
	Higher rates of progress for PP SEN pupils measured against standardised tests and ratio gains.
	Outcomes for this group are in line or better than other pupils with the same start points nationally(Y2/6)
	Parents are more knowledgeable in respect of appropriate home support

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</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>

For more staff to have a wider repertoire of teaching strategies which impact on the progress of PP/SEN pupils	Further staff CPD; Mastery approach to learning Review of SEN practises and systems	EEF Teacher Toolkit <ul style="list-style-type: none"> <li>Mastery approach +5months</li> <li>Metacognition + 8 months</li> </ul>	Whole school planning and approach. Staff training in mastery approaches. Clear approach to objectives, planning and feedback. Quality resources. Continued monitoring, staff training and support.	HOS Leading Teacher for Inclusion Inclusion Manager	3 weekly assessment summaries produced throughout the year, detailing PP progress and attainment. Monitoring against RAP identified provision.
For staff to have opportunities and further training to analyse the achievement of PP and non PP pupils	Further staff CPD for teachers and support staff to enable analysis of pupil achievement on a regular basis.	Planning is adapted appropriately to meet the needs of the individual children.	Targeted training for new members of staff as well as peer mentor training and coaching.	HoS Lead Practitioner Leading Teacher for Inclusion Inclusion Manager	termly
Accelerated Reader Provision	Higher levels of attainment and progress in reading	EEF Teacher Toolkit <ul style="list-style-type: none"> <li>Reading comprehension strategies +5months</li> </ul>	End of KS2 data 2016 shows reading significantly above National average	Class Teachers, English Subject Leader	Half termly STAR reading assessments
<b>Total budgeted cost</b>					<b>£4,900</b>
<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>

Individualised provision for all PP/SEN pupils	SEN Support and Early Intervention	EEF Teacher Toolkit <ul style="list-style-type: none"> <li>One to one tuition +5months</li> <li>Phonics +4</li> </ul>	Review at pupil progress meetings and data analysis with ongoing monitoring.	Leading Teacher for Inclusion SENCo, Inclusion Manager	Termly review
More frequent teacher led instruction (small groups)	Provide pre teaching and supported group work to identify PP children requiring additional support	EEF Teacher Toolkit <ul style="list-style-type: none"> <li>Reducing class size +4 months</li> <li>Small group tuition +4 months</li> </ul>	Teacher discussion, Classroom Monitor data, review of RAPs in pupil progress meetings and through monitoring.	HOS, Class Teacher	3 weekly assessment summaries produced throughout the year, detailing PP progress and attainment. Monitoring against RAP identified provision.
<b>Total budgeted cost</b>					<b>£14,800</b>
<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>
Equal access to curriculum opportunities for all	To subsidise PP pupil extracurricular activities	EEF Teacher Toolkit <ul style="list-style-type: none"> <li>Sports participation +2 months</li> <li>Outdoor adventure +3 months</li> <li>Arts participation +2 months</li> </ul>	All PP families will be notified of subsidies and PP pupils encouraged to participate in clubs, musical instrument tuition and other extracurricular activities	Admin Team, Inclusion Manager	Ongoing

<p>Programme of parental support, education and resources.</p>	<p>Funded opportunities for parental education (parenting)</p> <p>Training for school Family Support Worker role</p> <p>Improved communication and accessible materials to encourage parental support</p>	<p>EEF Teacher Toolkit</p> <ul style="list-style-type: none"> <li>• Parental participation +3 months</li> <li>• Homework (primary) + 2 months</li> </ul>	<p>One to one contact with vulnerable families, monitoring of pupil progress against identified barriers</p>	<p>HoS Inclusion Manager</p>	<p>Ongoing</p>
<p><b>Total budgeted cost</b></p>					<p><b>£12,000</b></p>

Review of expenditure 2015-2016				
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
Teaching and support staff to be aware of the need to analyse the achievement of both PP pupils and pupils as a whole	Staff CPD training	Training has ensured that pupils requirements have been successfully identified and achievement data used to check that interventions and techniques have worked, with adjustments being made accordingly for both PP and non PP pupils	Training has to be consistent and sustained so new staff joining the team should also be given the same training opportunities to ensure that staff are aware of PP pupils and responsibility taken for accelerating progress	£1,810
IT provision	iPads	To ensure that both PP and non PP pupils were able to access sufficient IT resources to use Accelerated reading and writing software	Up to date and relevant IT resources are vital to use web based, online learning resources to enable a more positive impact on achievement. This strategy will be ongoing	£1,800
Annual subscription to Accelerated Reader	Higher levels of attainment and progress in reading	Pupils, both PP and non PP show marked and significant reading fluency and comprehension skills through higher standardised score assessment	End of KS2 data 2016 shows reading significantly above National average	£1,305

Annual subscription to Abacus maths	Higher levels of attainment and progress in mathematics	Pupils, both PP and non PP show marked and significant attainment with basic core skills of number.	<p>End of KS2 data 2016 shows attainment in maths is line with national averages.</p> <p>At KS1 Outcomes are above by 18% compared to national.</p> <p>On-going assessment indicates an improving picture.</p>	£975
-------------------------------------	---	---	--	------

### 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
Individualised provision for all PP pupils	LSA led interventions for SEN Support and EI pupils	Ratio gains measured and evidence shows ratio gain of at least 2	We have reviewed our SEN cycle and changes made to identification and tracking to be implemented. Pupil progress meetings with HOS, Teacher, LSA and Inclusion Manager	£13,761
Teacher led booster groups	Provide pre teaching and supported group work to identify PP children requiring additional support	Identify the need within classes and, using teaching expertise, provide support in small group work	Rates of progress have shown this to be a very successful strategy. In 2016 the teacher led booster groups have made progress at least as good as their peers and, often, better.	£768

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Equal access to curriculum	To subsidise PP pupil extracurricular activities	To allow all PP children to access the same broad opportunities as non PP children. Children are part of an inclusive environment. All PP children are offered a discount on school trips and residential as well as extra-curricular activities.	Close communication with parents to ensure all PP children have access to these extra-curricular activities.	£6,833
Successful implementation of PP funding to ensure clear overview of allocation and positive pupil outcomes	Strategic direction of PP funding overseen by Executive Head, Executive SENco and Business Manager	To ensure that effective targeting and ring fencing of PP funding gave a successful approach to school improvement which has led to clear development in outcomes for eligible pupils.	This approach will be continued as it ensures that time for staff concerned to consult, meet and analyse the benefit of the use of PP funding in the most beneficial way for PP pupil progress.	£4,780