

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

1. Summary information				
School	Awbridge Primary School			
Academic Year	2017/18	Total PP budget (to April 2017)	£13,428 (7/12)	Date of most recent PP Review
		Estimate post April 2017	£10,062 (5/12) £23,490 total	
Total number of pupils	152	Number of pupils eligible for PP 15/16	15	Date of next internal review of strategy
		Number of pupils eligible for PP 16/17	15	
		Number of pupils eligible for PP 17/18	19	

2. Current attainment (End of Summer 2016)				
Key Stage 2 (Data taken from Perspective Lite)	<i>Pupils eligible for PP</i> (3)	<i>Pupils not eligible for PP</i> (14)	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (National)</i>
% working at the expected standard or above in reading	33%	76%	59%	77%
% working at the expected standard or above in writing	33%	82%	66%	81%
% working at the expected standard or above in maths	33%	88%	63%	80%
% working at the expected standard or above in EGPs	67%	94%	66%	81%
% working at the expected standard or above in reading, writing and maths (combined)	-	71%	47	67%
Average progress score in reading, writing and maths	R = -3.51 W = -0.7 M = +2.97	R = +3.12 W = +1.69 M = +1.46	R = -0.8 W = -0.4 M = -0.7	R = +0.3 W = +0.1 M = +0.2
The average scaled score in maths	101	106	102	105
The average scaled score in reading	94	107	101	105

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.	Low attendance – 7 children/41%

B.	Prior low attainment in previous key stage (EY or KS1) - 6 children/35%	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	PP pupils with existing SEN – 6 children/35% (Health – [Communication & Interaction, Physical & Sensory])	
D.	Social and emotional needs – 4 children/24%	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Low attendance</p> <p>Close tracking and monitoring of the rolling 100 days. Weekly attendance recorded and shared in class and assemblies to promote good attendance. Newsletter shares weekly attendance. 100% attendance certificates awarded to pupils termly. Hampshire attendance guidance shared with parents and communication about the importance of regular attendance. Prompt notification and contact with parents when attendance falls below 95%. Family Support Worker working with 2 x families to raise attendance.</p>	Higher rates of attendance for PP pupils measured against national average and against non PP children.
B.	<p>Prior low attainment in previous key stage</p> <p>Half termly pupil progress meetings to share and discuss attainment and progress. Close monitoring of the impact of interventions. Year 6 booster groups and holiday sessions to increase attainment.</p> <p>Summer term transition from EY to KS1 – additional support to increase progress. Peer mentors to support PP children in weekly maths sessions</p>	Outcomes for this group are in line or better than other pupils with the same start points nationally(Y2/6)

C.	<p>PP pupils with existing SEN</p> <p>Good levels of support and specific targeted interventions to ensure those children make progress. Identifying specific areas of need and referring and liaising with appropriate agencies to ensure these areas of need are fully met and appropriate support put in place. Application for SENSA funding and Educational Health Care Plans completed where a specific need is identified.</p>	<p>Higher rates of progress for PP SEN pupils measured against standardised tests and ratio gains.</p>
D.	<p>Social and emotional needs</p> <p>Behaviour Support training for all staff to ensure specific strategies are used effectively. Additional LSA to be employed to provide nurture support for most vulnerable pupils. Adaptations made to classrooms and whole school environment to allow safe space for nurture to take place. Head of School and Leading Teacher for Inclusion/Family Support Worker to work closely with parents and class teachers to improve home/school communication and attendance. Additional resources to support these strategies.</p>	<p>Improved attendance for most vulnerable pupils. Improved communication between home and school.</p>

5. Planned expenditure					
Academic year		2017/18			
<p>The three headings below enable the school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies</p>					
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?
<p>For more staff to have a wider repertoire of behaviour strategies which impact on the progress of PP/SEN pupils</p>	<p>Further staff CPD;</p>	<p>EEF Teacher Toolkit</p> <ul style="list-style-type: none"> • Behaviour interventions + 3 months • Teaching Assistants +1 <p>Pupils need to engage to ensure successful outcomes.</p>	<p>Whole school approach. Staff training in behaviour strategies. Continued monitoring of behaviour and adaptations to behaviour policy and schools expectations and routines.</p>	<p>HOS Leading Teacher for Inclusion Inclusion Manager</p>	<p>Half termly monitoring with ELSA/nurture LSAs. Improvements in behaviour seen across the school. Weekly behaviour record shows decrease in incidents.</p>

Whole school focus on improving attainment in reading.	New subject leader in role with ½ day non-contact every fortnight. Additional monitoring of reading in the curriculum and through Accelerated Reader.	EEF Teacher Toolkit <ul style="list-style-type: none"> Reading Comprehension Strategies +5 months Increase in reading outcomes shown through assessment.	Regular monitoring by subject leader. Half termly Pupil Progress and AR assessments.	English Leader and HoS.	Half termly through CM data and AR data.
--	---	---	--	-------------------------	--

Total budgeted cost £4500

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?
Individualised provision for all PP/SEN pupils to raise the attainment of previous low attainers	SEN Support and Early Intervention	EEF Teacher Toolkit <ul style="list-style-type: none"> Social and emotional learning +4 months Peer tutoring +5 months 	Regular communication with class teachers and LSAs who are supporting these children and carrying out nurture sessions. Monitoring and pupil interviews.	Leading Teacher for Inclusion, HoS	Termly review
Additional teacher led sessions and smaller group sizes.	Holiday booster groups, splitting classes into year groups and before school interventions. 2 x ½ days boosters led by teachers	EEF Teacher Toolkit <ul style="list-style-type: none"> Reducing class size +4 months Small group tuition +4 months Early Years Intervention +5 months Summer school +2 	Teacher discussion, Classroom Monitor data, review of RAPs in pupil progress meetings and thorough monitoring.	HOS, Class Teachers	3 weekly assessment summaries produced throughout the year, detailing PP progress and attainment. Monitoring against RAP identified provision. Scrutiny of planning for group interventions and booster groups.

Total budgeted cost £23,000

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>Equal access to curriculum opportunities for all</p> <p>Additional opportunities for more able PP children.</p>	<p>To subsidise PP pupil extracurricular activities</p> <p>Increase in opportunities to take part in additional activities.</p>	<p>EEF Teacher Toolkit</p> <ul style="list-style-type: none"> • Sports participation +2 months • Outdoor adventure +3 months • Arts participation +2 months 	<p>All PP families will be notified of subsidies and PP pupils encouraged to participate in clubs, musical instrument tuition and other extracurricular activities</p> <p>Inclusion Leader supporting families</p>	<p>Admin Team, Inclusion Manager</p>	<p>Ongoing</p>
<p>Programme of parental support, education and resources – MIND parenting workshops.</p>	<p>Funded opportunities for parental education (parenting)</p>	<p>EEF Teacher Toolkit</p> <ul style="list-style-type: none"> • Parental participation +3 months <p>Parent involvement to improve attendance and behaviour which will in turn impact on attainment.</p>	<p>One to one contact with vulnerable families, monitoring of pupil progress against identified barriers</p>	<p>HoS Inclusion Manager</p>	<p>Ongoing</p>
Total budgeted cost					£5000

Review of expenditure 2016-17

Previous Academic Year

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
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	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	CPD Resources
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.	Training has ensured that staff are more aware about how to use assessment tools to track PP and non PP children	End of KS2 data 2017 shows attainment in reading is line with national averages. At KS1 Outcomes are above the national average in 2017. On-going assessment indicates an improving picture.	Staff CPD CRM - 1215 pa

Accelerated Reader Provision	Higher levels of attainment and progress in reading	Reading progress was the greatest of the subjects in KS2. Outcomes in line with national average.	Average scaled score at end of KS2 above national and in line with local authority. Teacher assessment shows that in all year groups children 75%+ achieved ARE at the end of each year group. 70% of children achieved ARE at the end of KS2 which is in line with the national average.	£1300 EL time to manage AR and track data
iv. 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/SEN pupils	SEN Support and Early Intervention	Ratio gains measured and evidence shows improvements for PP/SEN pupils	Pupil Progress meetings which now include all staff involved with the children allow for greater consistency in approaches to support PP children.	PP meetings – all staff involved Tracking ratio gains – Inclusion Leader time
More frequent teacher led instruction (small groups)	Provide pre teaching and supported group work to identify PP children requiring additional support	Intervention timetables show an increase in pre-teaching for PP children.	Teacher discussions, Classroom Monitor data, review of RAPs in pupil progress meetings and monitoring show an increase in teacher led interventions to support PP children 3 weekly assessment summaries produced throughout the year detail PP progress and attainment. Monitoring against RAPs identified provision.	Teacher time for pre-teaching groups Interventions led by LSAs Data analysis
Total budgeted cost				£14,800

v. 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
Equal access to curriculum opportunities for all	To subsidise PP pupil extracurricular activities	PP children have school day trips subsidised by 25% and by 50% for residential. All PP children had access to the residential trips and uptake was in line with non PP children.	This approach will continue to ensure all children have the same access to additional learning opportunities beyond the school. Feedback from parents shows that the contributions are appreciated and valued within the school community.	Trips subsidised
Programme of parental support, education and resources.	Funded opportunities for parental education (parenting) Training for school Family Support Worker role Improved communication and accessible materials to encourage parental support	Several families attended the MIND parent workshops. The school trained the Inclusion Leader to be a Family Support Worker which has allowed her to support two families within school	The Inclusion Leader has been able to support families to try and increase attendance and ensure PP children are in school to learn. Parent workshops have allowed parents to engage more with the school and to recognise ways to support children.	Workshops Inclusion Leader time to support families Communication with parents
Total budgeted cost				£12,000