

Pupil Premium Review 2017/18

1. Review of expenditure				
Previous Academic Year		2017/18		
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
Effective differentiation in all English and Maths lessons to enable PP children to make accelerated progress in these areas.	Teaching assistant present in English and Maths lessons when possible to provide structured, adult led differentiation. Teaching assistants to be used to support and challenge children.	<p>Medium.</p> <p>Effective differentiation was monitored through planning scrutiny and lesson observations, and is evident in core subject lessons through use of TA and carefully planned activities. Many classes have adopted the mastery approach to teaching, which has benefitted all PP, as well as children not eligible for PP. In maths 50% of children made accelerated progress, in reading only all but 1 child made expected progress with 1 child making accelerated progress, and in writing 50% made expected progress with 1 child making accelerated progress.</p>	<p>We are aiming to ensure all PP children make expected progress or better in the core areas, therefore with not hitting this target this year, we will continue with the approach. However, to ensure that the gaps are closed, attainment of individual PP children will be more closely monitored by class teachers as well as PP Champion and areas of concerned highlighted and addressed immediately.</p>	£1021
Improved performance in phonics screening, alongside national average.	Provide daily phonics lessons for all children in KS1, 20-30 minutes per day, in small, stage appropriate groupings. Additional phonics interventions as required.	<p>Medium/ High</p> <p>Phonics intervention schemes ran throughout the year in Y1 and Y2. All PP children in year 2 who did not pass the phonics screen check were active in these sessions and 100% of these children passed the resit. Also, all children in Y2 (including non PP children) passed the resit, therefore also benefitting from the teaching and learning strategy. 71% of Y1 children passed the phonics screening check, compared with a national average of 83%. There were no PP children in this Year 1 cohort.</p>	<p>We will continue to deliver high quality phonics lessons throughout KS1, however this action will be removed from next year's report due to no PP in Key Stage 1. Phonics support, however, will still continue for the 2 pupils in Year 3 to ensure progression still continues in English.</p>	£500

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
Improved performance in phonics/ spelling, specifically for those children who did not pass phonics screening.	Teaching assistant to provide phonics/ spelling catch up intervention sessions at least twice a week in intensive, 1:1 sessions.	<p>High</p> <p>100% of Year 2 children (PP and non PP) passed the phonics screening resit. This was a direct result of phonics catch up intervention programmes and high quality teaching in year 2. Non PP children in Year 2 also received benefits from this strategy. PP children in KS2 made expected progress or better in the spelling, punctuation and grammar, with just 1 year 3 child just falling short of expected progress (5 points, as opposed to 6).</p>	The focus of this action will shift away from phonics to the spelling, punctuation and grammar aspects of English due to the shift of PP now in KS2 and no PP children in KS1. With 40% of our PP in the year 6 cohort in 18/19, there will be a big push on ensuring these children meet the expected standard in SATs.	£1021
Improved oral language skills in EYFS.	Staff to liaise with district SALTs of those children already accessing external intervention. Using this information and shared resources, staff to deliver high quality SALT sessions to target children in small focus groups and 1:1 sessions.	<p>Medium</p> <p>Child under external SALT units have continued to receive SALT sessions in school, tailored to their individual needs. Children in EYFS have been encouraged to use language skills in role play. Due to adoption leave, staffing in EYFS was inconsistent during 17/18 and children had supply cover from November to May. The teaching was not to the high quality that our staff usually deliver, therefore the improvement in oral language skills were not as anticipated.</p>	Our current cohort of PP children do not require any SALT, however changes to staff have been made in EYFS and this forms part of our whole school improvement plan. This will not form part of our PP strategy for 18/19.	£654
Improved attainment in all areas of English and Maths for PP children identified as being below age related expectations at end of year pupil progress meetings.	Use of teaching assistants to support progress in lessons when present. Increased interventions by teaching assistants in English and Maths to fill in gaps as identified by teacher's assessments within lessons. Aim to do intervention on same or following day as deemed appropriate.	<p>Medium.</p> <p>Effective differentiation was monitored through planning scrutiny and lesson observations, and is evident in core subject lessons through use of TA and carefully planned activities. Many classes have adopted the mastery approach to teaching, which has benefitted all PP, as well as children not eligible for PP. In maths 50% of children made accelerated progress, in reading only all but 1 child made expected progress with 1 child making accelerated progress, and in writing 50% made expected progress with 1 child making accelerated progress.</p>	We are aiming to ensure all PP children make expected progress or better in the core areas, therefore with not hitting this target this year, we will continue with the approach. However, to ensure that the gaps are closed, attainment of individual PP children will be more closely monitored by class teachers as well as PP Champion and areas of concerned highlighted and addressed immediately.	£1479

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
Increased attendance rates of Pupil Premium children to outstanding, reaching target of 96%.	Closely monitor pupils and follow up quickly on absences, addressing any lateness proficiently.	High Attendance of all PP children was closely monitored by PP champion and absences and patterns were identified in order to be addressed. Except for 1 child, all PP children had good attendance (above 96%), which enabled them to receive good quality teaching and learning. The one child with sporadic attendance was due to ongoing medical conditions and appointments beyond the school's control.	We will continue to monitor children's attendance closely over next year, addressing any concerns that arise to ensure that good attendance is maintained. We will work closely alongside the 1 child with medical needs- working with parents and outside agencies to ensure progress is made even when attendance in school is not possible i.e. providing work to complete outside school (when medically able). A conscious effort will be made by this child's class teacher to ensure the child is in school surrounding appointment times.	£0
Regular, positive and effective communication with parents have encouraged increased academic support at home.	Regular meetings with PP Champion and class teacher, separate from scheduled parent consultations. Specific, individualised home learning packs provided for parents. Child care provided at school-led workshops and information sessions to encourage attendance of parents.	High Parent meetings have taken place with class teachers and PP champion to discuss children's targets and how we are supporting them in school. Parents have shared their views on how they would like the funding the support their child and plans have been devised accordingly taking into account child view, parent view, class teacher's view and assessment data. All children have received bespoke home learning packs from class teachers to ensure the correct academic support has been given at home. The school have provided parent workshops on phonics and anti-bullying this year.	We will continue to include this in our strategy next year as parent communication is vital in building positive relationships with our PP families. We want to ensure the children and families are getting the support that they require from school and that this is positively impacting the children's school life in terms of academic attainment and the experiences they are offered.	£200

<p>No child misses out on activities, visits or resources.</p>	<p>School provides subsidised trips and educational opportunities to Pupil Premium children, either in part or whole, to ensure that no child misses out on an experience due to financial reasons. Equipment, including uniform, PE kit is purchased by the school if deemed necessary.</p>	<p>High.</p> <p>All PP children were able to attend all school trips provided to them and all took part in 'experience' activities within school. Therefore, no PP child missed out on any of the activities and visits offered. School trips were both partially and fully funded by the PPG throughout the year. All PP children mentioned a school trip or 'WOW day/moment' i.e. party or visitor in their end of year reflection activities as something that they enjoyed this year.</p>	<p>We will continue with this approach next year due to the high impact this had on children's enjoyment in school and the difference this has made to progress. This approach successfully enables all children to join in the activities and therefore enhances their learning and attainment.</p>	<p>TOTAL: approx. £1600-£2000</p>
<p>All children develop an extra-curricular interest and are motivated to attend school.</p>	<p>Provide a range of extra-curricular activities and clubs within school and ensure that all PP children attend at least one extracurricular club. Music tuition and instrument hire in place. Additional resources purchased, and new clubs identified throughout the year.</p>	<p>Medium/High.</p> <p>Pupil interviews showed that PP children enjoyed coming to school. On pen portrait updates in July 2017, 4/6 children specifically mentioned enjoyment of the music tuition or lunchtime/after school clubs that they are part of. Attendance rates of PP children are good, meaning that the children are not having as many gaps in learning due to poor attendance. All PP children have made expected progress this year, with 2 children making accelerated progress.</p>	<p>Only 57% of PP children chose to take up an extra-curricular activity this year. We aim to increase this to 100% next year by continuing to offer music tuition, lunchtime clubs, after school clubs, school council and eco-club. However, we will offer a different range of clubs to meet the interests of PP children who do not currently access extra-curricular provision. This will be done through pen portraits and whole school pupil surveys to identify the activities all children would like to have access to.</p>	<p>Music tuition: £440 Instrument Hire: £120 Multi-skills: £78 Fun French: £120 Breakfast club: £487.50 TOTAL: £1245.50</p>

2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk