

# Pupil premium strategy statement (primary)

1. Summary information					
School	ASTON ALL SAINTS C OF E PRIMARY SCHOOL				
Academic Year	2017-18	Total PP budget	£25,080	Date of most recent PP Review	September 2017
Total number of pupils	212	Number of pupils eligible for PP	19	Date for next internal review of this strategy	September 2018

2. Current attainment		
Attainment for Y6 PP pupils July 2017 -	Number of pupils eligible for PP (your school] in 2016-17	Y6 outcomes July 2017 – all children
50% achieving in reading, writing and maths	6	64.5%
67% achieving age related in reading	6	80.6%
50% achieving age related in writing	6	64.5%
100% achieving age related in maths	6	96.7%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Parents who do not encourage their children to complete homework tasks or who are aware of expectations for their children as they move through school and children who are not supported with reading at home; if this happens from the earliest days in school this can have a significant impact on learning in all areas of the curriculum
<b>B.</b>	Attainment at the end of KS1 in reading and writing still needs to improve to ensure that children remain on their flight path to achieve expected or above by the end of Y6
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	External support for children with specific educational need to ensure that they make good progress relative to their starting points Family circumstances can provide barriers and school sign posts these families for external support from other agencies and recognises that these may impact on learning for individual children

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	All PP children will complete weekly homework tasks, including reading their reading book which will impact on the progress they make by the end of the school year ensuring good or better progress for PP children	The gap between attainment and progress for PP children and none PP children will be narrowed. Staff in school will liaise with families where support at home with homework tasks, including reading their reading book, is inconsistent to engage these families and help them to understand what a positive impact on learning this will have. Staff in

		school will identify children who do not read at home and extra support in school is provided so that the risk of this becoming a barrier to learning is minimised
<b>B.</b>	PP children who are expected or exceeding at the end of FS2 will meet expected or above at the end of KS1 in reading, writing and maths and continue on the same flight path to meet expected or above in the core areas by the end of Y6	PP children will meet expected or above at the end of Y2 in reading and writing and the gap between the attainment of PP children and none PP children will narrow.
<b>C.</b>	All PP children will make at least good progress relative to their starting point. Interventions will be directed at specific PP children in the core subjects to provide the best opportunity for them to meet their target at the end of July 2018. PP children with identified barriers to learning, for example, an identified learning need, difficult family situation, will be well supported with targeted intervention and support	Termly pupil progress meetings will show that PP children are making progress in reading and writing and that the gap between attainment of PP children and none PP children has narrowed Interventions will be of a high quality and focussed on increasing the rate of progress for PP children of all abilities Any children not making expected progress will be identified early and appropriate action taken. PP children with additional needs will make at least good progress from their relative starting points. There will be effective communication with any external agencies

5. Planned expenditure					
Academic year		2017-18			
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.					
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?
All PP children will complete weekly homework tasks, including reading their reading book which will impact on the progress they make by the end of the school year ensuring good or better progress for PP children as well as all children	<p>Promote importance of homework in all year groups</p> <p>Send home the homework letter at the beginning of September as well as posting on the school website</p> <p>Promote reading/phonics and literacy, KS1 and KS2 meetings, workshops with parents to encourage attendance so that they are better informed about expectations</p> <p>If parents do not attend workshops, any resources provided are sent home</p> <p>Parents will be invited to a reading week in November</p> <p>School has invested in new spelling program – Read/write/inc providing every child with a home/school book to complete spelling activities for homework</p> <p>School has invested in Abacus program which provides children with access to interactive reading books to read at home</p> <p>Extra one to one reading support will be targeted at children who are not</p>	<p>Reading is the key to all areas of the curriculum and support with reading at home and homework from the children’s earliest days in school makes a positive contribution not only to their learning but to their work ethic for the rest of their school career</p> <p>We want all children, including PP children, to meet at least national expectations in reading and writing in all year groups</p> <p>We want all children to follow a flight path which mirrors their FS2 outcomes eg if a child is expected or above at the end of FS2 then they should remain so throughout school</p> <p>The Education Endowment Foundation teaching and learning toolkit states that evidence shows that parental involvement can have a moderate impact on children’s success in school</p>	<p>Termly pupil progress meetings will show progress children are making especially in reading and writing</p> <p>Class teachers will monitor homework and reading and at home and speak to parents at open evenings to discuss this with parents</p>	<p>Head Teacher SM</p> <p>Literacy lead RM</p>	<p>Termly July 2018</p>

	supported with reading at home All year groups have reading incentive schemes to encourage all children to read at home				
PP children who are expected or exceeding at the end of FS2 will meet expected or above at the end of KS1 in reading, writing and maths and continue on the same flight path to meet expected or above in the core areas by the end of Y6	The reading, writing and maths curriculum planned to deliver to national expectations for each year group All class teachers continually monitor progress for all pupils and track progress termly The introduction of new reading comprehension materials and a writing programme is aimed at improving the outcomes for all children in all year groups Children targeted and tracked for progress against their FS2 outcomes Interventions/pre learning groups will support identified groups of children to ensure that any barriers are overcome and they make at least expected progress Booster classes for children in Y6	In July 2017 50% of PP children in Y6 did not make expected progress in writing from KS1 to KS2 and we want all PP children to make progress. We want the progress in writing for PP children to match that in reading and maths – 100%  In July 2017 Y2 PP children 60% [2 children] of PP children did not make expected progress in writing and reading and we want the progress in these two areas to match that in maths – 100%  This will give children the best possible starting point to the next phase of the education – KS2 and KS3	Quality first teaching for all children  Quality materials – Comprehension resources, writing and spelling programs  Quality and effective training for teachers and teaching assistants  Monitoring of teaching in reading and writing  Monitoring of interventions delivered  Scrutiny of children's work in reading and writing	Head Teacher Literacy and numeracy leads	Termly July 2018

## 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?
All PP children will make at least good progress relative to their starting point. Interventions will be directed at specific PP children in the core subjects to provide the best opportunity for them to meet their target at the	Interventions and planned pre learning tasks will target specific children or groups of children, including PP and children with additional needs to ensure they meet their full potential Teaching assistants in	All children including PP children benefit from pre learning or short term interventions to support their learning or close gaps All teachers are aware of the needs of the children and strive for all children to meet their targets We know that children learn best when they are inspired and excited by their learning and we believe strongly that providing a rich	Quality experiences across all year groups to excite and engage the children in their learning HT to monitor interventions and discuss their impact with class teachers at pupil progress meetings Progress of PP children to be tracked at termly pupil progress meetings and for those with additional needs at	Head Teacher /SENCO	Termly and at the end of the school year – July 2018

<p>end of July 2018 PP children with identified barriers to learning, for example, an identified learning need will be well supported with targeted intervention and support</p>	<p>each year group to be deployed to provide this support as well as class teachers. From September 2017 further finances have been invested in increasing TA hours to allow for quality intervention work either from the class teacher or the teaching assistant Teaching assistants to receive appropriate training relevant to their role and age group with which they work Children who lack confidence will be included in nurture or social groups to increase their confidence to fully engage in lessons</p>	<p>curriculum is key to developing children's learning and skills. Termly visits as well as residential visits in Y4 and Y5 underpin our curriculum and we want all children to have these experiences We also offer extra curricular activities in sport and music and we would want all pupils, including PP, to have these opportunities</p>	<p>meeting to review IEPs</p>		
<p>Teaching assistant costs to provide interventions and one to one support - £12,875 +£8242 Spelling program to provide resources, including homework, for all children in school - £595 Reading comprehension materials to provide resources for daily reading comprehension for all children - £960 Staff training in teaching of writing to raise standards for all children - £1,200 Funds to subsidise costs of visits including residential visits, music lessons, attendance at before and after school clubs £1200</p>					<p>Total budgeted costs <b>£25,072</b></p>

## 6. Review of expenditure

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

### 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

### 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

## 7. 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](http://www.aschool.sch.uk)