

Asterdale Primary School  
Pupil Premium Strategy 2016-17 and review of impact



Total number of pupils on school roll	207	Total number of pupils eligible for pupil premium	59 (29%)	Allocation per child	£1.320	Total PP budget (2016-17)	£77,880
Pupil Premium Leader	Karen Forrest	Pupil Premium Governor	Kate Carey	Date of strategy	Sept 2016	Date of review	Sep 2017

Current attainment at the end of KS2 2017			
	Pupils eligible for pupil premium in school (Y6 – 32%)	Pupils not eligible for pupil premium in school (Y6 – 68%)	Pupils not eligible for pupil premium (national average)
% achieving the expected standard in reading, writing and maths	44%	79%	70%
% achieving the expected standard in reading	78%	90%	77%
% achieving the expected standard in writing	44%	84%	81%
% achieving the expected standard in maths	57%	84%	80%
% achieving the expected standard in grammar, punctuation and spelling (GaPS)	56%	90%	82%
Current attainment at the end of KS1 2017			
	Pupils eligible for pupil premium in school (Y2 – 39%)	Pupils not eligible for pupil premium in school (Y2 – 61%)	Pupils not eligible for pupil premium (national average)
% achieving the expected standard in reading	55%	82%	78%
% achieving the expected standard in writing	55%	53%	72%
% achieving the expected standard in maths	64%	77%	78%
% achieving the expected standard in National phonics tests (Y1) (30% of cohort eligible for PP)	67%	76%	81%

Barriers to future attainment (for pupils eligible for pupil premium, including high ability)		
In-school barriers	Desired outcomes	Success criteria
Lower numbers of EYFS PP boys achieve a Good Level of Development in EYFS outcomes	For the 16.7% gap between PP boys and PP girls to close	Demonstration of a narrowing of GLD attainment between PP boys and girls
PP children attain significantly below non-disadvantaged children in phonics (Y1)	Higher attainment for FSM pupils in Y1 phonics screening levels	For 70% of PP children in Y1 attain pass level in Y1 phonics screening test
Attainment in KS1 Writing for FSM children is significantly below all other pupils	For more FSM pupils to attain expected level in Writing at the end of Y2	For 70% of FSM pupils attain the expected level in writing in KS1 assessments

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Progress rates for higher attaining disadvantaged learners at the end of KS2 are below all other children in reading	For more PP children to maintain progress at higher level in reading at the end of KS2	For higher ability PP children to make progress in line with all other children at the end of KS2
Lack of emotional well-being and resilience for some PP children	For all children to present themselves as settled and 'ready for learning'	To reduce the frequency for an unsettled start in the morning, via the support of breakfast club, snack and uniform provision as required
<b>External barriers</b>	<b>Desired outcomes</b>	<b>Success criteria</b>
Attendance rates for pupils eligible for PP are 94% (2016) compared to 96.5% for non-PP children. For PP pupils, this is below the target of 96%.  Persistent absenteeism for PP children is tracking at 19.6% sessions missed (2016) compared to 5.1% for non-disadvantaged children in 2016.	Improved attendance and punctuality for PP children, in line with national expectations of 96%  For persistent absenteeism (PP children) to reduce from 19.6% (2016) in line with national (all pupils) of 8.8%	To further improve the attendance rate of disadvantaged children from 94% (2016) to 96% (2017) and for persistent absenteeism to reduce from 19.6%  For the dedicated attendance manager to implement a robust system of response to absence, including first contact calls to family.

Area of Focus	Strategies/Action	Desired Outcomes/Success criteria	Staff Lead	Cost	Evaluation of impact
To increase staff awareness of PP children	OTrack data management system is known and adopted by all teaching and TA staff, including detailed termly data entries across core areas of Reading, Writing, Maths and GaPS.  1 x staff twilight session followed by termly pupil progress meetings  To create a 'class on a page' document for all staff	The progress of all children is monitored in detail by class teachers, TAs, SLT and Gops so that targets, all teachers and TA staff know achievement and attainment.  The data entries will enable gaps to be readily identified and tracked, with specific target work being offered  Class on a page document will be generated by all teaching staff so that knowledge is heightened and shared across teams	SLT  Class Teachers  TA staff	No cost	1x staff twilight training has resulted in increased staff awareness and tracking of PP children.  This informed termly pupil progress meetings, led by SLT with class teaching colleagues.  Class on a page for instant recognition and subsequent tracking.

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<p>To improve the commitment for targeted support and intervention for pupil premium children</p>	<p>To evaluate and provide (against need) targeted TA intervention, linked to MEP statements with formalised planning and review time, including TA participation in pupil progress meetings, including increasing TA provision in LKS2 by an additional 25 hrs per week &amp; KS1 provision (5hrs), including phonics support (2.5hrs)</p> <p>(EEF research – TA suppt = +1 mth)</p>	<p>Highly effective interventions, led by skilled TA practitioners leads to at least good progress for PP children, in line with peers</p>	<p>KF JMc (Senco) Class Teachers</p>	<p>£19,012</p>	<p>Teacher Assessment has taken place matched to pupil need (PP children). MEP actions have been devised, delivered and reviewed by TAs and class teachers, overseen by Senco and SLT.</p> <p>Additional TA hours for LSK2 and KS1 provision, including phonics support has occurred, the impact is closely measured by class teachers using OTrack data systems</p> <p>TA participation in pupil progress meetings is under review.</p>
<p>To offer 1:1 tuition for specific Y6 PP children in core areas of Reading, Writing and Maths</p>	<p>To offer 1:1 tuition to ensure PP children are on track for expected progress and outcomes (12.5 hrs per week)</p> <p>(EEF research – 1:1 tuition = +5 mths)</p>	<p>The progress of PP children is closely monitored by class teachers and shared with SLT so that intervention support can be fully measured, assessed and shortfalls identified and responded to.</p>	<p>KF SLT</p>	<p>£7,312</p>	<p>1:1 tuition for identified PP children occurred daily, in core areas of reading, writing and maths. Data sets were closely monitored and evaluated by TA colleagues, class teacher, Senco and SLT. This will continue to be an area for development, given that 2017 end of year attainment for Y6 children for PP children was below all other pupils.</p> <p>However, PP children at Y6 make considerable progress in key areas of learning – progress measures for disadvantaged pupils in reading at +6.02 points (+0.33 all other pupils national), writing +1.10 (+0.17 all other pupils national) and maths +3.11 (+0.28 all other pupils national)</p>
<p>To offer TA support to identified groups of KS1 PP chn</p>	<p>Group support offered to KS1 PP chn for 6 hrs per week</p> <p>(EEF research – TA suppt = +1 mth)</p>	<p>To enable PP chn to receive targeted support to enable them to make at least expected progress, in line with their peers</p>	<p>EP</p>	<p>£3,510</p>	<p>Additional time was allocated to Y2 PP children to enhance Reading, Writing and Maths activities. This will continue to be a focus area for 2017/18 as Y2 PP children do not attain in line with all other pupils, except</p>

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					for writing, where disadvantaged children out perform all other Y2 children.
To train and facilitate TA colleagues to deliver 'precision teaching' strategies	Inset training for 5 colleagues to enhance own CPD relating to precision teaching Launch of precision teaching in school for identified chn (EEF research – Mastery Learning = +5 mths)	CPD knowledge enhanced and plans for action put in place so that precision teaching techniques can be offered to be identified chn in school (15min per day)	JMc	£500 £3,656	Precision Teaching delivery was undertaken by Educational Psychology team, co-ordinated by the school Senco. 5 colleagues received training and have launched Precision Teaching activities in key areas of learning to and PP children. This impact has been monitored and reviewed by TAs and Senco. This continues to support the learning of PP children in each cohort.
To support delivery of identified Speaking and Listening programmes for identified children in school	Provision of dedicated time slots to support Speech & Language programmes for identified chn in KS1 (1hr per day)  (EEF research – Oral language interventions = +5 mths)	S&L programmes will enhance 'talk time' opportunities	JMc	£2,925	S&L teams have worked alongside Senco to identify PP children requiring additional language support. Talk time activities have occurred in a structured manner and monitored by Senco.
To offer support programmes for identified PP chn to enable access to learning	Additional TA time to support PP chn to enable the identified chn to access the learning environment (12.5hrs per week) (EEF research – TA suppt = +1 mth) (EEF research – social and emotional learning = +4 mths)	Access to planned and personalised learning will lead to greater opportunities for success and progress	JMc	£7,312	TA colleague employed to specifically support the learning (social, emotional, physical and academic) needs of PP children to facilitate positive access and personalised learning within the to the learning environment.
To offer support for PP chn to attend weekly school swimming sessions	Additional support for PP chn to attend curricular swimming sessions (2hrs per week) (EEF research – social and emotional learning = +4 mths)	The addition of an extra adult will support PP chn so that confidence and self-esteem are raised	RS	£1,170	TA colleague employed for additional time to support enrichment programme/PE curriculum to enable swimming access on a 1:1 level.
To support pupil's social, emotional and physical needs, improving readiness to learning	Expanded role for in-house Learning Mentor (5 x afternoon sessions, 12.5hrs per week), tracked through detailed notes and MEP provision, including family liaison	Greater opportunity to access LM during planned and structured sessions so that social, emotional and physical elements of learning are met	RB	£7,312	Because of the access to LM programme, PP children have been equipped with the skills and strategies to enable them to participate calmly in learning activities. The impact of this has had a positive benefit throughout the school environment, for all children.

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	(EEF research – social and emotional learning = +4 mths)				
To support the social and emotional needs specifically of PP children via the provision of a lunchtime ‘calm club’	Facilitate an expanded staffing role for LM colleague to provide ‘calm club’ at lunchtime so that children can engage in positive nurture activities and social integration with peers (30 mins per day, 2.5 hrs per week)  To equip calm club with a range of resources  (EEF research – social and emotional learning = +4 mths)	Structured layer of nurture support via ‘calm club’ provision for PP children so that social and emotional needs are addressed. Specific remit to promote positive social integration, interaction, positive play and nurture type activities  Resource provision so that social and emotional activities are supported and positive play is promoted	RB	£1,462  £500	Impact of extended learning mentor role resulted in calm club facilitation at lunchtime, supporting emotional and social needs of PP children. This has positively impacted on behaviour during social time and in afternoon school, decreasing negative behaviours during afternoon school.
To support the social and emotional elements of learning for identified PP child	To offer additional adult support for 1 hr per day  (EEF research – social and emotional learning = +4 mths)	This will support the social and emotional elements of learning for identified PP child eg welcoming to school, settling in period, family liaison	EP	£2,925	The provision of a colleague to support access and transition from home to school has enabled a calm start to the morning’s learning for PP children. This has included access to breakfast provision.
To enhance the role of ‘attendance manager’ to make first contact calls to absent children, particularly the PP children	To provide designated morning time for the attendance manager to monitor absence and make first contact calls to children. The admin team will support this role, using text messaging support as required (15mins per day, 1.25 hrs per week)  (EEF research – parental involvement = +3 mths)	Pupils attendance is closely monitored and tracked so that first contact calls can be made in a timely and appropriate manner  Attendance data will be tracked in detail by groups, cohort and class and shared with all staff	RB & EMcL	£731	This has resulted in first contact calls being made immediately with all absence being tracked. Text messaging service and internal logs have led to improved liaison with parents & carers, resulting in data sets in line with national outcomes for PP children and all other pupils.
To facilitate an additional ‘playground leader’ for lunchtime support	The additional playground leader will promote positive playground experiences for all children, including targeted PP pupils (2 hrs per day, 10hrs per week)	Positive and engaging playtimes will be secured, with excellent modelling of playground games and lunchtime activities, especially for PP children. Behaviour incidents will be	KF & LC	£4,680	The additional playground leader has broadened staff support during lunchtime and has facilitated greater range of activities to engage all children, including PP pupils.

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	(EEF research – behaviour interventions = +8 mths)  Training and CPD opportunities for all midday supervisors and the development of training for school based ‘mini-leaders’	tracked for PP and non-PP children  The development of a mini leader programme will have specific action for PP children		£250	Mini leader programme has been established and proving to be successful. Named pupils, trained in min-leader techniques, work in partnership with trained midday supervisors to promote and facilitate positive and happy playtimes. This has resulted in enjoyable and calmer lunchtimes.
To help PP children to ‘be ready for learning’	Breakfast club opportunity for PP premium children in greatest need (2chn per day, per week To offer breakfast and snack based items for PP chn in need  (EEF research – social and emotional learning = +4 mths)	Pupils are prepared for the day in a calm manner so that they are ready for learning	EMcL	£2,280  £195	The facilitation of breakfast club for 2 PP children ensured increased attendance and a positive start to their learning. Other PP children accessed this facility on a ‘needs’ basis.
To support PP children with provision of basic equipment such as uniform etc on a needs basis	To support PP children and families to be ready for learning by the provision of a range of resources  (EEF research – social and emotional learning = +4 mths)	Provision of basic equipment contributes to a positive climate of ‘inclusivity’ for all learners, including PP children	RB, EMcL & CS	£250	The provision of uniform for some PP children raised self-esteem and inclusivity into the school learning environment.
To provide ready access to ICT equipment specifically for PP chn	To offer PP chn ICT access to work on programmes such as Lexia and Spellodrome  (EEF research – small group tuition = +4 mths)	To access ICT provision and resources to support learning for PP chn so that intervention programmes are accessible for all	ICT team  Senco	£2,000	The impact of small group tuition for PP children has enhanced knowledge and understanding of phonics, spelling, grammar and punctuation.
To expand range of guided reading text for HA PP chn	To offer expanded text genre for HA PP chn to work through during guided reading session  (EEF research – small group tuition = +4 mths)	To access challenging text for HA PP chn so that reading opportunities, outcomes and progress is enhanced	CS	£250	HA guided reading for selected pupils has resulted in reading data evident above national (all pupils) for both PP and non-PP children.
To increase parental engagement across the whole school,	To track and monitor parental engagement at a range of events, including parent consultation evenings	Parents to be better informed about school life and how they can effectively take an active role in supporting home/school	SLT  Class teachers	No cost	Tracking and monitoring of attendance at Parent consultation evenings has ensured all parents and carers support their child’s learning. Carers who were unable to attend

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with specific remit to target PP children	<p>To offer alternative provision to aim to increase attendance at events</p> <p>To enhance school to home communication, including the development of a new school website, curriculum evenings and a higher profile PTFA (reflected in SDP)</p> <p>(EEF research – parental engagement = +3 mths)</p>	<p>links so that partnership working and confidence is enhanced.</p> <p>To aim for 85-90% parental attendance at parent consultation evenings so that parents can openly engage, with specific focus on PP children</p> <p>Improved returns from parental questionnaires term on term</p>			or 'no shows' were followed by a phone call from class teachers to discuss their child.
To deliver extended Forest Schools sessions to cohorts of children, with action for PP children	<p>To follow a planned and strategic approach to the delivery of Forest Schools within the school, notably targeting the identified PP children, supported by TA colleagues at additional cost (2.5hrs per week)</p> <p>To offer FS training to a 3<sup>rd</sup> colleague to expand provision, including 5 supply days</p> <p>To train a TA colleague to L2 Forest School support, with specific remit to work with PP children, including additional supply days</p> <p>To resource and equip 3xsets Forest Schools clothing for PP chn to utilise</p> <p>(EEF research – outdoor adventure learning = +3 mths)</p>	<p>The delivery of outdoor adventurous activities will support learning in a range of contexts so that children can achieve in new and unfamiliar environments</p> <p>Forest School will be offered to all children during the academic year on a rotational basis</p> <p>Enhanced and supported opportunities for PP children to participate in FS activities</p> <p>The provision of 3 sets of FS clothing for KS1, LKS2 &amp; UKS2 will enable PP chn to fully participate in FS sessions</p>	KW & SS	<p>£1,462</p> <p>£3,000</p> <p>£2,000</p> <p>£900</p>	<p>The provision of TA support for forest school's sessions has enabled positive participation by PP children and enhanced their learning. Physical enjoyment has increased, leading to raised self-esteem and positive interaction with peers. (photos)</p> <p>This is planned for 2017-18.</p> <p>This is planned for 2017-18.</p> <p>The purchase of specific equipment and clothing ensued that all PP children could participate in forest school's sessions. This ensures inclusion.</p>
To increase and offer enrichment	To facilitate the provision of financial support for school trips, sports clubs, cookery club, magical	To improve access to educational experiences for PP children so that equality of	SLT	£1,500	PP children had opportunity to access enrichment programmes such as cooker, magical maths and sports provision

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<p>opportunities for PP pupils</p>	<p>maths etc for PP children as required To encourage higher ability PP children to attend appropriate extra-curricular clubs, such as 'Magical Maths'</p> <p>To support PP chn to attend residential activity</p> <p>To offer music tuition for PP chn</p> <p>To expand range of resources for the school choir, currently attended by a high number of PP chn</p> <p>(EEF research – sports participation = +2 mths)</p>	<p>opportunity is available across the school PP children therefore can participate in school trips and to target 50% PP children attending extra-curricular school clubs</p> <p>PP chn are eligible to attend residential activity to promote inclusivity and develop self-esteem and confidence</p> <p>PP chn have access to in house additional music tuition, so that engagement and self-esteem is raised as is the acquisition of new skills and techniques</p> <p>Acquisition of new resources for choir club</p>	<p>DE &amp; EMcL</p> <p>SC &amp; EMcL</p> <p>KW</p>	<p>£800</p> <p>£117</p> <p>£322</p>	<p>alongside their peers. This supported inclusivity and equality of opportunity. Raised self-esteem was evident.</p>
<p><b>Total Cost</b></p>				<p><b>£78,333</b></p>	