

Asterdale Primary School
Pupil Premium Strategy 2017-18



Total number of pupils on school roll	200	Total number of pupils eligible for pupil premium Percentage of pupils eligible for pupil premium	52 (26%)	Allocation per child	£1.320	Total PP budget (2017-18)	£68,640
Pupil Premium Leader	Karen Forrest	Pupil Premium Governor	Kate Carey	Date compiled	Oct 2017	Review date	Jan 2018 Apr 2018 July 2018

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

Barriers to future attainment (for pupils eligible for pupil premium, including high ability)
Baseline assessments identify a number of pupils entering school below and well below age related expectations, particularly for disadvantaged (pupil premium) pupils. Notably pupil premium children attain lower than other pupils, at key indicator points (EYFS, Y1 phonics, Y2 & Y6). However, progress measures for PP children at Y6 are significantly higher than national expectations. The attainment of PP children remains a key priority to ensure standards remain high.
In school barriers
PP children attain significantly below non-disadvantaged children in EYFS outcomes (2017). Attainment in KS1 (2017) in all areas of reading, writing and maths is significantly below all other pupils nationally. Attainment in KS2 in (2017) in writing, maths and GaPS is below all other pupils nationally.
External barriers
Attendance rates for pupils eligible for PP are 94% (2017) compared to 96.1% for non-PP children nationally. This is below the target of 96%.

Asterdale Primary School

Pupil Premium Strategy 2017-18



Persistent absenteeism for PP children is tracking at 19.6% sessions missed (2017) compared to 5.1% (school) and 15.10% (national) for non-disadvantaged children in 2017.
 IMD data (2017) outlines that 57% of pupils living in the 20% most deprived areas nationally. Low self-esteem and aspiration for some pupils is evident in school.

Desired outcomes and how they will be measure	Success Criteria
<p><u>In-school barriers</u></p> <ul style="list-style-type: none"> To improve attainment for disadvantaged pupils in EYFS GLD outcomes in 2018 To improve the outcomes in Y1 phonics screening test for pupils entitled to PP funding in 2018 To increase the proportion of PP children in KS1 attaining expected level in KS1 outcomes (R, W, M) in 2018 To increase the outcomes of PP children in KS2 (Y6) attaining expected levels in W and M in 2018. 	<ul style="list-style-type: none"> Data outcomes to move to in-line or significantly closer than non-PP peers (national) The gap between PP (school) and non-PP pupils (national) attaining Y1 phonics pass result will close Data outcomes to be in-line with non-PP pupils or moving significantly closer Data outcomes to be in-line with non-PP pupils or moving significantly closer
<p><u>External barriers</u></p> <ul style="list-style-type: none"> For all children to present themselves as settled and 'ready for learning' <ul style="list-style-type: none"> Improved attendance and punctuality for PP children, in line with school and national expectations of 96% For persistent absenteeism rates for PP children will be decreasing rapidly with the national gap 	<ul style="list-style-type: none"> Pastoral support will be targeted effectively to allow PP pupils to overcome any significant barriers (attendance, social/emotional issues) to their learning and these pupils are able to make at least good progress against their targets Attendance for PP pupils will be in line with all pupils nationally <ul style="list-style-type: none"> Persistent absence rates to reduce from 19.6% (2017) and be more in line with national persistent absenteeism (all pupils) of 6.2%, aspiring for attendance rates in line with all other pupils nationally

Year Group	Area of Focus	Cost	Objective (including strategies)	Desired Outcomes/Success criteria	Staff	Evaluation of impact
EYFS	Literacy	Staffing £1,650 Resources £1,000	To increase the % outcome expected outcomes in writing <ul style="list-style-type: none"> Promote access to child initiated writing activities during continuous provision 	<ul style="list-style-type: none"> To close the gap between % of pupils attaining expected 'writing' outcomes, when compared to other areas of learning, with a specific focus on PP children 	SS KK TAs	



		CPD (6x½ days) £750	<ul style="list-style-type: none"> Promote writing for a purpose Continue to develop writing opportunities through creating and enriching a language/writing (mark making) environment, including the development of outdoor opportunities CPD Opportunities to enhance staff skills and knowledge Intervention group access to support and promote 'talk for writing' and subsequent writing activities <p>EEF Research – EY Intervention = +6mths</p>			
EYFS	Attainment of a Good Level of Development for disadvantaged (EYFS Rec) pupils	£1,465	<ul style="list-style-type: none"> To improve the GLD attainment of disadvantaged pupils (from 2016 outcomes) through specific and timely targeted intervention groups and quality first teaching provision <p>EEF Research – EY Intervention = +6mths</p>	<ul style="list-style-type: none"> To ensure that 75% disadvantaged pupils in EYFS attain a GLD in end of year assessments 	KK SS	
Y1	Phonics	Staffing £5,850 CPD £1500	<p>To improve outcomes in phonics for PP pupils in Y1 achieved through:</p> <ul style="list-style-type: none"> Targeted teaching and support by trained teachers and TAs Access to the LA PSG phonics training, ensuring an increase in staff knowledge, understanding and expectation (CPD) <p>EEF Research – Phonics = 4mths</p>	<ul style="list-style-type: none"> To ensure that at least 75% of Y1 PP cohort attain the required pass mark in 2018 (tracked via baseline and termly assessments) For the gap between PP and non-PP pupils to narrow (2018 data) An increase in staff knowledge and expectation for KS1 phonics, including all Teaching and TA staff 	SE JMc RB MM DH	



Y2	Writing	Staffing £6,000	<p>To improve outcomes for Y2 PP chn in reading and maths (compared to 2017 data)</p> <ul style="list-style-type: none"> • Review of timetabling provision and corresponding staff support, promoting ability grouping and collaborative working • Allocation of focus intervention activities to support MEP targets, specifically rating to reading and maths • Access to regular and adult led reading support • Development of 'reading buddy programme' across the school, specifically supporting Y2 PP chn • Promotion of reading challenge successes <p>EEF research – ability grouping = +1mth EEF research – collaborative working = +5mths</p>	<ul style="list-style-type: none"> • To close the gap between PP and all other pupils chn in key areas of reading and maths (tracked via data analysis, provision mapping, MEPs, reading logs) 	JMc MM	
Y6	1:1 Tuition	£8,250	<p>To offer 1:1 tuition to ensure specific PP children are on track for expected progress and outcomes (Y6 31% of cohort) in core areas of Reading, Writing, Maths and GaPs</p> <ul style="list-style-type: none"> • 1:1 tuition by trained practitioner to support core areas of learning daily, for identified pupils (tracked via OTrack, pupil progress, monitoring and evaluation, 1:1 notes, MEPs) 	<ul style="list-style-type: none"> • To narrow the gap significantly between PP and non-PP chn in attainment in KS2 outcomes in GaPS, Maths and Writing (due 2018 outcome data), (tracked via OTrack, pupil progress meetings, MEP notes) 	DE GBr	

Asterdale Primary School
Pupil Premium Strategy 2017-18



			EEF research – 1:1 tuition = +5 mths			
Y6	Higher achieving intervention groups for PP chn	£3,300	To offer higher achieving intervention groups through quality first teaching provision for HA PP chn in all core areas of learning (R, W, M & GaPS), targeting prior medium attaining pupils	To significantly close the gap between GDS for PP and non-PP chn in 2018 data outcomes	DE KW DH GBr	
KS2	Intervention support for PP pupils in Y3-5	£9,900	<ul style="list-style-type: none"> • Y3 & Y4 intervention through quality provision for PP chn to make progress in line with national expectations in R, W, M & GaPS, targeting development areas as identified from EoY data (July 2017) • Provision mapping • 1xhr per day per cohort to deliver quality interventions, to meet specific and targeted need 	<ul style="list-style-type: none"> • To ensure PP chn in Y3-5 access quality intervention provision to make progress in line with national expectations • For 85% PP pupils (Y3-5) to make at least good progress against their personal targets 	DE JMc Class Teachers TAs	
Whole School	Whole school Writing	£3,000	<p>To develop targeted and focused action planning to improve whole school writing outcomes (when compared to 2017)</p> <ul style="list-style-type: none"> • Development of curriculum leadership teams • Staff CPD to support writing initiatives • Network and inter school liaison • Talk for Writing initiative launched across the whole school • Improve standards of writing for targeted PP pupils not attaining ARE in writing 	<ul style="list-style-type: none"> • For talk for writing initiatives to be embedded across the whole school • For a greater number of pupils (when compared to 2017) to attain ARE • For a higher % of pupil to attain 'exceeding' outcomes in EoY data 	RS Whole staff	

Asterdale Primary School
Pupil Premium Strategy 2017-18



Whole School	Provision of a homework club for all KS2 pupils, with specific focus for PP chn	£1,000	<ul style="list-style-type: none"> To continue to offer homework activities for all KS2 pupils, at an age appropriate level To follow through with targeted support for PP chn and create opportunities for those chn to access a clam, quiet space to complete homework activities, overseen by 1:1 TA and 1 teaching colleague <p>EEF Research – Homework = +5mths</p>	<ul style="list-style-type: none"> For completion of homework activities to be tracked by staff and corresponding targeted actions effected such as parental liaison and invitation to homework club 	DE AHa	
Whole school	To support pupil's social, emotional and physical needs, improving readiness to learning	£8,250	<ul style="list-style-type: none"> To continue to value the expectation of a learning culture in the school, demonstrated by all staff to support the social and emotional needs of all children, with specific focus on PP children in all years. 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 Supporting vulnerable pupils in the short term by providing breakfast/afterschool care at Asterdale Acorns <p>EEF research – social and emotional learning +4mths</p>	<ul style="list-style-type: none"> Access LM during planned and structured sessions so that social, emotional and physical elements of learning are met, via timetabled approach that is linked to pupil need (timetabling, notes, feedback, pupil progress meetings, data monitoring) Perceived and real barriers to learning are diminished so that pupils active in LM support programmes make at least good progress, in line with peers (racked through provision mapping, notes, pupil progress meetings) Supporting families or carers to ensue pupils are given additional support out of school hours, specifically focusing on PP, LAC children and pupils subject to CP plans (timetabling, 	RB AHarr	

Asterdale Primary School
Pupil Premium Strategy 2017-18



				attendance logs, pupil progress meetings, data analysis) • Enhanced parental liaison		
Whole School	To support the social and emotional needs specifically of PP children via the provision of a lunchtime 'calm club'	£2,200 £500	<ul style="list-style-type: none"> 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 Targeted invite for PP chn to access nurture support To equip calm club with a range of resources <p>EEF research – social and emotional learning = +4 mths</p>	<ul style="list-style-type: none"> 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	
Whole School	Increased attendance, specifically for PP pupils, decreasing the rates of persistent absenteeism	Staffing £1,760 Resources £500	<p>To continue to improve whole school attendance, with a focus on reducing absence, persistent absenteeism and lateness through:</p> <ul style="list-style-type: none"> Attendance monitoring (daily), including first contact calls/text messaging to parents and carers by 9.30am Weekly summaries prepared by attendance manager and shared with Admin and SLT teams. Subsequently shared at whole school staff meetings by cohort. Co-ordinate parent/carer interviews with EWO to offer support as required Whole school attendance reward systems 	<ul style="list-style-type: none"> Attendance continues to improve to an extent where the gap between PP attendance and persistent absence is narrowed against national average 	RB EMcL SLT	



Whole school	Enrichment activities to support inclusion, social/emotional well-being eg via out of school provision	£3,000	<p>EEF research – parental involvement = +3 mths</p> <ul style="list-style-type: none"> To offer a range of enrichment activities and facilitate the provision of targeted support for school trips, sports clubs, cookery club, magical maths, board games, reading club, etc for PP children, ensuring vulnerable pupils have access to a range of cultural and enrichment opportunities within the year To engage PP chn in at least 1 enrichment activity during the year To support PP chn to attend residential activity <p>EEF research – sports participation = +2 mths</p>	<ul style="list-style-type: none"> An increase in access to educational experiences for PP children so that equality of opportunity is available (tracked by class teachers, PLT and SLT) Targeted invitation for 100% PP chn, with at least 75% PP children attending at least 1 enrichment programme within the year eg sport, music, craft, cookery etc (tracked by attendance registers and planned invitations by staff & PLT) 100% PP children invited to attend Y6 residential activity, promoting inclusivity and developing self-confidence (attendance logs, photo evidence, informal observation) 	<p>JMc (PLT)</p> <p>SLT</p> <p>Class Teachers</p>	
Whole School	Behaviour interventions	CPD time £1000	<ul style="list-style-type: none"> To embed recent midday supervisor/mini leader training to ensure happy and successful lunchtimes, reducing low level disruption, including targeted PP chn, overseen by SLT Review of existing behaviour policy, incusing the use of rewards and sanctions and collection of data for PP chn when compared to all other groups 	<ul style="list-style-type: none"> Positive and engaging playtimes will be secured, with excellent modelling of playground games and lunchtime activities, especially for PP children. Behaviour incidents will be tracked for PP and non-PP children, including the use of rewards and sanctions. This will be shared at Staff/Gov meeting The development of a mini leader programme will continue to have specific positive 	<p>SLT</p> <p>Midday team</p>	

Asterdale Primary School
Pupil Premium Strategy 2017-18



			EEF research – behaviour interventions = +8 mths	involvement for UKS2 PP children		
Whole School	Precision Teaching	£4,950	To embed 'precision teaching' techniques for TA colleagues to support intervention provision across the whole school, specifically to deliver to PP chn <ul style="list-style-type: none"> Continued CPD opportunities Effective co-ordination by Senco Monitoring and deliver of precision teaching by Senco Targeted intervention for PP chn EEF research – Mastery Learning = +5 mths	<ul style="list-style-type: none"> An increase in staff knowledge and application Improvements in PP outcomes in R, W, M & GaPS, when compared to baseline data 	JMc LH CS MM	
Whole School	To increase parental engagement across the whole school, with specific remit to target PP children	No cost	<ul style="list-style-type: none"> To track and monitor parental engagement at a range of events, including parent consultation evenings To offer alternative provision to aim to increase attendance at events To enhance school to home communication, including embedding the school website, curriculum evenings and a higher profile PTFA (reflected in SDP) EEF research – parental engagement = +3 mths	<ul style="list-style-type: none"> Parents to be better informed about school life and how they can effectively take an active role in supporting home/school links so that partnership working and confidence is enhanced. Ensure 85-90% parental attendance at parent consultation evenings so that parents can openly engage, with specific focus on PP children Improved returns from parental questionnaires year on year Greater parental access (and feedback) of the school website 	SLT Class Teachers	
Whole School	Leadership and co-ordination of PP across the whole school	£1,500	Provide management time for HT/AHTs/Senco to co-ordinate and evaluate impact of PP strategy through:	<ul style="list-style-type: none"> Ensures PP funding is used effectively and efficiently across the school To demonstrate an increase in outcomes for PP chn across the 	KF EMcL DE SS SE JMc	



			<ul style="list-style-type: none"> • Ensuring intervention for PP pupils is targeted effectively throughout the whole school • Ensuring current provision for PP chn is effectively implemented and having real impact • Effectively monitoring group intervention through work scrutiny, pupil progress meetings and observations • Supporting the use of data and gaps analysis, devising corresponding action plans • Liaising with PP governor to ensure action planning is timely and effective 	<p>school, particularly at key points (EYFS, Y1 phonics, Y2 and Y6)</p> <ul style="list-style-type: none"> • The school provides effective school to school/network support through acting as a PP Champion school, undertaking reviews of other schools and supporting according to need, whilst sharing good practice 		
Total cost						£67,327
Still to allocate						£1,313