

## Pupil premium strategy statement (primary)

Research is consistently showing that the most significant impact on raising the attainment of disadvantaged learners is ensuring an overall high standard of teaching and learning in a school. This will have an effect on the achievements of all pupils, but it has shown to have a measurable larger impact on the outcome for disadvantaged learners. The table below outlines how we plan to spend the Pupil premium money in the academic year 2019/20

1. Summary information					
School	West Ashton				
Academic Year	19/20	Total PP budget	£15.000	Date of most recent PP Review	November 2019
Total number of pupils	86	Number of pupils eligible for PP	13	Date for next internal review of this strategy	November 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	61.5%	
% making progress in reading	69%	
% making progress in writing	62%	
% making progress in maths	85%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Some pupils (6/13) (46%) have poor language skills
B.	6 (46%) of the PP children have speech and language concerns which has an impact on their reading and writing.
C.	Children enter school with low vocabulary and gaps in early literacy skills.
D.	3 (23%) have SEN needs, particularly those related to retention of knowledge which has an impact on all areas of the curriculum

<b>E</b>	Gaps in learning affect all PP children.	
<b>F.</b>	Some PP children have emotional and social needs that may hinder their progress	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Low attendance for some PP children results in larger gaps in knowledge and understanding.	
<b>F.</b>	Some pupils eligible for PP not able to fund trips and After School Clubs.	
<b>G.</b>	Lack of parental support for homework and reading.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP children who have SEND and are working below expected standard make good or better progress	<ul style="list-style-type: none"> <li>• For each child to achieve 3 points progress or more across the academic year</li> <li>• Use of school tracker to monitor progress</li> <li>• Pupil progress meetings allow time for teachers to discuss ways forward to improve the child's access to the curriculum</li> </ul>
<b>B.</b>	Gaps in learning are filled as soon as identified	<ul style="list-style-type: none"> <li>• Use of baseline results</li> <li>• Comments from teacher from live marking of writing and maths</li> </ul> And verbal feedback
<b>C.</b>	Developing methods in Early years to improve vocabulary and literacy skills in order to impact attainment in reading and writing	<ul style="list-style-type: none"> <li>• Daily literacy skills in EYFS</li> <li>• Monitor vocabulary during EYFS</li> <li>• Start and track vocab support in nursery</li> </ul>
<b>D.</b>	To develop speech and language diagnostic tool and intervention plan to support PP children in KS1	<ul style="list-style-type: none"> <li>• Work in conjunction with SALT to develop tools for S&amp;L</li> <li>• Track PP children on assessment tracker termly</li> <li>• Staff CPD in language and literacy</li> </ul>
<b>E.</b>	All PP children who have emotional or social issues to have weekly ELSA time.	<ul style="list-style-type: none"> <li>• EISA report at end of ELSA block</li> </ul>
<b>F.</b>	Improve the attendance for those PP children with attendance below 90%.	<ul style="list-style-type: none"> <li>• Attendance meetings for those that fall into the category.</li> <li>• Identifying reasons for low attendance</li> <li>• 4 children are from one ethnic minority taxis have been put in place to ensure attendance is raised</li> </ul>
<b>G.</b>	Use TA's in a planned intervention programme to secure pre and post learning where the child is struggling.	<ul style="list-style-type: none"> <li>• 1-1 reading included in intervention plan,</li> <li>• Termly plan for pre and post learning from teachers.</li> <li>• Monitored by assessment lead at end of each term</li> <li>• CPD for TA's</li> </ul>
<b>H.</b>	Use TA intervention programme to ensure each PP child has 1-1 reading sessions at least 3 x a week.	<ul style="list-style-type: none"> <li>• All children will be age appropriate for reading</li> </ul>

## 5. Planned expenditure

Academic year

2019/20

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?
	<p>TA's small group / 1:1 intervention groups to close gaps suggest high quality Teachers &amp; TA's ensure feedback is an effective way to improve attainment, and feedback for pupils eligible for PP (maths, writing &amp; reading) have embedded across the school. This now needs to be specifically tailored for PP pupils to support feedback and RTM's</p>	<p>high quality feedback is an effective way to improve attainment, and pupils be directly asked about their feedback and learning forward</p>	<p>Disadvised at staff meetings (Monitoring of books for pupils eligible for PP (maths, writing &amp; reading)). Pupil conferencing – PP pupils to be directly asked about their feedback and how it helps to move their learning.</p>	Head PP AC	Dec, April and July
	<p>All class teachers to ensure parents of pupils eligible for PP are contacted personally to arrange Parents' Evening appointments.</p>	<p>To ensure lines of communication are kept open and encouraged between home and school. Evidence from MAP and EEF suggest parent involvement raises attainment and increases progress.</p>	<p>Follow-up and target non-attendeess with head Record of Parents' Evening appointments given to SLT. Regular updates at Pupil Progress Meetings</p>	head	Sept and July

**Total budgeted cost**

£11.000

### 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?

	<p>TA Elsa support Ensure pupils eligible for PP are supported to settle if required at start of day. Staff do 'emotional drop-ins' to check emotional well-being. ELSA timetabled provision 'Booster' sessions for pupils eligible for PP</p>	<p>Through greeting pupils and 'emotional drop-ins' this promotes sense of self-worth and sense of identity and belonging. Evidence from school-own practice.</p>	<p>Class teachers to report to SLT at regular updates at Pupil Progress Meetings (weekly) on impact.</p>	<p>Head</p>	<p>3 times a year</p>
	<p>Maths intervention programmes Phonics small group work</p>	<p>Some of the pupils need targeted support to catch up on the 'basics'. Small group interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Maths SL and class teachers co-ordinate and establish priorities for Maths interventions Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (termly) Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>Head SENCO</p>	<p>Termly</p>
	<p>CPD – based on language, literacy and writing for EYFS staff CPD – based on word aware teaching for EYFS staff</p>		<p>CPD in EYFS Adapting the curriculum to meet children's interest Plan 'in the moment' and assess outcomes for individuals (learning journeys) Monitoring cycle to include</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Book scrutiny</li> <li>• Pupil progress reviews</li> <li>• Lesson monitoring</li> </ul> <p>Focus on school development plan Woven into performance management targets for staff</p>	<p>Head</p>	<p>Termly monitoring</p>

<b>Total budgeted cost</b>					£2.000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
	Funding for trips, music lessons, swimming, breakfast club and after school clubs, so all children are able to access unique learning opportunities which will broaden their horizons. Pupils eligible for Pupil Premium have access to, and are encouraged and supported to take part in a range of extra-curricular activities (e.g. music	This approach supports the school's ethos and values of inclusion and equality. Previous pupils who have received this funding for trips etc have reported high levels of belonging and a sense of relief that they do not have to ask their parents for money	Disadvantaged Leader to monitor trips, clubs etc and ensure all children are able to take part.	Head	Termly -6 times a year
	Better pupil/ adult ratios in classrooms with particular focus in EYFS to improve emotional development	Due to high numbers of pupils requiring support to develop self-care skills such as toileting and dressing/undressing,	SLT prioritise staffing levels in EYFS Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings	Head	Termly- 6 times a year
<b>Total budgeted cost</b>					£2.000

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
	Release time for intervention coordinator	This system worked well and allowed monitoring to happen to ensure the right level of intervention was being administered.	We will not continue using the intervention co coordinator , we are transferring the role to the SENCO to support and train TAS's in delivering interventions.	£1900
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
	TA's to support small groups and & 1-1 intervention to close ELSA	Worked well for most TA's, some more training is needed with one TA. The gap appears to be closing for PP children except for ethnic minority group who have other issues and separate intervention has been put in place to close the gap for them	We will continue this provision in a more structured way .	£12,375
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
	ELSA support	This has big impact on all not only PP children .	We will continue this .	£785

	Subsidise music lessons			£400
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## 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)