

# Pupil Premium Strategy Statement: Appletree Gardens First School

1. Summary information					
School	Appletree Gardens First School				
Academic Year	2016-17	Total PP budget	£119, 380	Date of most recent PP Review	Mar 2016
Total number of pupils	288 (237 YR-Y4 & 51 in YN)	No. of pupils eligible for PP	96 (R-Y4)	Date for next internal review of this strategy	Sept 17

Our families make up a very diverse community- socially, economically and culturally- with children from each IMD decile group. 61% of our children are from households in the IMD range 1 to 5 (Jan16). Average class size is 27 -slightly higher number of boys than girls. Currently 336 FTE ; Pupil Premium- 30.88%; FSM-16.47%;EAL-9.4% SEND 19.71%(67); LAC 1.18%(4). There is an increased focus on improving outcomes for disadvantaged groups across school with a stronger emphasis on narrowing gaps between all and PP children.

The % of PP children is dependent on year group- current **Rec- 35% (21); Y1- 32.7%(19); Y2- 20.7% (11); Y3- 27.25%(16) and Y4- 43.5% (27).**  
PP LA Review – Spring 16.

The gap between disadvantaged and non-disadvantaged pupils achieving at least the expected level of GLD has narrowed, from 36% in 2013 to 5% in 2015, however there was a decline in the achievement of both the groups in 2015, (disadvantaged 2014 – 64%; 2015 – 60%. Non-disadvantaged 2014 – 69%; 2015 – 65%) therefore the gap has maintained between 2014-15.

2. Current attainment			
Key Outcomes Summer 2016	Pupil eligible for PP funding	Pupils not eligible for PP funding	Pupils not eligible for PP (national average)
<b>Achieving a Good Level of Development at the end of the EYFS – FSM</b>	50%	70%	69%
<b>Achieving at the expected standard in the Y1 phonics screener</b>	70%	80%	83%
<b>Achieving expected standard or greater depth at the end of KS1: reading</b>	77%	79%	78%
<b>Achieving expected standard or greater depth at the end of KS1: writing</b>	38%	63%	70%
<b>Achieving expected standard or greater depth at the end of KS1: maths</b>	54%	66%	77%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Spread of PP children across school and their diverse needs.- need for many different interventions and support .
<b>B.</b>	Poor language/literacy skills on entry.
<b>C.</b>	Low % of PP children attaining Greater Depth in Y2 National Assessments.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Lack of parental engagement for some children – ensuring more parents engage with the school, including parent workshop events, reading weeks, school coffee mornings and parents’ evenings.
<b>E.</b>	Adjustment to the new, extremely rigorous, national assessment frameworks, especially at the end of Key Stage One has taken time and there is still work to be done to ensure that Pupil Premium, and indeed all, children are able to reach – the expected standard in reading, writing and maths at the end of Y2.
<b>F.</b>	Social/Economic - Support for some ‘financial’ expenses- uniform; educational experiences such as trips, music lessons and participation in physical activities, out of school care and lack of emotional and social skills.

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve progress and attainment across school so that the proportion of PP (and other) children reaching age-related expectations or above increases.	The school’s tracking system will show attainment and progress for each child and the cohort as a whole over the year. Year-end outcomes will be comparable with those of other schools in Reception GLD, Year One (phonics screener) and Year Two (Data Dashboard and the NTC September Data Pack).
<b>B.</b>	Whole school training and commitment to Leading Parent Partnership Award (LPPA)	Increase % of support from home – attending meetings, homework, Reading at home. etc.
<b>C.</b>	Identify pupil needs. Improve PP pupils’ emotional development.	A highly trained team of Senco and TA’s will continue to work effectively with pupils, parent/carers and their teachers over the year to identify and support individual social and emotional needs.

**5. Planned expenditure**

**Academic year**      **2016-17**

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 – NB This is only a small selection of our teaching & learning strategies funded from our main school budget**

<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>
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Good and outstanding first quality teaching every lesson will impact directly on PP.	Regular staff training on outstanding practise including training for 'Dyslexia friendly school award'. Raise staff awareness of all PP children across each year group in each class/set.	ALL pupils across school will benefit from teachers' increased knowledge & skill following the specialist input of the SENCOs, Inclusion lead and external agencies. All PP children identified through plans and other discreet methods so able to access maximum teacher/TA support	Monitoring and evaluation of impact through-teaching observations, planning & book scrutinies. Discussions with pupils, parents/carers & staff.	HT SMT SENCOs	On an ongoing basis & following evaluation of data at the end of each half term
Support across school – teacher and TA- to cover the spread of PP children from SEN to MA	3 teachers per year group – smaller targeted groups of similar ability pupils. TA's deployed to provide in class support and deliver appropriate interventions	All PP children will benefit from additional TA support in targeted classes/sets.	Achievement and attainment will be monitored on a weekly basis during liaison time (FRI) -TA and Teacher . Targets will be adjusted .	HT T TA SENCO	Review system in July
Increased levels of support/ parental contribution to pupil learning outcomes.	Achieve the LPPA by July 2017. Action plan for 2017-2018	Limited support from those hard to reach parent/carers which affects pupil attitude to learning – unable to contribute, to school equipment ie PE kit Non-attendance at parent/Carer consultations, No homework	TA's Performance Management target; All p/c	SMT (AT)	As above & following lesson observations, learning walks, planning & book scrutinies, etc.
<b>Total budgeted cost</b>					NOT INCLUDED
<b>ii. Targeted support</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>

Each PP child will benefit from tailored, appropriate support & challenge from highly-trained staff, including via quality, targeted intervention programmes.	3 teachers per year group – smaller targeted groups of similar ability pupils. TA's deployed to provide in class support and deliver appropriate interventions. Additional TA in Rec	Targeted expert support will help PP children to improve attainment & make good progress Greater daily support will enhance pupils' access to the full curriculum, enable greater 1:1/small group work & facilitate targeted interventions.	Monitoring of teaching, learning and Assessment. Half termly Pupil Progress meetings. Regularly review provision depending on pupil need. Weekly timetabled Teacher/ TA liaison	HT SENCOs Interventions lead Reading Recovery Teacher	Ongoing & at half termly meetings pupil progress meetings  Additional TA support for pupils:- review through Performance Management
All PP children are supported effectively in order to allow them to make good progress whatever their starting points.	Close monitoring of progress of PP pupils enables tailored interventions to ensure targeted, focused and challenging input for PP pupils, based on their current needs & modified as required.	Pupils benefiting from one to one or group work sessions from well-trained TA's have attained well & made good progress in relation to their starting points. Class teachers & TAs will liaise regularly and share outcomes and programmes in regular staff meetings & on an daily basis.	Monitor interventions and levels of progress to ensure effectiveness of input. Members of staff work together to provide opportunities to share progress, problems, ideas, etc. Half-termly data scrutiny		
More able PP children are targeted effectively in order to allow them to make good or better progress whatever their starting points, to reach higher levels.	MA PPs provided with additional teaching booster groups to challenge and raise expectations in line with GD KS1 SAT's outcomes. Small group comprehension and writing activities and math's groups	No PP children achieved Greater Depth in converting from Reception in reading and writing.	KS1 Lead and DHT data managing each		Each half term Full review of impact-end of academic year
				<b>Total budgeted cost</b>	<b>£120,000</b>

6. Review of expenditure				
Academic Year		2016-2017 allocation (full academic year) £119,380		
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
Good and outstanding first quality teaching every lesson will impact directly on PP.	Staff training on outstanding practise including training for 'Dyslexia friendly school award'. Smaller sets.	All lesson observed were good or outstanding. Impact was positive – Early years GLD, Y1 Phonics Screeners and KS1 SAT's results all rose. More PP children achieved Greater Depth than previous year,	Increased staff awareness of PP children ensured that the children were supported within lessons and challenged appropriately.	Dyslexia Award registration and training £500 4 x 0.5 teachers £15,000
Increased levels of support/ parental contribution to pupil learning outcomes.	Achieve the LPPA by July 2017. Action plan for 2017-2018	Increased level of parental/carer involvement. High take up of Parent/carer consultations. Increase in % of homework , PE kit etc	Individual positive 1:1 contact is needed more often to engage parent/carers. They respond well to personal approach. Further analysis of Parent/carer response to school events needed to further	Award and training £2,200
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 £120,00
All PP children attain well & make good progress in relation to their starting points.	One to one/group teaching support for pupils in Y2-4 from PP Teacher One to one/group support for pupils in YR-Y4 from Key Stage TAs	See p.1: Outcomes for PP children varied between year groups because of the very different nature of each cohort. The particular needs of each pupil within these groups were met to a greater degree than before due to the emphasis on support & challenge for PP children.	The role of the Interventions lead and Senco TAs under the leadership of the PP teacher. In 16-17 a Nurture Team will focus planning, delivery & evaluation of input in a better targeted manner.	0.4 x £16,000 TAs. Reading Recovery Teacher trained and set up

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Appletree Gardens First School – Pupil Premium visit by Moira Banks, School Improvement Officer Incusion – spring term 2016

### **School's Pupil Premium Profile**

Total number of pupils in the school:	325
Percentage of PP-eligible students:	24%
Amount per pupil:	£1320
Total pupil premium budget:	£119,380

### **Evidence of school performance**

#### Summary of school's performance data 2015-16

#### **Early Years Foundation Stage**

Of the forty eight pupils who were in the Early Years provision last year, six pupils were eligible for Free School Meals. Despite their slightly lower starting points, pupils achieve broadly in-line with national across nursery and reception, with 65% of the whole cohort achieving a Good Level of Development (GLD) in the summer of 2015 against 66% nationally. This was a decrease on last year's outcomes, when 68% of pupils at the school achieved a GLD against 60% nationally.

The gap between disadvantaged and non-disadvantaged pupils achieving at least the expected level of GLD has narrowed, from 36% in 2013 to 5% in 2015, however there was a decline in the achievement of both the groups in 2015, (disadvantaged 2014 – 64%; 2015 – 60%. Non-disadvantaged 2014 – 69%; 2015 – 65%) therefore the gap has maintained between 2014-15.

#### **Year 1 Phonics**

The gap between disadvantaged and other pupils has narrowed considerably from 33% in 2014 to 9% in 2015; disadvantaged pupils at the school performed considerably better than disadvantaged pupils nationally (79% against 66%) and the gap between disadvantaged pupils at the school and other pupils nationally was only 1%.

## **KS1 Results**

In all subjects and within all measures, the gap between disadvantaged students within school against other students in school has widened as has the gap between disadvantaged students in school against other pupils nationally. These gaps have widened further in reading than other subjects, particularly the percentage of pupils attaining higher levels.

## **Year 4**

All pupils made the expected 3 sub levels of progress in reading from the end of Key Stage 1 to the end of Year 4; 96.3% of all pupils made this expected progress in writing, with 94.4% making this progress in mathematics. The percentage of all pupils making 4 or more sub levels of progress/more than expected progress is high, with 66.7% in writing, 64.8% in mathematics and 59.3% in reading. Within this measure, there is a significant gender gap with girls outperforming boys by 30% in reading and writing, and a significant gap of 23% between disadvantaged and other pupils in reading, although the gap between disadvantaged and other pupils in writing and mathematics was considerably narrower.

## **Narrowing the gap strategies to support disadvantaged pupils**

The school have considered local and national research identifying successful strategies for intervention and this has included the Sutton Trust and EEF Toolkit.

Standardised assessments are used to determine pupils who may require additional support to narrow the gaps within their learning. These assessments include: Salford Sentence Reading Test; Read Write Inc; YARC; SPAR; Sandwell Early Numeracy Test.

Once pupils are identified as requiring support beyond that provided through quality first teaching and any in-class support, the school have a comprehensive intervention timetable for individual and small group targeted support. Some of the intervention programmes delivered are: First Class at Writing; Read, Write, Inc; Handwriting Recovery; Inference; Better Reading Partnership.

A team of highly-trained support staff take responsibility for delivering these intervention programmes, with verbal communication and feedback with classroom teachers ongoing daily, and intervention files being shared with the classroom teacher weekly. All pupils are assessed half-termly to monitor the progress and impact of the intervention programme, and to determine whether further support is required and, if so, what that support should be. This monitoring information feeds into half-termly pupil progress meetings.

Social and emotional support for pupils is also available and Nurture groups have been successfully set up for targeted children. Measures of this success include increased positive attitude within lessons for children concerned and a greater engagement within lessons and around school, as evidenced in lesson observations and learning walks. Furthermore, whilst school has previously employed external counselling services through Barnardos to work alongside children with significant social and emotional difficulties, there are currently no children who require this level of additional support.

## **Pupil voice**

During a discussion with a group of pupils eligible for the pupil premium (from Years 1 – 4) pupils presented confidently and described the following things as helping them in their learning: think pink marking and feedback and time to make improvements to their work at the beginning of lessons; verbal feedback from their teachers; peer help in lessons; handwriting support; literacy support; Golden Time and Good to be Green Behaviour system. In addition to academic support, pupils also discussed enjoying a range of activities outside of the classroom, including visits to museums, sport clubs and activities, and other trips such as to Powburn, the lighthouse and the pantomime.