**Arley Primary School**

**Pupil premium strategy statement 2018 - 2019**

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| 1. **Summary information** | | | | | |
| **School** | Arley Primary School | | | | |
| **Academic Year** | Sept 2018 – July 2019 | **Total PP budget allocated** | £64,980 | **Date of most recent PP Review** | 12th February 2018 |
| **Total number of pupils** | (including pre-school) | **Number of pupils eligible for PP** | 50 pupils (23%) | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Current attainment (End of Key Stage 2)** | | | | | |
|  | *Pupils eligible for PP (Arley)* | *Non-SEND PP Pupils (Arley)* | *National average for* ***all*** *pupils 2018* | *Arley average Test Score PP Pupils 2018* | *National average Test Score 2018* |
| **% achieving in reading, writing and maths** | 50% | 80% | 64% | N/A | N/A |
| **% making progress in reading** | 50% | 100% | 75% | 101 | 105 |
| **% making progress in writing (Teacher Assessment)** | 63% | 80% | 78% | N/A | N/A |
| **% making progress in writing SPaG** | 63% | 100% | 78% | 101.1 | 106 |
| **% making progress in maths** | 63% | 80% | 76% | 102 | 104 |

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| 1. **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)* | | | | |
|  | | Pupils use of reading inference skills. The average test score for PP pupils in 2018 KS2 was above 100 but still needs to narrow the gap further. | | |
|  | | Pupils use of reading into writing through a range of genres and subjects. The average test score for PP pupils in 2018 KS2 was above 100 but the gap still needs to narrow further. | | |
| **C.** | | Pupils use of reasoning skills in maths. The average test score for PP pupils in 2018 KS2 was above 100 and continues to close the gap with the National Test Score average. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance rates for pupils eligible for PP has increased to 94.1% but remains below the whole school target of 96%. The % of PP pupils is -1.3% lower than non-PP. This remains the main barrier for PP pupils to make the academic progress they should. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to non-PP nationally. | | For the average whole school progress for PP to be above expected progress in Reading and at least in line with others. |
|  | To ensure that PP pupils have stamina for writing using standard English and grammar skills appropriate to their age. To increase the number of PP pupils achieving ARE by the end of KS2 to narrow the gap to National non-PP | | For the average whole school progress for PP to be above expected progress in Writing and at least in line with others. Monitoring evidence to show that PP pupils have a good stamina for writing. |
|  | To ensure that PP pupils are able to use reasoning language in Maths ensuring that they make good progress in line or better than non-PP in the school. | | For the average whole school progress for PP to be above expected progress in Maths and at least in line with non-PP. Monitoring evidence to show that PP pupils are able to use the language of reasoning |
|  | Increased attendance rates for pupils eligible for PP. | | PP pupils to achieve at least 96% attendance by the end of the year.  Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | September 2018 – July 2019 | | | | |
| 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. | | | | | |
| 1. **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?** |
| A.B. Pupils to increase their vocabulary and stamina for reading into writing. | Good quality texts to be used. Linked to the Power of Reading Project. To ensure that all classes have a story time where reading can be modelled and new vocabulary explored. | Research in writing shows that starting with enriched good quality texts improves pupils’ vocabulary and language acquisition. Reading into writing is a proven strategy. | CPD, monitoring plans, standards in books. Looking at outcomes. | HT, DHT, Lead for English | Termly outcomes.  Half-termly drop-ins. |
| C. For teachers to thread reasoning skills in Maths throughout their lessons. | Staff CPD on reasoning skills and the introduction of Maths No Problem scheme in KS1; White Rose resources in KS2 from September 2018. | Monitoring showed evidence of an improved use of reasoning skills by pupils; pupil premium pupils made better progress from KS1 to KS2 in Maths last year as a result. | Working with the Maths Lead to monitor | DHT, Lead for Maths. | Termly outcomes.  Half-termly drop-ins. |
| **Total budgeted cost** | | | | | £0.00 |
| 1. **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?** |
| A. Improved progress and attainment for PP pupils in Reading. | All TAs to challenge PP pupils in 1:1 reading during assemblies. | Reading compared to Maths and Writing attainment by the end of KS2 is lower than Reading. | Close monitoring of the progress made in Reading of PP compared to non-PP pupils. | HT, DHT, lead for English. | On-going and part of analysis at the end of each term. Half-termly pupil progress meetings. |
| A.C. Targeted PP Pupils to develop speed, accuracy and fluency in reading or maths number skills. | Precision Teaching Speed Reading or Precision Teaching Maths for targeted PP. | Precision Teaching is a targeted intervention which is administered quickly on a daily basis and has proven measured impact in previous years. | Close monitoring of the impact forms for Interventions to ensure progress continues to be made. | DHT, lead for English. | On-going and part of analysis at the end of each term. Half-termly pupil progress meetings. |
| A.B.C. Pupils in Catch-up and Challenge Groups to make rapid progress to close the gap towards ARE. | Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in all lessons. Fluidity in groups to suit the needs of individuals. TAs if in class during the lesson introduction to sit near PP pupils to ensure learning intentions are clear. | Research shows that using a targeted range of open questioning techniques enable teachers to make formative assessment judgements in class and small group work. The use of small groups ensures that all pupils within the group are focussed and work is targeted to suit the needs of individuals. | Continual monitoring and analysis of pupil performance and progress throughout the year; including pupil talk, work trawls, intervention baseline and end of term analysis. | HT, DHT, lead for English and Maths | On-going and part of analysis at the end of each term. Half-termly pupil progress meetings. |
| A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets. | Focused 1:1 IEP work for individuals. | Pupils who are SEND will benefit from focussed targeted work against their IEP targets; to improve their basic English and Maths skills. | Working with the SENCo, regular IEP reviews with teachers and parents. Using this information to set new targets. | SENCo, H, DHT. | At the point of each review. |
| A.B.C. Pupils who have missed key skill teaching in Maths and English to catch-up. | Catch-up slips to identify when key skills need to be taught on a 1:1 basis when pupils are absence. | Pupils with high absence are more likely to miss key skill teaching in Maths and English. Therefore, catch-up slips should enable pupils to maintain their progress alongside other children. This strategy was trialled following the PP Review and proved successful and workable on top of other targeted support strategies. | Regular monitoring of books to ensure this system is being used. | HT, DHT, lead for English and Maths | Through monitoring of book trawls. |
| **Total budgeted cost** | | | | | £62,670 |
| 1. **Other approaches** | | | | | |
| **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?** |
| D. Increased attendance rates. | Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted.  Certificates sent home for pupils who have have poor attendance but have made significant improvements during the term.  Catch-up slips used in Maths and English to ensure that key skills are caught up when pupils are away.  Attendance class league introduced to encourage good attendance.  ‘In It To Win It’ displays in every classroom; prize draw for pupils with good attendance. | If pupils are not attending school then they are not being given first good-quality teaching and gaps in their learning will increase; therefore having a detrimental effect as they progress through the school. Persistent absence (below 90%) through research shows that pupils are missing up to a whole month in learning.  Catch-up slips will ensure that key skills are not missed therefore ensuring that pupils’ attainment continues to thrive and there are no gaps in learning. | Attendance will be closely monitored to ensure that individuals’ attendance is improving.  Catch-up slips will be monitored through Maths and English book trawls. | HT, DHT, Class teachers. | Half-termly. |
| A.B.C.D. Achievement for All. | PP pupils identified for Achievement for All parent partnership. | Research shows that if you can engage parents through regular structured conversations; this can have a positive impact on pupil learning and the potential to support them at home. | Monitoring of teacher notes from structured conversations. Monitoring the progress and attainment of A for All pupils. | A for All champion (HT). | On-going and part of analysis at the end of each term. Half-termly pupil progress meetings. |
| A.B.C.D. To increase pupils’ ability to explain their learning using the language of learning. | Introduce the 4Rs characters using the growth mind set philosophy. | The Sutton Trust report recognises that one of the most significant impacts on pupil progress is the ability to be able to reflect on their own learning through Growth Mindset practices. | Through pupil talk comparing the language of learning for PP compared to non-PP. | DHT, middle leaders. | Half-termly. |
| D. To encourage parents to support pupils at home in their learning. | Encourage parents to attend Inspire afternoons. | Children sharing their learning with their parent/carer will encourage parents to come into school and be an integral part of their child’s learning. | Monitor the attendance of PP parents/carers at key school events and Inspire afternoons. | Lead for PP, Class teachers. | Following key events such as consultation evening, whole school events and Inspire afternoons. |
| D. To support parents and develop independence skills through residential activities. | Places offered to PP pupils as a priority and funding supported. | Recent studies show a correlation between improved grades, behaviour and work habits as a result of students’ involvement in after-school activities. | Each extra-curricular activity will be analysed for PP participation compared to non-PP participation. | DHT, Lead for PE and Residential Education. | Analysis completed following residential. |
| **Total budgeted cost** | | | | | £2310 |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **September 2017 – July 2018** | | | |
| 1. **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** |
| A.B. Pupils to increase their vocabulary and stamina for reading into writing. | Good quality texts to be used. Linked to the Power of Reading Project. To ensure that all classes have a story time where reading can be modelled and new vocabulary explored. | High impact: Reading progress 6.8 steps (+0.5 compared to others). Pupils’ feedback shows evidence that they are hooked into new reading texts and the strategies Power of Reading promotes. Good progress made at the end of KS2 in Reading; All pupils 64%; PP 50% and Non-SEN PP 100%. In Writing; all pupils 76%; PP 63%; non-PP 80% and 100% non-PP in the SPaG. | | Continue to use Power of Reading texts with good quality age-related texts to enrich reading skills. | Use of English budget. |
| A.B.C.D. For subject leaders to develop their understanding of effective strategies to use in school to raise the attainment of PP pupils. | Lead for PP, Maths and English to be part of the SSIF programme. Lead for PP to have a mentor to support strategies put in place. | High impact: Mentor support for PP lead ensured that interventions and strategies were successful. There is strong strategic leadership in place; paired with effective joint monitoring systems with Governors. SSIF project introduced the Maths No Problem and White Rose resources; plus the Power of Reading resources for English. Pupil Premium review judged PP to well-led with robust systems in place. | | Effective leadership skills will continue. | SSIF Project  Use of Maths and English budget. |
| C. For teachers to thread reasoning skills in Maths throughout their lessons. | Staff CPD on reasoning skills and the sharing of resources. | High impact: Maths progress for PP was 6.4 steps on average (+0.1 steps higher than non-PP). Pupils make good progress with the average standardised score of 102 for PP. All pupils achieved 73% and PP 63%; with 80% of non-SEN PP pupils. | | Strong evidence through effective monitoring of effective reasoning skills starting to be taught in good first quality teaching; now need to embed them through the new introduction of Maths No Problem and White Rose resources. | Use of Maths budget. |
| 1. **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** |
| A. Improved progress and attainment for PP pupils in Reading. | All TAs to challenge PP pupils in 1:1 reading during assemblies. | High impact and effective use of TAs during assembly time. Reading progress 6.8 steps (+0.5 compared to others). Pupils are confident in their passion for reading when spoken to. | | Strategy to continue. In addition; consider using Reading Catch-up Intervention as suggested by the SSIF PP Mentor. | £9,719.40 |
| A. Targeted PP Pupils to develop speed, accuracy and fluency in reading. | Precision Teaching Speed Reading for targeted PP. | High impact: all pupils who have PT speed reading made significant improvement in their scores through regular 1:1 intervention. Feedback from Teachers and TAs show evidence that pupils are more confident in their day-to-day reading. | | Strategy to continue. | £968.60 |
| A.B.C. Pupils in Catch-up and Challenge Groups to make rapid progress to close the gap towards ARE. | Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in all lessons. Fluidity in groups to suit the needs of individuals. TAs if in class during the lesson introduction to sit near PP pupils to ensure learning intentions are clear. | High impact: Pupils able to articulate the effectiveness of Challenge and Catch-Up groups. PP average progress was 6.8 in Reading; 6.7 in Writing and 6.4 in Maths – evidence of accelerated progress in all areas of the curriculum.  Intense support in Year 6 resulted in outstanding progress for PP 7.8 in Reading, 8.4 in Writing and 6.8 in Maths. | | Strategy to continue. | Catch-up:  Reading:  £11,544.37  Writing:  £12,615.17  Maths:  £12,147.97  Challenge:  Reading:  £6,603.57  Writing:  £6,268.77  Maths:  £7,204.77 |
| A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets. | Focused 1:1 IEP work for individuals. | High impact: Clear targets for SEND pupils ensure that effective intervention planned. Leuven scale also introduced to be able to measure attitudes to learning for pupils who are SEND. Measuring these again at the end of year showed improvements in the attitude to learning for these pupils against the success criteria. Evidence of quick referring to external agencies when other underlying barriers to learning identified. | | Strategy to continue. | £4,804.50 |
| 1. **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** |
| D. Increased attendance rates. | Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted | Medium impact: PP attendance increased from 93% at the start of the year to 94.1% (+1.1%) by the end of the year. Effective use of new catch-up slips enable pupils to catch-up on key skills they have missed through absence. Gap has closed to -1.3% compared to non-PP at 95.4%. 88% of persistent attendance pupils improved by the end of the year. 63% of pupils who had their attendance monitored improved by the end of the year. | Continual conversations with parents and praise when attendance has improved has impacted well. Strategies will continue with new strategies introduced from September for positive reinforcement with good attendance and continuing to raise the profile. | | £0.00 |
| A.B.C.D. Achievement for All. | PP pupils identified for Achievement for All parent partnership. | High impact: Effective parental partnerships in place for pupils identified. | Strategy to continue. Consider other pupils who will benefit from Achievement for All structured parental conversations. Ensure effective pass over of notes for transition into new classes. | | £2,266.66 |
| A.B.C. To increase pupils’ ability to explain their learning using the language of learning. | Introduce the 4Rs characters using the growth mind set philosophy. | High impact: Pupils able to articulate resilience; clearly explaining the strategies they have to use to meet different challenges and achieve their goals. | Strategy to continue as part of daily teaching. | | £0.00 |
| D. To increase the number of PP pupils who take part in extra-curricular activities. | Places offered to PP pupils as a priority and funded. | High impact: The % of places taken up in clubs is higher than the % of PP in the school apart from one club (KS1 dance) where the vast number of PP pupils eligible for the club are male. Positive impact of Dunfield Residential Trip for PP pupils. | Strategy to continue but consider a potential boys dance club to target next years’ Year 3 pupils; also encourage these pupils to take part in other clubs now they are KS2 pupils. | | £1,733.50 |
| D. To encourage parents to support pupils at home in their learning. | Encourage parents to attend Inspire afternoons. | High impact: Good attendance to all Inspire Afternoons for PP pupils apart from Year 1. | Strategy to continue. Consider a more direct approach to invite these parents into Inspire afternoons. | | £0.00 |

***S. Riley***

***Lead for Pupil Premium***

***September 2018***