Astley C.E. Primary School.
Pupil premium strategy statement
2019-2020

'We will show everyone love and respect, living and learning with courage and joy.'

In line with our school vision, pupils who are eligible for the Pupil Premium Grant are deeply valued and encouraged to develop to their full potential, irrespective of need. The Pupil Premium Grant is spent on approaches shown to be effective in improving attainment and opportunities.

1. Summary information

School	Astley C.E. Primary School				
Academic Year	2019.2020	**Total PP budget 2017.18**	£24,320	**Date of most recent PP Review**	Nov
Total number of pupils	99	**Number of pupils eligible for PP** **Number of pupils eligible for PP+** **Total Pupil Premium pupils**	10 5 15	**Date for next internal review of this strategy**	March 2020

2. Current attainment – July 2019

Whole school figures from school attainment and progress tracking system	*Pupils eligible for PP - Astley*	*Pupils not eligible for PP - Astley School*
% achieving expected standard or above in reading, writing & maths	**41%**	**76%**
% achieving expected standard or above in reading	**71%**	**86%**
% achieving expected standard or above in writing	**53%**	**79%**
% achieving expected standard or above in maths	**59%**	**89%**

3. Current attainment – End of Key Stage One

Taken from official data following statutory assessments	*Pupils eligible for PP at Astley School (13%)*	*Pupils not eligible for PP at Astley School (87%)*
% achieving expected standard or above in RWM	**50%**	**62%**
% achieving expected standard or above in reading	**100%**	**93%**
% achieving expected standard or above in writing	**50%**	**86%**
% achieving expected standard or above in maths	**100%**	**71%**

4. Current attainment – End of Key Stage Two		
Taken from official data following statutory assessments	*Pupils eligible for PP at Astley School (47%)*	*Pupils not eligible for PP at Astley School (53%)*
% achieving expected standard or above in RWM	**29%**	**50%**
% achieving expected standard or above in reading	**86%**	**88%**
% achieving expected standard or above in writing	**43%**	**88%**
% achieving expected standard or above in maths	**71%**	**75%**

5. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Some children eligible for PP have social and emotional issues or mental health needs which can impact on their resilience for learning and their academic performance.
B.	Some children eligible for PP have Special Education Needs. These children can make slower progress impacting on their ability to reach expected standards.
C.	Some children eligible for PP have reduced access to support with their learning at home. This can lead to reduced opportunities to practise key skills, in particular reading, spellings and mental maths facts.
D.	Some children eligible for PP have receptive and/or expressive language difficulties. This can lead to barriers in understanding teaching in school and a reduced ability to clearly articulate their learning leading to slower progress.
Additional barriers	
D.	Attendance rates for pupils eligible for PP are often lower than for non PP pupils. (Last year 2.4% lower). This reduces their access to teaching and can lead to slower rates of progress on average.

6. Desired outcomes		**Success criteria**
A.	Children's social and emotional needs are fully met.	➢ Pupils take hold of our new school vision and values and adopt an increasingly courageous and resilient approach to learning. ➢ Pupils take hold of our new school vision and values and have a deeper understanding of relating in a loving and respectful manner. ➢ Pupils needs are correctly identified at an early stage of need and swiftly met. ➢ Pupils receive appropriate support in school and from partner agencies leading to improved well-being, confidence, concentration and approach to learning. ➢ The gap between PP and non PP progress and attainment is significantly reduced.
B.	Improve attainment and progress for pupils with SEND and PP.	➢ All interventions are quality assured by the SENDCo and subject leads leading to highly effective short term interventions. ➢ Pupils receive targeted quality first teaching with skilful support within the class including pre teaching skills and aspirational oral feedback and marking. Their progress is carefully tracked and evaluated by the Head and SENDCo in consultation with class teachers to ensure accelerated is made wherever possible. ➢ The gap in attainment and progress between pupils with SEND & PP and other pupil groups is significantly reduced.
C.	Families are supported in providing an effective home learning environment.	➢ Homework is discussed with children, and is carefully designed and monitored to ensure high levels of engagement through intrinsic motivation. ➢ School works proactively with parents to ensure adults clearly understand tasks. ➢ Informal communication between home and school is an ongoing positive conversation through the year leading to higher levels of engagement. ➢ The gap between PP and non PP progress and attainment is significantly reduced.
D.	Children's language skills are developed to ensure all are articulate, confident with an increasingly wide vocabulary.	➢ Talking about learning is built into every aspect of the school curriculum and school day. ➢ Teachers support the understanding of language with appropriate visual cues. ➢ Vocabulary is intentionally taught on a daily basis through Ninja Vocabulary scheme. ➢ Language Link is used to identify and support pupils with a language deficit in KS1 to ensure this barrier to learning is removed.
E.	Attendance for PP pupils meets whole school & national averages.	➢ The school attendance policy effectively monitors attendance and provides termly updates to parents about their child's attendance. ➢ Where necessary, school and parents meet to discuss ways to remove barriers to attendance and raise attendance leading to improved access to learning. ➢ The gap between PP and non PP attendance is significantly reduced.

7. Review of expenditure				
Previous Academic Year		**2018/2019**		
i. Quality of teaching for all				
Action	**Intended outcome**	**Impact:**	**Lessons learned**	**Cost**
Provide training for teachers in learning sequences, learning objectives and success criteria.	B) All lessons have a clear focus leading to accelerated learning for all pupils.	Teachers clearly benefitted from clear and effective training as observed during lesson drop ins and book scrutiny by Head and subject leads.	Need to allow further staff development time to discuss implementation following training as well as revisiting in future years to provide refresher training opportunities.	£500
Provide training for the Head in leading the learning through effective lesson observations and book scrutiny.	B) Skilful lesson observations and feedback to staff, jointly by the Head and subject leaders, leads to a sharp	Head felt much more confident in leading the learning. The key skills of lesson drop ins and book scrutiny have been cascaded to subject leads.	Subject leads need now to benefit from the same training to allow time to fully embed these skills into our school development cycle.	£220
Provide training for teaching assistants in supporting learning effectively in English and Maths.	B) Teaching assistants have the subject knowledge and learning expertise to promote effective independent learning for PP pupils.	Teaching assistants more confident in key skills in maths and English as well as reflecting on how to promote active independent learning in our more vulnerable learners.	Where possible learning for teaching assistants is most effective when alongside their teachers in class teams. We need to reflect on restructuring the staffing to enable this on a much more regular basis.	£500

ii. Targeted support				
Action	Intended outcome	Impact:	Lessons learned	Cost
Provide training to implement a *'ParentTalk'* strategy for targeted Pupil Premium pupils.	C) Teachers launch the *'ParentTalk'* initiative leading to improved communication between home and school and access to home learning opportunities for all pupils.	This initiative did not go ahead due to workload pressures.	We need to ensure that school development priorities are fewer but go deeper next year.	£500
Teaching assistant time set aside three afternoons a week to lead on benchmarking children's reading.	B) *'Emerging readers'* progress is finely tracked both for fluency and comprehension ensuring expectations of progress and attainment in reading is high for all pupils.	Early reader progress has been regularly and comprehensively tracked ensuring pupils are always reading a book at the correct level. This has allowed pupils to make sound progress. The TA has given high quality feedback on the assessment to class teachers ensuring a joined up approach.	The comprehension aspect of the assessment is important and should not be overlooked to ensure that children and parents are prioritising reading for meaning.	£2,896
'Rapid Reading' online reading scheme for KS2 pupils who are not yet independent readers is used effectively to target accelerated learning.	B) *'Emerging readers'* offered a book based and online course of reading which is both attractive and finely tuned to overcome dyslexia type barriers to reading leading to improved progress and attainment..	Children have made variable progress with this, some have been successful whilst others made slow progress in learning to decode.	Analysis of progress and observations suggests that further training for staff is required to ensure delivery is effective. This is being added to the school development plan next year with the SENDCo and reading lead undertaking observations of this intervention,	£1,774
Success @Arithmetic and 1st Class@Number used by teaching assistants to accelerate learning.	B) An effective maths intervention ensures place value and number is securely embedded leading to improved confidence and progress in maths in learners lacking confidence in maths.	Sandwell baseline and post intervention assessments show pupils make sound progress with this intervention.	It is important to make links in class to this learning as much as possible so that the learning is transferrable. Staff continue to balance carefully the timing of this intervention to minimise loss of the class maths lesson.	£1,1774

Online 1:1 maths tuition to build confidence and raise attainment	B) Pupils at risk of not achieving age related expectations receive targeted online support enabling them to reach ARE.	Confidence and enjoyment much improved in all pupils. The need to talk maths was key to the success of this intervention. Not all pupils achieved ARE but all improved their understanding and standard score from previous mock SAT results.	We will continue to use with the next cohort of pupils, intervening earlier in the summer term of Y5 which should have better impact and ensure all achieve ARE.	£1,790
Keyworker support for post LAC pupils who need individual support enabling them to access mainstream provision and/or learning.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	The needs of the relevant pupils has been actively managed on a day by day basis. Communication, reflection, support and ongoing training have all proved critical to the success of ensuring these pupils are successfully accessing mainstream provision.	The impact on staff last year suggests that opportunities for supervision are needed in order to ensure staff can meet needs without adversely affecting their own well-being.	Termly in line with SEND code of practise £8,208 £2,300 £150

iii. Other approaches				
Action	**Intended outcome**	**Impact:**	**Lessons learned**	**Cost**
Purchase iPads to enable maths skills to practised effectively with maximum enjoyment.	C) Pupils use online times tables and maths number fact resources leading to improved retention of key skills.	This has enables TTRS to be highly effective. Pupils also using this as a dictionary and thesaurus resource.	School would like to purchase another 13 iPads to ensure a class set is available when funds allow.	£4,901 £689
Track attendance termly. Provide termly attendance information to parents and hold parent meeting to address barriers.	C) Improved communication between school and home leads to higher attendance for all but especially the low attenders.	Attendance has been improved for one or two pupils, where the parent consultation was positively received. In other cases the barriers (emotional and mental health of pupils or parents) has been supported but not sufficiently reduced to effect change in absence rates.	The impact of agencies has proved to be too little too late for a minority of pupils leading to low attendance. We need to consider how to be more proactive at an earlier stage.	

8. Planned expenditure	
Academic year	**2019/2020**

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide training for teachers in effective subject leadership, lesson drop ins and book scrutiny	B) All teachers have a shared understanding of how to continually drive up the standards of teaching and learning.	EEF research shows that the class teacher is best placed to raise attainment in *hardest to reach* pupils. Meeting pupils learning needs within class leads to improved pupil confidence and enjoyment.	Recognised experienced trainer. Time in staff meetings to reflect, discuss and embed learning. Lesson drop ins provide opportunities to assess implementation of agreed next steps.	Head	March 2020
Provide training for teaching assistants in supporting learning effectively in English (spelling) and Maths (reasoning).	B) Teaching assistants have the subject knowledge and learning expertise to promote effective independent learning for PP	EEF research shows that teaching assistants are most effective when they are fully prepared for their role in the classroom and help pupils' develop independence and manage their own learning.	Recognised experienced trainers. Time in TA meetings to reflect, discuss and embed learning. Lesson drop ins provide opportunities to assess effectiveness and next steps in developing this further.	Head	May 2020
Focus on speaking and listening skills including widening and deepening vocabulary throughout curriculum.	D) Children's language skills are developed to ensure all are articulate, confident with an increasingly wide vocabulary.	EEF research shows a broad vocabulary at a young age effectively determines future academic success.	Language Link used for early identification. Interventions skilfully address key language deficits. Ninja vocabulary training undertaken by subject lead and cascaded to staff team	Writing subject lead	April 2020
Total budgeted cost					**£1,350**

ii. Targeted support					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Teaching assistant time set aside three afternoons a week to lead on benchmarking children's reading.	B) *'Emerging readers'* progress is finely tracked both for fluency and comprehension ensuring expectations of progress and attainment in reading is	Reading research shows that pupils must be reading a correctly levelled book (90 to 95% accuracy) to make optimum progress.	Reading ages entered onto School Markbook allowing class teachers, reading subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching. Progress pathway through book bands is clearly defined and agreed	Reading subject lead	May 2020 £3,429
'Rapid Reading' online reading scheme for KS2 pupils who are not yet independent readers is used effectively to target accelerated learning.	B) *'Emerging readers'* offered a book based and online course of reading which is both attractive and finely tuned to overcome dyslexia type barriers to reading leading to improved progress and attainment..	Research by NFER has shown 'Rapid Reading' to be successful in improving a child's reading age by significantly more than the normal rate of progress.	Teaching assistants training is refreshed via TA meetings and coaching. SENDCo monitors effectiveness of intervention groups. Reading ages entered into School Markbook allowing class teachers, reading subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.	SENDCo	May 2020 £2,645.85 (TA time) £198 (Rapid Reading annual charge)
Success @Arithmetic and 1st Class@Number used by teaching assistants to accelerate learning.	B) An effective maths intervention ensures place value and number is securely embedded leading to improved confidence and progress in maths in learners lacking confidence in maths.	1stClass@Number and Success@Arithmetic are part of Edgehill University's Every Child Counts programme, backed by the DfE. Research shows these are effective numeracy interventions in line with the new curriculum for Key Stage 1 and 2 pupils.	Pupils are assessed before and after the intervention using Sandwell to provide a Maths age. Maths ages are entered on School Markbook allowing class teachers, maths subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.	Maths subject lead	June 2020 £5,429.29

Online 1:1 maths tuition to build confidence and raise attainment	B) Pupils at risk of not achieving age related expectations receive targeted online support enabling them to reach ARE.	Proven intervention programme (see website and evaluation data)	Teacher to supervise in order to reinforce learning during week. Whole school to benefit from Maths hub of online resources.	Maths subject lead	June 2020 £1,790
Keyworker for post LAC pupils who need individual support enabling them to access mainstream provision and/or learning.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	Clear advice from external agencies supports their profile of needs.	Regular meetings and reviews. External advice sought from relevant people. Staff training enables staff to meet needs appropriately.	SENDCo	Termly in line with SEND code of practise £7,937.56 £3,619.53 (Partly SEND funded)
Mentors build confidence and self-esteem in identified pupils addressing specific barriers including anxiety and low mood.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	Body of research shows that improved social and emotional health leads to greater cognitive availability for learning and improved pupils outcomes.	Regular meetings and reviews. Parents and pupils consulted and impact monitored.	Head	January 2020 Volunteer at present
				Total budgeted cost	**£25,049.26**

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Times Tables Rock Stars and Mathsframe online strengthen key skills and support a homework offer that impacts progress and attainment.	C) Pupils use online times tables and maths number fact resources leading to improved retention of key skills.	EEF research into improving maths at KS2 and 3 states that pupils need to develop fluent recall of facts in order to have a rich network of mathematical knowledge to draw upon.	Subject lead overview. Full staff engagement		£150 £165
Language Link purchased annually.	D) Children's expressive and receptive ages appropriate.	EEF research suggests small group interventions have a +5 impact on progress.			£275
				Total budgeted cost	**£490**

9. Attendance information

	National all	National FSM	National non FSM	Astley all	Astley FSM	Astley non FSM
2015/2016	96.0%	94.8%	96.6%	96.5%	94.5%	96.9%
2016/2017	96.0%	94.1%	96.4%	96.5%	92.5%	97%
2017/2018						
2018/2019						

10. Additional information

As a small school care is taken to not include information in public reports which would enable individual children to be identified. More detailed analysis of impact of funding on individuals, groups and the school is available to the appropriate authorities, on request. Monitoring of our Pupil Premium strategy is delegated to the Curriculum Committee by the Governing Body. Regular updates are also included in the Headteacher's report to the Full Governing Body.