



Ashleigh Church of England Primary School

Strategy for the use of Pupil Premium Funding 2016-17

What is Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is aimed at pupils who are, or have been, in receipt of free school meals (FSM) and those pupils looked after by the Local Authority. Best practice however, is to use it in such a way that it additionally supports all pupils to reach their potential.

How much funding do we receive at Ashleigh?

In the 2016 to 2017 financial year, Ashleigh will receive **£134, 400** of funding.

What do we know about the barriers for Pupil Premium children at Ashleigh?

Pupil Premium children at Ashleigh:

- *Enter reception with low levels of communication skills*
- *Have low levels of emotional resilience*
- *Have limited experience of wider learning and experiences which affect their knowledge of the world and love of learning*
- *Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively*
- *Can have low levels of hope and aspiration*
- *Have attainment gaps compared with the rest of the cohort*

How will this year's funding be used to overcome these barriers?

During 2016-17, the funding will be used in the following areas:

- To provide targeted support and interventions for pupils not at age related expectations
- To ensure that teachers, parents and pupils are focussed upon the achievement of eligible pupils through the use of pupil progress reviews, targeted conversations and appropriate family learning support
- To provide additional high quality staffing in key year groups to ensure that pupils are exceptionally well prepared for the next stage of their education
- To provide a range of enriching activities for pupils to help ensure they have a developed and wider understanding of the curriculum

A detailed plan is shown in the Appendix. This will be reviewed in light of assessment information in June 2017 in order to inform the strategic use of Pupil premium funding for the academic year 2017-18.

Appendix

Barrier to Achievement	Specific Actions	Cost	Monitoring	Success Criteria
<i>Enter reception with low levels of communication skills</i>	Small classes (15 pupils maximum) facilitated through additional teaching staff in nursery and reception	£47 849	Instructional lead observations weekly or fortnightly Half termly data captures and pupil progress meets used to assess how assessment is informing practice	Assessments used to identify gaps in CLL, used to inform planning and interventions. KPI for GLD is met (80%). PP children perform in line with this.
	Speech and Language – Language link screening EYFS	£2 700		
<i>Have low levels of emotional resilience</i>	Play worker employed to support the nurturing of vulnerable pupils	£4 000	Observation of practice by CF Meetings with staff and parents Behaviour logs	Appropriate children are targeted and receive support to enable them to be ready to learn Reduced time for such children out of class Reduced levels of exclusion Increased levels of attainment in line with KPI's
	Provide increased DHT/SENCo leadership time to facilitate improvements (additional 1 day)	£11 728		
	Continue to employ a Behavioural Support TA	£9 900		
<i>Have limited experience of wider learning and experiences which affect their knowledge of the world and love of learning</i>	A complete enrichment programme is provided for pupils across the school	£10 000 for trips and visits including Year 5 and 6 residential £7 000 for increased levels of after school provision (e.g. music, dance) £3 000 for adventure day in summer term for all children	Activities tracked to ensure all pupils receive opportunities	All pupils experience one trip or visit per half term Pupil surveys show that pupils increasingly enjoy learning Attendance increases to KPI Increased levels of attainment in line with KPI's

Appendix

<p><i>Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively</i></p>	<p>Parent Liaison Support worker employed by the Three Valleys Partnership to provide a link between external agencies, the school and families</p> <p>Internal Parent Support worker maintained to provide an additional link between school and home</p> <p>Targeted parenting courses including family thrive and staff led workshops</p>	<p>£3 000</p> <p>£4 000</p> <p>£1 000</p>	<p>1:1 meets CF and professionals</p> <p>Monitor quality and uptake of parenting courses and workshops</p> <p>Parental questionnaires</p>	<p>Parents have trust in the school and are able to work with the school to benefit their children.</p>
<p><i>Can have low levels of hope and aspiration</i></p>	<p>Use the structured conversation approach combined with home visits in the EYFS to ensure effective home-school communication</p>	<p>£2160 for supply cover (2 days per half term at £180 per day)</p>	<p>Pupil progress meets Achievement for all records</p> <p>Impact upon targets set</p>	<p>Parents build relationships of mutual trust with the school</p> <p>Parents have a clear understanding of the barriers to learning for their children</p> <p>Targets are set to overcome these</p> <p>Increased levels of attainment in line with KPI's</p> <p>More able PP children make progress at least in line with expectation</p>

Appendix

<i>Have attainment gaps compared with the rest of the cohort</i>	Provide a year 6 Easter School	£1 000 for staffing costs	CG to monitor quality Data captures	Increased levels of attainment in line with KPI's
	Assessments and testing	£2 700 for new tests in years 1 - 6	Data captures Pupil progress meets	Testing used to: ensure test preparation; question level analyses; inform interventions
	Provide time for Ldr of English to coach staff as part of Devon's Closing the gap programme	£1080 (1 day supply per half term)	1:1 with CG Data captures Pupil progress meets	Increased levels of attainment in line with KPI's <5% difference between PP and non-PP
	Targeted intervention support for pupils	£11 500 for HLTA to work with Year 6 £6 500 to continue Project code reading intervention £1 000 for training	1:1 with CG Data captures Pupil progress meets	Increased levels of attainment in line with KPI's <5% difference between PP and non-PP

Additional uses of pupil premium funding				
Objective	Specific Actions	Cost	Monitoring	Success Criteria
To ensure the effective leadership and management of this area	Member of SLT redesigned to focus upon achievement of the disadvantaged	£2 613	1:1 with CG Data captures Pupil progress meets	Increased levels of attainment in line with KPI's <5% difference between PP and non-PP
To ensure the effective teaching of disadvantaged pupils	Implement Instructional lead coaching model by providing additional leadership time	£3 420	Half termly reviews of Quality of Teaching 1:1's with CG	Leadership responds incisively to any concerns on teaching Good practice is spread and improved upon KPI's for teaching met
External audit of pupil premium procedures	Audit current practice	£500	N/a	Audit informs spend for 2017-18