



## Ashleigh Church of England Primary School

### Review of 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 received **£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 was the funding be used to overcome these barriers?

During 2016-17, the funding was 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

## Data Review for 2016-17

### Year 6 (National for 2016 in brackets)

% Attainment at Expected	Reading	Writing	Maths	RWM Combined
Pupil premium	60	72	52	48 (39)
Non-Pupil premium	54	69	68	54 (60)
Gap	+6	+3	-16	-6 (-21)

% Attainment at Higher	Reading	Writing	Maths
Pupil premium	11	5	8
All	17	0	8

Progress Key Stage 1 to 2	Reading	Writing	Maths
Ever 6 FSM	-0.5	-0.01	-1.08
All Pupils	-1.77	-0.1	-1.87

Progress for Ever-6 FSM is better than the rest of the cohort showing that the school is diminishing differences. For comparison, progress scores for all disadvantaged pupils in 2016 were:

Progress Key Stage 1 to 2 2016	Reading	Writing	Maths
Disadvantaged	-4.38	-3.24	-2.96
-2.63 All Pupils	-2.70	-2.97	-2.63

### Year 2

% Attainment at Expected	Reading	Writing	Maths
Pupil premium	36	55	36
Non-Pupil premium	55	70	50
Gap	19	15	14

% Attainment at Higher	Reading	Writing	Maths
Pupil premium	18	0	9
Non-Pupil premium	15	0	25
Gap	3	0	16

The above highlights that diminishing the difference in maths at both KS1 and KS2 is a priority for the spending of pupil premium funding in September 2017.

## Appendix

Barrier to Achievement	Specific Actions	Cost	Monitoring	Success Criteria	Impact July 2017 (next steps in red)
Enter reception with low levels of communication skills	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.	<p>GLD for non PP is 84%, 64% for PP. This compares to entry information of 0% PP and 26% non-PP at ARE.</p> <p>13/14 PP children met all 3 ELG's in CLL. Of these 10/14 pupils were below age related on entry (30-50).</p> <p>In nursery 100% of Rising 4s PP are on track for ARE.</p> <p>Ofsted (May '17) commented 'Children in the early years make good progress due to good teaching and strong leadership.'</p> <p><b>Investigate other interventions which may offer similar impact and reduce the need for such small classes. Consider rolling out S+L link screening to KS1.</b></p>
	Speech and Language – Language link screening EYFS	£2 700			

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<p><i>Have low levels of emotional resilience</i></p>	<p>Play worker employed to support the nurturing of vulnerable pupils</p>	<p>£4 000</p>	<p>Observation of practice by CF Meetings with staff and parents Behaviour logs</p>	<p>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</p>	<p>Ofsted commented on 'Pupils' good and improving behaviour.' The behaviour TA was praised by the Lead inspector for her impact. FTE down to 4.5 days this year. Time out of class reduced to minimum. Specific children identified by DHT for targeted support (e.g. One family has breakfast with DHT as they have found start to the day a challenge). Indeed, Ofsted commented 'Leaders, including governors, have also improved the way additional funding is used to support disadvantaged pupils.'</p> <p><i>Impact of play therapist variable. Behaviour of children suggests it works best in more time limited, targeted situations than on-going weekly sessions..</i></p>
	<p>Provide increased DHT/SENCo leadership time to facilitate improvements (additional 1 day)</p>	<p>£11 728</p>			
	<p>Continue to employ a Behavioural Support TA</p>	<p>£9 900</p>			
<p><i>Have limited experience of wider learning and experiences which affect their knowledge of the</i></p>	<p>A complete enrichment programme is provided for pupils across the school</p>	<p>£10 000 for trips and visits including Year 5</p>	<p>Activities tracked to ensure all pupils receive opportunities</p>	<p>All pupils experience one trip or visit per half term Pupil surveys show that</p>	<p>Increased opportunity with an extra residential in year 5. Increase in number of</p>

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<p><i>world and love of learning</i></p>		<p>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</p>		<p>pupils increasingly enjoy learning Attendance increases to KPI Increased levels of attainment in line with KPI's</p>	<p>trips instead with all years having greater levels of curriculum enrichment. <b>Change in policy implemented by Governors to subsidise for 100% of residential costs for PP families.</b>  Pupils commented to Ofsted and through school council about increased levels of engagement.</p>
<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 Internal Parent Support worker maintained to provide an additional link between school and home Targeted parenting courses including family thrive and staff led workshops</p>	<p>£3 000  £4 000  £1 000</p>	<p>1:1 meets CF and professionals Monitor quality and uptake of parenting courses and workshops Parental questionnaires</p>	<p>Parents have trust in the school and are able to work with the school to benefit their children.</p>	<p>Most vulnerable families supported. Eg. family of 3 children going through challenging court case for parental rights who had planned to leave Ashleigh. She has liaised with school and family to ensure that the needs of the children have been met, impact commented positively on by social worker who has since stepped back from the family. Comment from Ofsted 'For example, their increased rigour in working with outside agencies and parents</p>

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					<p>has reduced pupils' absence.'</p> <p>Due to the support from behavioural TA and DHT, internal parent support is no longer needed.</p> <p>However, some of this funding will be used to secure targeted parental courses where external expertise are useful.</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 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>	<p>Two rounds of structured conversations have taken place. In some instances these have proven powerful: persistent late pupil in Yr 1 who was missing phonics, now in on time</p> <p>Child who was EM at end of EYFS now in Yr 1 and on track for ARE across RWM in part due to stronger home-school link.</p> <p>Yr 5 L2 at end of KS1 significantly below ARE at beginning of Yr5 in wr, now on track, supported by additional</p>

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<p><i>Have attainment gaps compared with the rest of the cohort</i></p>	<p>Provide a year 6 Easter School</p>	<p>£1 000 for staffing costs</p>	<p>CG to monitor quality Data captures</p>	<p>Increased levels of attainment in line with KPI's</p>	<p>Taken place. All PP pupils attended for at least 3 sessions. The attainment difference has been diminished (see table above) but remains too wide in maths. <b>Ensure maths interventions occur earlier in KS2 to ensure pupils keep up and gaps do not appear. If they do, use more targeted interventions such as success at calculations sooner.</b></p>
	<p>Assessments and testing</p>	<p>£2 700 for new tests in years 1 - 6</p>	<p>Data captures Pupil progress meets</p>	<p>Testing used to: ensure test preparation; question level analyses; inform interventions</p>	<p>In place. Significantly better prepared pupils. Assessment data more rigorous. <b>Tests bought; will not need to be purchased again for next year. Funding to be reallocated.</b></p>
	<p>Provide time for Ldr of English to coach staff as part of Devon's Closing the gap programme</p>	<p>£1080 (1 day supply per half term)</p>	<p>1:1 with CG Data captures Pupil progress meets</p>	<p>Increased levels of attainment in line with KPI's &lt;5% difference between PP and non-PP</p>	<p>3 members of staff have been the focus of work in writing. Year 1: PP children outperforming non PP Year 3/4: PP/non PP gap closed to 1% Year 6: PP children outperforming non PP</p>

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	<p>Targeted intervention support for pupils</p>	<p>£11 500 for HLTA to work with Year 6          £6 500 to continue Project code reading intervention          £1 000 for training</p>	<p>1:1 with CG          Data captures          Pupil progress meets</p>	<p>Increased levels of attainment in line with KPI's          &lt;5% difference between PP and non-PP</p>	<p>Changes in ARE for PP children from Sep          R: 36% to 68%          W: 40% to 68%          M: 44% to 56%</p> <p>Using success at calculation with targeted children not on track to meet ARE to ensure as well placed for secondary as possible.</p> <p>Implement maths maths work of HLTA into year 5 and 4 after SATs.</p> <p>Whilst Project Code had an impact upon reading, it is an exceptionally long programme and as such we will be seeking more rapid interventions for September.</p>
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## Appendix

Additional uses of pupil premium funding					
Objective	Specific Actions	Cost	Monitoring	Success Criteria	Impact May 2017
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	See commentary above.
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	IL culture embedded across the school. <b>More coaches to be used in September.</b> Quality of teaching improved. Eg one teacher in Yr 1 judged as RI last year, now singled out for praise by SIP.
External audit of pupil premium procedures	Audit current practice	£500	N/a	Audit informs spend for 2017-18	Did not take place as Ofsted looked in detail at practice.