



## Ashleigh Church of England Primary School

### Strategy for the use of Pupil Premium Funding 2017-18

#### 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 2017 to 2018 financial year, Ashleigh will receive **£147, 840** 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*
- *Usually have low levels of vocabulary knowledge, particularly our most able*
- *Are less able to explain their mathematical thinking, particularly the most able*
- *Have a weaker grasp of key mathematical concepts, in particular place value*
- *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 2017-18, the funding will be used in the following areas:

- To ensure quality first teaching as a priority
- To provide targeted support and interventions for pupils not making age related progress
- To provide targeted support and interventions for pupils not attaining at an appropriate level for their age
- 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 a range of enriching activities for pupils to help ensure they have a developed and wider understanding of the curriculum

## Desired Outcomes for 2017-18 (NB The school's achievement targets are shown in an appendix for reference)

Barrier to Achievement	Success Criteria for Successful Impact of Pupil Premium Funding
Enter reception with low levels of communication skills	<p>Assessments used to identify gaps in CLL which inform planning and interventions. The percentage of children meeting the expected standard in CLL is consistent for disadvantaged and non-disadvantaged.</p> <p>KPI for GLD. The disadvantaged perform in line with this with a difference that is narrower than National.</p>
Usually have low levels of vocabulary knowledge, particularly our most able	<p>Pupils have a clear understanding of what makes good writing and apply it to their work.</p> <p>Pupils use an increased range of vocabulary to enhance their writing.</p> <p>The most able disadvantaged pupils make good progress so that attainment at 'greater depth' is consistent with non-disadvantaged in reading and writing.</p> <p>Achievement targets are met in Years 2 and 6 in reading and writing; the disadvantaged perform in line with this with a difference that is narrower than National.</p>
Are less able to explain their mathematical thinking, particularly the most able	<p>Planning identifies potential misconceptions and provides clear progression through them.</p> <p>Intelligent practice ensures deeper understanding of concepts and procedural fluency not repeated practice which does not deepen understanding.</p>
Have a weaker grasp of key mathematical concepts, in particular place value	<p>Pre teaching and keep up sessions are used to ensure all pupils can access the same learning.</p> <p>Pupils are increasingly quick and efficient in mental and written calculations.</p> <p>The most able disadvantaged pupils make good progress so that attainment at 'greater depth' is consistent with non-disadvantaged in mathematics.</p> <p>Achievement targets are met in Years 2 and 6 in mathematics; the disadvantaged perform in line with this with a difference that is narrower than National.</p>
Have low levels of emotional resilience	<p>Interventions are tailored to meet individual needs.</p> <p>Self-discipline has improved (Reduced time for such children out of class).</p> <p>Increased levels of independence and self-discipline with a particular focus on our most vulnerable / challenging children.</p> <p>Improved pupil outcomes in line with achievement targets set.</p> <p>Increased levels of attainment in line with KPI's</p>
Have limited experience of wider learning and experiences which affect their knowledge of the world and love of learning	<p>All pupils in upper Key Stage 2 have the opportunity to undertake a residential.</p> <p>Enrichment experiences across the school ensure that pupils increasingly enjoy learning.</p> <p>Overall absence to be less than 3.5%; persistent absence reduced to below 6.5%.</p> <p>Increased levels of attainment in line with achievement targets.</p>
Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively	<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>Children's level of independence and self-discipline increases.</p>
Can have low levels of hope and aspiration	<p>To raise children's aspirations and awareness of the range of careers and opportunities open to them.</p>
Have attainment gaps compared with the rest of the cohort	<p>Achievement targets are met in Years 2 and 6 in all subjects; the disadvantaged perform in line with this with a difference that is narrower than National.</p> <p>Differences are diminished across all year groups to below average (using End of Key Stage 1 and 2 national data as indicators)</p>

**Planned Expenditure Showing How we will Spend the Pupil Premium To Provide: 1) Quality First Teaching, 2) Targeted Support and 3) Other Approaches, for our Disadvantaged Pupils**

<b>1) Quality First Teaching</b>				
<b>Barrier to Achievement</b>	<b>Specific Actions</b>	<b>Cost</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Usually have low levels of vocabulary knowledge, particularly our most able	Phase Leaders released to focus upon weekly coaching and co-planning with PP and PP most able in particular as a focus.	£ 31 292	Coaching tracker Quality of teaching observations Work scrutiny Question Level Analyses of mathematics tests SLT 1:1 accountability meets with the HT	SLT have a clear understanding of the quality of provision across the school through the lens of our targeted children (disadvantaged, most able) Robust action is taken as needed All staff receive regular coaching Staff have a clearer understanding of progression across a sequence Staff have a deep understanding of what 'good' looks like for each concept they teach and assess Differentiation secures deeper thinking and understanding Teaching is self-evaluated as 'good' Achievement targets are met
Are less able to explain their mathematical thinking, particularly the most able				
Have a weaker grasp of key mathematical concepts, in particular place value				
Are less able to explain their mathematical thinking, particularly the most able  And  Have a weaker grasp of key mathematical concepts, in particular place value	Purchase additional mathematical resources particularly concrete manipulatives	£500	Coaching tracker Quality of teaching observations Work scrutiny Question Level Analyses of mathematics tests SLT 1:1 accountability meets with the HT Quality of Outcomes	Planning identifies potential misconceptions and provides clear progression through them. Intelligent practice ensures deeper understanding of concepts and procedural fluency not repeated practice which does not deepen understanding. Pre teaching and keep up sessions are used to ensure all pupils can access the same learning. Pupils are increasingly quick and efficient in mental and written calculations. The most able disadvantaged pupils make
	Purchase 'No nonsense number facts' to use for discrete fluency sessions	£250		
	Additional leadership time for the Leader of Maths to ensure robust teaching	£8 260		

				<p>good progress so that attainment at 'greater depth' is consistent with non-disadvantaged in mathematics.</p> <p>Achievement targets are met in Years 2 and 6 in mathematics; the disadvantaged perform in line with this with a difference that is narrower than National.</p>
Usually have low levels of vocabulary knowledge, particularly our most able	Additional leadership time for the Leader of English to ensure quality first teaching of vocabulary	£ 8260	<p>Coaching tracker</p> <p>Quality of teaching observations</p> <p>Work scrutiny</p> <p>Comparative judgement</p> <p>SLT 1:1 accountability meets with the HT</p> <p>Quality of Outcomes</p>	<p>Pupils have a clear understanding of what makes good writing and apply it to their work.</p> <p>Pupils use an increased range of vocabulary to enhance their writing.</p> <p>The most able disadvantaged pupils make good progress so that attainment at 'greater depth' is consistent with non-disadvantaged in reading and writing.</p> <p>Achievement targets are met in Years 2 and 6 in reading and writing; the disadvantaged perform in line with this with a difference that is narrower than National.</p>
Have low levels of emotional resilience	Provide increased DHT/SENCo leadership time to facilitate improvements (additional 1 day)	£12 000	<p>Observation of practice by CF</p> <p>Meetings with staff and parents</p> <p>Behaviour logs</p>	<p>Interventions are tailored to meet individual needs.</p> <p>Self-discipline has improved (Reduced time for such children out of class).</p> <p>Increased levels of independence and self-discipline with a particular focus on our most vulnerable / challenging children.</p> <p>Improved pupil outcomes in line with achievement targets set.</p> <p>Increased levels of attainment in line with KPI's</p>
	Behaviour support TA leading thrive style interventions	£10 584		
	Introduce sensory breaks where needed for non-SEN children to reduce cognitive overload	£700 for training / materials		
Have limited experience of wider learning and experiences which affect their knowledge of	Curriculum enrichment including theme days and author visits	£3 000	<p>Pupil voice</p> <p>Behaviour logs</p> <p>Weekly attendance analyses</p>	<p>Enrichment experiences across the school ensure that pupils increasingly enjoy learning.</p> <p>Overall absence to be less than 3.5%;</p>

the world and love of learning				<p>persistent absence reduced to below 6.5%.</p> <p>Increased levels of attainment in line with achievement targets.</p>
Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively	Use the structured conversation approach combined with home visits in the EYFS to ensure effective home-school communication	£2 160 for supply cover	<p>Pupil progress meets</p> <p>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>Children's level of independence and self-discipline increases.</p>
Can have low levels of hope and aspiration	Careers fair	£500	Pupil voice	To raise children's aspirations and awareness of the range of careers and opportunities open to them.
Have attainment gaps compared with the rest of the cohort	Pupil Tracker bought for assessment	£1 444	<p>Pupil progress meets</p> <p>Quality of outcomes</p>	Assessment data is used increasingly incisively to highlight good practice and tackle weaknesses.
	Provide a year 6 Easter School	£1 000	<p>CG to monitor quality</p> <p>Pupil progress meets</p>	<p>Achievement targets are met in Years 2 and 6 in all subjects; the disadvantaged perform in line with this with a difference that is narrower than National.</p> <p>Differences are diminished across all year groups to below average (using End of Key Stage 1 and 2 national data as indicators)</p>
	Additional in class support during English and mathematics provided to support wave 1 teaching	<p>£5 600 Year 1 (14 children)</p> <p>£5 231 Year 2 (18 children)</p> <p>£5 343 Year 3/4 (33 children)</p> <p>£5 343 Year 5 (16 children)</p> <p>£5 400 Year 6 (15 children)</p>	<p>Pupil progress meets</p> <p>Pupil progress meets</p> <p>Lesson observations</p>	

2) Targeted support				
Barrier to Achievement	Specific Actions	Cost	Monitoring	Success Criteria
Enter reception with low levels of communication skills	Speech and Language – Language link screening (EYFS)	£2 700	Quality of outcomes Pupil progress meets Observation of interventions	Assessments used to identify gaps in CLL which inform targeted interventions. The percentage of children meeting the expected standard in CLL is consistent for disadvantaged and non-disadvantaged. KPI for GLD. The disadvantaged perform in line with this with a difference that is narrower than National.
	Run a communication intervention groups for targeted children including phonics, speech + language	£1 058		
Usually have low levels of vocabulary knowledge, particularly our most able	Speech and Language – Language link screening (Junior)	£625	Quality of outcomes Pupil progress meets Observation of interventions	Assessments used to identify gaps in which inform targeted interventions. The percentage of children meeting the expected standard in English is consistent for disadvantaged and non-disadvantaged.
	Targeted intervention groups in Key Stage 1	£5 231		
	Targeted intervention groups in Key Stage 2	£4 868		
Are less able to explain their mathematical thinking, particularly the most able  And  Have a weaker grasp of key mathematical concepts, in particular place value	Additional ‘Keep Up’ sessions in the afternoon to consolidate the morning’s maths learning	£6 233	Quality of outcomes Pupil progress meets Observation of interventions	Pre teaching and keep up sessions are used to ensure all pupils can access the same learning. Pupils are increasingly quick and efficient in metal and written calculations. Achievement targets are met in Years 2 and 6 in mathematics; the disadvantaged perform in line with this with a difference that is narrower than National.
	Use Success at Calculation intervention across Upper KS2	£900 for resources and training £2 615 for staffing		

				<p>mathematics.</p> <p>Achievement targets are met in Years 2 and 6 in mathematics; the disadvantaged perform in line with this with a difference that is narrower than National.</p>
Have low levels of emotional resilience	Run lunchtime support for more vulnerable pupils	£2 000	Pupil voice Behavioural analyses for lunchtime incidents	<p>Interventions are tailored to meet individual needs.</p> <p>Self- discipline has improved (Reduced time for such children out of class).</p>
	Introduce Forest Schools as a targeted intervention group	£1 000 (training + travel) £300 (resources) £3 604 (staffing)	Observation of intervention Behavioural analyses	<p>Increased levels of independence and self-discipline with a particular focus on our most vulnerable / challenging children.</p> <p>Improved pupil outcomes in line with achievement targets set.</p> <p>Increased levels of attainment in line with KPI's</p>
Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively	Parent Liaison Support worker employed by the Three Valleys Partnership to provide a link between external agencies, the school and families	£3 000	1:1 meets CF and professionals Monitor quality and uptake of parenting courses and workshops	<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>Children's level of independence and self-discipline increases.</p>
	Targeted parenting courses	£3 000	Parental questionnaires	

### 3) Other Approaches

Barrier to Achievement	Specific Actions	Cost	Monitoring	Success Criteria
<p>Have limited experience of wider learning and experiences which affect their knowledge of the world and love of learning</p> <p>And</p> <p>Have low levels of emotional resilience</p>	<p>Further develop a residential programme for Upper Key Stage 2</p>	<p>£10 000</p>	<p>Activities tracked to ensure all pupils receive opportunities</p>	<p>All pupils in upper Key Stage 2 have the opportunity to undertake a residential.</p> <p>Overall absence to be less than 3.5%; persistent absence reduced to below 6.5%.</p> <p>Increased levels of attainment in line with achievement targets.</p>
<p>Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively</p>	<p>Introduce a breakfast club, free for PP children or those in need of support during financial difficulties</p>	<p>£5 694</p>	<p>Weekly attendance analyses Registers if uptake</p>	<p>Overall absence to be less than 3.5%; persistent absence reduced to below 6.5%.</p> <p>Increased levels of attainment in line with achievement targets.</p> <p>Lateness reduced</p>

**EYFS Attainment Targets (Leaving Nursery)**

Measure	School 2015 Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
% achieving 40-60 in all Prime Areas	4	8	62	65	

**EYFS Attainment Targets (Reception)**

Measure	School 2015 Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
% achieving GLD	67 (Nat: 66)	71 (Nat: 69)	77%	80%	
Total average point score <i>(i.e. all 17 ELGs)</i>	34	35	36	37	

## Year 1 Phonics Targets

Year	School 2015 Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
Year 1 (%)	84 (Nat: 77)	87 (Nat: 81)	93 (Nat: TBC)	95	

## Key Stage 1 Attainment Targets

Subject	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
	Working at the Expected Standard				Working at Greater Depth			
Reading	79 (Nat 74)	63	79		36 (Nat 24)	13	25	
Writing	60 (Nat 65)	63	75		0 (Nat 13)	0	17	
Maths	71 (Nat 73)	63	80		5 (Nat 18)	19	20	

## ATTAINMENT in Key Stage 2

Subject	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
	Working at the Expected Standard				Working at Greater Depth			
Reading	48 (Nat 66)	58 (Nat 71)	70		10 (Nat 19)	11	12	
Writing	55 (Nat 74)	71 (Nat 76)	71		0 (Nat 15)	5	10	
Maths	45 (Nat 70)	58 (Nat 75)	65		3 (Nat 17)	8	10	
RWM	28 (Nat 53)	50 (Nat 61)	65		0 (Nat 5)	0	5	

## PROGRESS

At each Key Stage, progress by all cohorts and groups will be considered to be good (i.e. at least comparable with national data)

## DIMINISHING THE DIFFERENCE

Focus	School 2018 Target
Attainment	Attainment gap between disadvantaged pupils and non-disadvantaged pupils is less than national in Yrs 2 and 6
Most able disadvantaged	Progress of pupils is in line with national averages.