



## Ashleigh Church of England Primary School

### Strategy for the use of Pupil Premium Funding 2018-19

#### 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.

#### How much funding do we receive at Ashleigh?

In this financial year, Ashleigh will receive **£134, 640** of funding.

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

Pupil Premium children at Ashleigh:

- *Often enter school with low levels of communication skills*
- *Usually have low levels of vocabulary knowledge, particularly our most able*
- *Have a weaker grasp of key mathematical concepts, in particular place value and times tables*
- *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 knowledge gaps compared with the rest of the cohort*

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

The planned expenditure is detailed on the tables overleaf. And shows how we will use the funding to provide: 1) Quality First Teaching, 2) Targeted Support and 3) Other Approaches, for our Disadvantaged Pupils

1) Quality First Teaching				
Barrier to Achievement	Specific Actions	Cost	Monitoring	Success Criteria
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. Phase leader to have separate Pupil Progress meetings focussing on PP children.	£ 15 000	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 in line with national for non-disadvantaged
Have a weaker grasp of key mathematical concepts, in particular place value and times tables				
Have a weaker grasp of key mathematical concepts, in particular place value and times tables	Purchase times tables rockstars and other materials to aid learning	£250	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 good progress so that attainment at
	Additional leadership time for the Leader of Maths to ensure robust teaching	£8 377		

				'greater depth' is consistent with non-disadvantaged in mathematics. Achievement in line with national for non-disadvantaged
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	£ 8 377	Coaching tracker Quality of teaching observations Work scrutiny Comparative judgement SLT 1:1 accountability meets with the HT Quality of Outcomes	Pupils have a clear understanding of what makes good writing and apply it to their work. Pupils use an increased range of vocabulary to enhance their writing. The most able disadvantaged pupils make good progress so that attainment at 'greater depth' is consistent with non-disadvantaged in reading and writing. Achievement in line with national for non-disadvantaged
Have low levels of emotional resilience	Provide increased DHT/SENCo leadership time to facilitate improvements (additional 1 day)	£12 000 (TBC)	Observation of practice by CF Meetings with staff and parents Behaviour logs	Interventions are tailored to meet individual needs. Self-discipline has improved so that behaviour judged across the school to be 'outstanding.' Increased levels of independence and self-discipline with a particular focus on our most vulnerable / challenging children. Achievement in line with national for non-disadvantaged
	Play therapist provided as required	£5 000		
	Behaviour support TA leading thrive style interventions	£10 875		
Have limited experience of wider learning and experiences which affect their knowledge of the world and love of learning	Curriculum enrichment including theme days and author visits	£3 000	Pupil voice Behaviour logs Weekly attendance analyses	Enrichment experiences across the school ensure that pupils increasingly enjoy learning. Overall absence to be less than 3.5%; persistent absence reduced to below 6.5%. Increased levels of attainment in line with achievement targets.
Have parents enthusiastic to support their children but are in	Use the structured conversation approach combined with home	£2 250 for supply cover	Pupil progress meets	Parents build relationships of mutual trust with the school.

need of support to enable them to do this effectively	visits in the EYFS to ensure effective home-school communication		Achievement for all records Impact upon targets set	Parents have a clear understanding of the barriers to learning for their children. Children's level of independence and self-discipline increases.
Can have low levels of hope and aspiration	Careers fair	£500	Pupil voice	Feedback shows that pupils are more aware of options for careers.
Have knowledge gaps compared with the rest of the cohort	Provide year 6 after school boosters	£500	CG to monitor quality Pupil progress meets	Achievement in line with national for non-disadvantaged. Differences are diminished across all year groups to below average (using End of Key Stage 1 and 2 national data as indicators)
Often enter school with low levels of communication skills	Coaching and training in strategies for teaching children who are PP/SEND	£6 000	Meetings with CF SEN assessment tracking	

**2) Targeted support**

Barrier to Achievement	Specific Actions	Cost	Monitoring	Success Criteria
Often enter school 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.
	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		
Have knowledge gaps compared with the rest of the cohort	Additional in class support during core curriculum teaching	£3 750	Quality of outcomes Pupil progress meets Observation of interventions	Wave 1 teaching, 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. Achievement in line with national for non-disadvantaged.
	Additional 'Keep Up' sessions in the afternoon to consolidate the morning's maths learning	£6 665		
	English interventions focussing on attainment gaps (flexible to meet the needs of the children)	£6 665		
	Child conferencing with PP children making low progress	£750		
	Use Success at Calculation intervention across Upper KS2	£2 900	Quality of outcomes Pupil progress meets Observation of interventions	Pupils are increasingly quick and efficient in mental and written calculations. Question level Analyses for targeted children show place value is a growing strength

				<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 in line with national for non-disadvantaged</p>
Have low levels of emotional resilience	Run lunchtime support for more vulnerable pupils	£3 100	<p>Pupil voice</p> <p>Behavioural analyses for lunchtime incidents</p>	<p>Interventions are tailored to meet individual needs.</p> <p>Self-discipline has improved (Reduced time for such children out of class).</p>
	Use Forest Schools as a targeted intervention group	£3 900	<p>Observation of intervention</p> <p>Behavioural analyses</p>	<p>Increased levels of independence and self-discipline with a particular focus on our most vulnerable / challenging children.</p> <p>Achievement in line with national for non-disadvantaged.</p>
Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively	Targeted parenting support	£5 000	<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 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>

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>	Subsidise residential payments	£10 000	Activities tracked to ensure all pupils receive opportunities	<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>Achievement in line with national for non-disadvantaged.</p>
Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively	Introduce a breakfast club, free for PP children or those in need of support during financial difficulties	£6 000	Weekly attendance analyses Registers if uptake	<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>

Barrier to Achievement	Review July 2019
Usually have low levels of vocabulary knowledge, particularly our most able	Leaders have ensured a greater focus on the development of tier 2 vocabulary which is increasingly prevalent in writing. More work on tier 3 vocab needs to be done to support reading. Next steps: accelerated reader has been purchased for September implementation which will help to overcome low levels of reading at home.
Have a weaker grasp of key mathematical concepts, in particular place value and times tables	Revised approaches for times tables teaching and a specific program have been bought. There's greater clarity of the key concepts children need to learn to the point of rapid recall. This needs further embedding next year as the speed of recall of children is very inconsistent. Whilst fluency has improved, rapidity in upper KS2 is variable and remains a key barrier for the disadvantaged. Success at calculation, a targeted intervention has had a good impact on disadvantaged pupils working well below expectations but comes too late to in year 6 to impact enough on outcomes. We have used it in year 5 this year and it appears to have closed gaps in understanding but outcomes from these children in Year 6 in 2020 will be the test.
Have low levels of emotional resilience	A small number of disadvantaged children have taken up a disproportionate amount of the support available this year due to very challenging home circumstances. For these children, the support has been invaluable in keeping them in school and supporting their mental health (although I accept, this is difficult to quantify). The challenge has been ensuring the next 'tier of need' have been supported well enough. We have continued to use some of our PP to support the purchase of play therapy. This is very specialised and effective support but is expensive and limited in the number of pupils it can impact upon at a time. We are starting to investigate other

	options which may impact on more pupils. Specific interventions such as forest schools have proven effective and are often commented upon positively by children. This is an 'in house' member of staff which gives us greater flexibility and thus can have an impact across the school. The additional member of lunchtime staff who runs a 'thrive style' lunch session continues to be popular and well regarded by children.
Have parents enthusiastic to support their children but are in need of support to enable them to do this effectively	Much of the focus of leaders has been on targeted families of very high needs and usually a SEN/PP crossover. Whilst this has not impacted upon outcomes, it has ensured that the mental health of such children has been supported. For some, attendance remains a significant barrier and parental attitudes of such children have proven difficult to overcome.
Have knowledge gaps compared with the rest of the cohort	Year 6 after school boosters and Easter school have been used. Whilst this has had a notable impact on test scores it has not been sufficient to close gaps to ARE. Funding for additional TA hours which have been used for core skills interventions have worked well at KS1 where they have helped to support reasonable end of KS attainment. In KS2, the impact has been mixed; for example a spelling programme improved spellings when assessed during the intervention but did not lead to improvements in spelling during writing. We are investigating more specific programmes in reading that have a proven impact.
Often enter school with low levels of communication skill	Speech and language assessments, together with interventions and additional Ed Psych hours have been used to target such children and provide staff with additional approaches. This has helped close gaps in EY/KS1.

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