

Pupil premium strategy statement Ashbury Meadow Primary School

1. Summary information					
School	Ashbury Meadow				
Academic Year	2017/17	Total PP budget	£240000	Date of most recent PP Review	Sept17
Total number of pupils	422	Number of pupils eligible for PP Inc nursery	189	Date for next internal review of this strategy	Dec 17

2. Current attainment

EYFS

	PP	Non PP
Whole group	14	44
Passed GLD	5	27
%	36%	61%

KS1

Key	BLW	WT	EXP	GD
	Working below the expected standard (SEND/EAL)	Working towards the expected standard.	Working at the expected standard.	Working at greater depth

For KS2 data see additional detail page.

Pupil Premium

Reading	EXP	GDS	Writing	EXP	GDS	Maths	EXP	GDS
Pupil Premium	44%	25%	Pupil Premium	44%	19%	Pupil Premium	50%	19%
Non Pupil Premium	44%	20%	Non Pupil Premium	41%	17%	Non Pupil Premium	51%	15%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Oral language skills in EYFS, slowing reading and writing progress in EYFS and subsequent years.	
B.	High proportion of PP pupils with English as a second language across the whole school	
C.	The majority of PP pupils across the school have limited enrichment within their life experiences and show low emotional resilience.	
D.	Behaviour issues of a small proportion of KS 2 pupils , eligible for PP , are having a detrimental effect on their academic progress	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	59 PP pupils have attendance rates under 95% as at October 17	
F.	Exceptionally high mobility and also significant level of pastoral support issues, impacting on learning and attendance.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved oral language skills for EYFS pupils	A higher % of PP pupils reach GLD for communication and language and speaking
B.	PP pupils rapidly acquire English language skills enabling them to access learning and make rapid progress.	A higher % of PP pupils reach GLD, a higher proportion of pupils in year 1 -6 reach age related expectations or show significant progress against other pupils.
C.	Pupils become more emotionally resilient through a broad and balanced curriculum that focusses on the needs of the children, the opportunities offered enabling them to increase and build on life experience, facilitating increased progress across the year groups.	Increased academic performance and enhanced life skills.
D.	Reduced incidents of behaviour reports , as measured by the number of CPOMs reports.	Fewer behaviour incidents leading to improved learning opportunities
E.	Increased attendance rates for PP pupils	Overall attendance improves to at least 96%

5. Planned expenditure

Academic year 17/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in EYFS	<p>1.Oral language Staff training ELKLAN , WELL COMM and URLEY</p> <p>Additional teaching assistant to ensure smaller numbers of pupils in Key worker groups, ensuring quality first teaching.</p> <p>URLEY communication friendly environment across the continuous provision, all pupils WEL COM screened</p>	<p>Baseline data and ASQ questionnaires show considerably low development in speech and language, caused by both SALT and English as a second language issues. URLEY research show the impact of using this approach to improve language and communication. Education Endowment Foundation research shows an average 5 months gain from EYFS intervention.</p>	<p>Weekly team meetings to discuss pupil progress.</p> <p>EYFS lead weekly monitoring</p> <p>Team planning</p> <p>External monitoring from URLEY</p> <p>Staff CPD and triads</p> <p>SLT monitoring</p>	SJ	Half Termly pupil progress meetings

B.PP pupils rapidly acquire English language skills enabling them to access learning and make rapid progress	Whole school CPD Primary Writing Project, focuses on vocabulary learning to develop talk for write. School to start accreditation for the communication friendly school	Case studies of schools which have completed the Primary Writing Project show rapid progress and increased attainment in reading and writing	English leaders and head are the PWP project team, all staff attend INSETs, Project team monitor lessons and outcomes in school. Two year project with local cohort moderation	ZB MG	Planning and book scrutinies done termly. Termly pupil progress meetings
C. Pupils become more emotionally resilient through a broad and balanced curriculum that focusses on the needs of the children, the opportunities offered enabling them to increase and build on life experience, facilitating increased progress across the year groups.	Whole school CPD on developing the emotionally resilient school and develop their own emotionally resilient classroom. SENDCO to attend mental health train the trainer course and deliver to all staff Whole school, including pupils UNICEF Rights Respecting School training and implementation . A curriculum review to ensure the needs of all children are being met through out the school	Research shows the academically resilient child is a child who reaches their potential, despite adversity. Pupils who do not reach potential are often emotionally unresilient. A lot of negative learning behaviours across school are caused by lack of resilience. Pupils with limited life experience have little information on which to base ideas and make connections, it also impacts on their understanding of text as they do not have the necessary experience to refer to.	PP % on track and rate of progress will be monitored in termly pupil progress meetings. Book scrutinies and pupil voice will have 50% PP. Phase meetings have pupil premium progress section	LT	Curriculum review Spring 2018
Total budgeted cost					£50000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

A. Improved oral language skills in EYFS	Extra TA to take targeted groups based on WEL COM screening	Some pupils need a targeted approach to catch up, this approach has been researched by URLEY and is a proven method of increasing language acquisition rapidly.	Impact on the applying ie, reading and writing, as well as spoken language and communication.	SJ LM	Half termly phonics tracking and pupil progress meetings
D.Reduced incidents of behaviour reports , as measured by the number of CPOMs reports	Nurture room interventions based around social skills and developing self esteem Employ a TA behaviour specialist to develop 1:1 learning sessions for targeted pupils.	EEF research shows 5+ months progress for pupils who are targeted for 1:1	Pastoral support behaviour review every half term Appraisal target for pastoral support	KG	Half termly
B. PP pupils rapidly acquire English language skills enabling them to access learning and make rapid progress	Small group EAL intervention groups based on oral language aquisition. EAL task bags LEXIA Talk for Maths Intervention Small group literacy lessons Overlearning phonics sessions	Case studies from “Outstanding EAL” course (Mcr Schools Alliance) Research on oral language interventions by the education endowment Foundation shows an average 5 month gain. Lexia case studies show rapid progress of EAL students Rationale : once pupils have acquired language they can better access learning and make rapid progress across the curriculum	EAL TA sent on course and will train other TAs in school All classes will have EAL task bag resources. Impact of interventions will be monitored by SLT and reviewed in half termly pupil progress meetings as well as weekly phase meetings SH to manage Lexia interventions	ZB MG	Weekly and half termly
Total budgeted cost					£104000

Other approaches					
<p>C.Pupils become more emotionally resilient through a broad and balanced curriculum that focusses on the needs of the children, the opportunities offered enabling them to increase and build on life experience, facilitating increased progress across the year groups, .</p>	<p>Whole school CPD building an emotionally resilient classroom and school. Whole school CPD Rights Respecting Schools Commando Jo Nurture room sessions to support behaviour and social and emotional learning, and targeted resilience mentoring. 1:1 and group sessions. Learning Outside the Classroom Chess 4 Schools Planned trips and activities to support learning Afterschool clubs Musician in residence</p>	<p>Research shows the academically resilient child is a child who reaches their potential, despite adversity. Pupils who do not reach potential are often emotionally unresilient. A lot of negative learning behaviours across school are caused by lack of resilience. Pupils with limited life experience have little information on which to base ideas and make connections, it also impacts on their understanding of text as they do not have the necessary experience to refer to.</p>	<p>. Implementation of RRS and LoTC, working towards accreditation. Feedback and tracking of pupils working with Commando Jo Pupil voice, impact on writing and reading data. CPOMs behaviour analysis .</p>	<p>LT</p>	<p>Half termly pupil progress meetings, weekly phase meetings</p>
<p>D.Reduced incidents of behaviour reports , as measured by the number of CPOMs reports.</p>	<p>UNICEF Rights Respecting School Commando Joe Nurture room interventions as above Employ a TA behaviour specialist to develop 1:1 learning sessions for targeted pupils.</p>	<p>UNICEF and Commando Joe case studies show an increase in positive behaviour across the school day and a reduction of negative behaviour incidents. EEF research shows 5+ months progress for pupils who are targeted for 1:1</p>	<p>Whole school vision to become a Rights Respecting School. JA and LT attend RRS training. IN house staff CPD and pupils learn about rights through assemblies and lessons. Adults and pupils communicate using rights respecting language</p>	<p>LT</p>	<p>Jan 18 internal review July 18 External review</p>

<p>E. Increased attendance rates for PP pupils</p>	<p>Pastoral support training to develop new attendance strategies Targeting of PP pupils below 95% for family engagement, contracts of attendance Targeting of PP families for family engagement courses</p>	<p>Tracking of attendance shows a number of families with attendance trends, these families need educating and supporting to break the trend. Family workers in central London are making significant improvements in attendance by meeting basic needs first.</p>	<p>Identified action on school improvement plan Pastoral support performance management target Six weekly monitoring of PP attendance,</p>	<p>KG</p>	<p>Half termly</p>
Total budgeted cost					£86000

6. Review of expenditure				
Previous Academic Year		See review doc 2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost 58000
A. Improved oral language skills in EYFS	1. Staff training ELKLAN and WELL COMM.	Progress indicators showed significant progress from base line data which was extremely low, three pupils had EHCPs by the time they left reception and two moved to special schools for communication and language.	Communication and language continues to be a focus and has been embedded at an even greater depth by URLEY training and the development of a communication friendly continuous provision.	
B. PP pupils rapidly acquire English language skills through phonics overlearning and Renfrew	2. Learning triads focusing on adult interaction and modelling language through play. 3. Staff involved in URLEY research project designed to develop speaking and listening in EYFS	Yes, yr 1 phonics test working at expected standard 2016 47%, 2017 75%. 2017 gap between PP and other pupils reduced to 2% KS1 greater depth reading, writing, maths higher than other pupils and significantly higher than last year for writing and maths	This has been embedded across the phases, due to the increased number of EAL PP pupils this needs to be further developed to address the teaching of the English language, also language interventions need expanding to include the language of maths. Make a TA responsible for the management of LEXIA intervention	
C. PP SALT issues are reduced across KS1 and 2 through interventions and SALT agency support	ELKLAN training in KS1 and 2. SALT training re language in the classroom for all staff. Whole school targeted emphasis on speaking and listening and applied through strategies such as collaborative learning within the classroom. Quality feedback both written and verbal.	Impact was significantly reduced across the school due to the lack of third party support.	Due to the difficulty of contracting a speech and language specialist this has not had the impact we expected. Staff trained in Elklan use it within classrooms. Focus needs to change to developing communication friendly environment within school, without external contracts.	

<p>D.Increased life experiences and enjoyment of learning providing support to raise progress</p>	<p>Musician in residence School trips subsidies Microlibrarian Cornerstones Active schools membership Nurture room sessions to support behaviour and social and emotional learning. 1:1 and group sessions. The EEF indicate these strategies have moderate impact for moderate cost.</p>	<p>Ks1 -2 Pupil premium progress scores: reading 2.6, writing 3.7 :higher than national.</p>	<p>This is being further developed to include work on Rights Respecting Schools, Learning Outside of the Classroom and Manchester Healthy school work, as well as whole school work on emotional resilience,.</p> <p>The impact of quality life experiences has been seen in the quality of writing across the school and also supports our Talk for Write work.</p>	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
				28000
A and B	<p>4. Phonics intervention groups. 5. SALT intervention groups 6. Renfrew groups</p>	<p>Yes, yr 1 phonics test working at expected standard 2016 47%, 2017 75%. 2017 gap between PP and other pupils reduced to 2%</p> <p>KS1 greater depth reading, writing, maths higher than other pupils and significantly higher than last year for writing and maths</p>	<p>This has been embedded across the phases, due to the increased number of EAL PP pupils this needs to be further developed to address the teaching of the English language, also language interventions need expanding to include the language of maths.</p> <p>Make a TA responsible for the management of LEXIA intervention</p>	

C	Phonics intervention yr 3 ELKLAN interventions 1 -6 KS1 Well COMM intervention groups Renfrew interventions 1-6 Reading comprehension strategies 1-6	Yes, yr 1 phonics test working at expected standard 2016 47%, 2017 75% 2017 gap between PP and other pupils reduced to 2% Ks1 -2 Pupil premium progress scores: reading 2.6, however, question analysis highlighted low scores on inference questions	Continue with overlearning groups and develop URLEY groups in EYFS Make a TA responsible for the management of LEXIA intervention Focus on inference for reading comprehension	
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost 52000
PP pupils and families targeted for pastoral support improve attendance and make rapid progress.	CPOMS Half termly attendance reviews including targeted groups, PP and SEN. Contracts of attendance Pastoral support for targeted families as identified through CPOMSs reviews and parental engagement or third party engagement. Pastoral support for disengaged pupils or pupils with poor social skills or other targeted issues arising from home or school.	The number of persistent absentees fell to 3, although the data does not reflect this due to families not returning home from abroad and staying on register as CME. Parental engagement rose and drop off rates from courses fell.	Pastoral support for pupils needs to address emotional resilience in a more targeted way. Families with absence trends need further engagement and support. Continue family support courses, stay and play and coffee mornings.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

KS2 PP data July 2017

KS2 Pupil Premium Pupil Premium Group: 14 pupils Other Pupils Group: 10 pupils

	Working at the expected standard 2017		Working at the expected standard 2016		Working at expected standard: greater depth 2017	
	Pupil Premium	Other pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils
Reading	71%	70%	67%	84%	7%	30%
Writing	92%	80%	73%	100%	0%	40%
SPAG	92%	80%	73%	100%	21%	40%
Maths	71%	80%	67%	84%	14%	20%
Combined	57%	70%				

	2017 PP pupils	2017 other pupils	2017 PP Pupils national	2017 other pupils national
Reading	2.6	1.5	-0.3	0.3
Writing	3.7	6.0	-0.8	0.2
maths	-1.6	4.2	0.6	0.3

Progress of pupil premium pupils

