

Asterdale Primary School  
Pupil Premium Strategy 2017-18



Total number of pupils on school roll	200	Total number of pupils eligible for pupil premium Percentage of pupils eligible for pupil premium	52 (26%)	Allocation per child	£1.320	Total PP budget (2017-18)	£68,640
Pupil Premium Leader	Karen Forrest	Pupil Premium Governor	Kate Carey	Date compiled	Oct 2017	Review dates	Jan 2018 Apr 2018 July 2018

<b>Current attainment at the end of KS2 2018 (Y6)</b>		
	Pupils eligible for pupil premium in school (Y6 – 33%)	Pupils not eligible for pupil premium (national average)
% achieving the expected standard in reading, writing and maths	44%	70%
% achieving the expected standard in reading	78%	77%
% achieving the expected standard in writing	44%	81%
% achieving the expected standard in maths	57%	80%
% achieving the expected standard in grammar, punctuation and spelling (GaPS)	56%	82%
<b>Current attainment at the end of KS1 2018 (Y2)</b>		
	Pupils eligible for pupil premium in school (Y2 – 36%)	Pupils not eligible for pupil premium (national average)
% achieving the expected standard in reading	73%	79%
% achieving the expected standard in writing	55%	74%
% achieving the expected standard in maths	73%	80%
% achieving the expected standard in National phonics tests (Y1) (17% of cohort eligible for PP)	60%	85%

**Barriers to future attainment (for pupils eligible for pupil premium, including high ability)**

Baseline assessments identify a number of pupils entering school below and well below age related expectations, particularly for disadvantaged (pupil premium) pupils. Notably pupil premium children attain lower than other pupils, at key indicator points (EYFS, Y1 phonics, Y2 & Y6). However, progress measures for PP children at Y6 are significantly higher than national expectations. The attainment of PP children remains a key priority to ensure standards remain high.

**In school barriers**

PP children attain significantly below non-disadvantaged children in EYFS outcomes (2017). Attainment in KS1 (2017) in all areas of reading, writing and maths is significantly below all other pupils nationally. Attainment in KS2 in (2017) in writing, maths and GaPS is below all other pupils nationally.



**External barriers**

Attendance rates for Ever-6 pupils are 94.8% (2018) compared to 96.4% for non-Ever-6 children nationally. Persistent absenteeism in 2018 for Ever-6 children is tracking at 18.2% sessions missed, compared to 17.2% for Ever-6 children nationally. Non-Ever-6 pupils in school have 8.7% sessions missed at persistent absence rate.  
IMD data (2017) outlines that 57% of pupils living in the 20% most deprived areas nationally. Low self-esteem and aspiration for some pupils is evident in school.

Desired outcomes and how they will be measure	Success Criteria
<p><b><u>In-school barriers</u></b></p> <ul style="list-style-type: none"> <li>• To improve attainment for disadvantaged pupils in EYFS GLD outcomes in 2018</li> <li>• To improve the outcomes in Y1 phonics screening test for pupils entitled to PP funding in 2018</li> <li>• To increase the proportion of PP children in KS1 attaining expected level in KS1 outcomes (R, W, M) in 2018</li> <li>• To increase the outcomes of PP children in KS2 (Y6) attaining expected levels in W and M in 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Data outcomes to move to in-line or significantly closer than non-PP peers (national)</li> <li>• The gap between PP (school) and non-PP pupils (national) attaining Y1 phonics pass result will close</li> <li>• Data outcomes to be in-line with non-PP pupils or moving significantly closer</li> <li>• Data outcomes to be in-line with non-PP pupils or moving significantly closer</li> </ul>
<p><b><u>External barriers</u></b></p> <ul style="list-style-type: none"> <li>• For all children to present themselves as settled and 'ready for learning'</li> <li>• Improved attendance and punctuality for PP children, in line with school and national expectations of 96%</li> <li>• For persistent absenteeism rates for PP children will be decreasing rapidly with the national gap</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral support will be targeted effectively to allow PP pupils to overcome any significant barriers (attendance, social/emotional issues) to their learning and these pupils are able to make at least good progress against their targets</li> <li>• Attendance for PP pupils will be in line with all pupils nationally</li> <li>• Persistent absence rates to reduce from 19.6% (2017) and be more in line with national persistent absenteeism (all pupils) of 6.2%, aspiring for attendance rates in line with all other pupils nationally</li> </ul>

Year Group	Area of Focus	Cost	Objective (including strategies)	Desired Outcomes/Success criteria	Staff	Evaluation of impact
EYFS	Literacy	Staffing £1,650	To increase the % outcome expected outcomes in writing	<ul style="list-style-type: none"> <li>• To close the gap between % of pupils attaining expected 'writing' outcomes, when</li> </ul>	SS KK	Results of key areas of learning demonstrated that outcomes for EYFS pupils in



		<p>Resources £1,000</p> <p>CPD (6x½ days) £750</p>	<ul style="list-style-type: none"> <li>• Promote access to child-initiated writing activities during continuous provision</li> <li>• Promote writing for a purpose</li> <li>• Continue to develop writing opportunities through creating and enriching a language/writing (mark making) environment, including the development of outdoor opportunities</li> <li>• CPD Opportunities to enhance staff skills and knowledge</li> <li>• Intervention group access to support and promote 'talk for writing' and subsequent writing activities</li> </ul> <p>EEF Research – EY Intervention = +6mths</p>	<p>compared to other areas of learning, with a specific focus on PP children</p>	<p>TAs</p>	<p>writing had increased compared to the year previous and were more in line with the 'reading' area of literacy attainment.</p> <p>The attainment of a GLD of disadvantaged pupils in 2018 was above LA and national outcomes. This is an increase on the previous cohort. The attainment gap in school between disadvantaged and all other pupils reduced significantly when compared to 2017 outcomes.</p> <p>Writing opportunities are continually promoted through continuous provision planning, including a development of 'outdoor' writing eg mark making, gross and fine motor work etc. Lesson observations and learning walks confirm this is having a positive impact for children.</p> <p>Intervention group management has supported pupils with the greatest need. MEP and data tracking confirm this.</p>
EYFS	Attainment of a Good Level of Development for disadvantaged (EYFS Rec) pupils	£1,465	<ul style="list-style-type: none"> <li>• To improve the GLD attainment of disadvantaged pupils (from 2016 outcomes) through specific and timely targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that 75% disadvantaged pupils in EYFS attain a GLD in end of year assessments</li> </ul>	<p>KK SS</p>	<p>The target of 75% of the disadvantaged pupils attaining GLD was not attained in 2018, with 60% of the 5 pupils attaining the GLD.</p>



			groups and quality first teaching provision EEF Research – EY Intervention = +6mths			
Y1	Phonics	Staffing £5,850  CPD £1500	To improve outcomes in phonics for PP pupils in Y1 achieved through: <ul style="list-style-type: none"> <li>• Targeted teaching and support by trained teachers and TAs</li> <li>• Access to the LA PSG phonics training, ensuring an increase in staff knowledge, understanding and expectation (CPD)</li> </ul> EEF Research – Phonics = 4mths	<ul style="list-style-type: none"> <li>• To ensure that at least 75% of Y1 PP cohort attain the required pass mark in 2018 (tracked via baseline and termly assessments)</li> <li>• For the gap between PP and non-PP pupils to narrow (2018 data)</li> <li>• An increase in staff knowledge and expectation for KS1 phonics, including all Teaching and TA staff</li> </ul>	SE JMc RB MM DH	Phonics outcomes in 2018 indicated 90% of the cohort attained the phonics screening test. 60% of the 5 disadvantaged pupils successfully attained the phonics screening test.  The commitment to the PSG project, including enhanced staff CPD and phonics development across the school.
Y2	Writing	Staffing £6,000	To improve outcomes for Y2 PP chn in reading and maths (compared to 2017 data) <ul style="list-style-type: none"> <li>• Review of timetabling provision and corresponding staff support, promoting ability grouping and collaborative working</li> <li>• Allocation of focus intervention activities to support MEP targets, specifically rating to reading and maths</li> <li>• Access to regular and adult led reading support</li> <li>• Development of 'reading buddy programme' across the school, specifically supporting Y2 PP chn</li> <li>• Promotion of reading challenge successes</li> </ul>	<ul style="list-style-type: none"> <li>• To close the gap between PP and all other pupils chn in key areas of reading and maths (tracked via data analysis, provision mapping, MEPs, reading logs)</li> </ul>	JMc MM	Y2 disadvantaged attainment increased significantly in reading (18.2% increase from 2017) and increased by 9.1% in Maths from 2017 data.  Timetabling across Y1 & Y2 had positive impact towards attaining the increases in Maths and Reading outcomes, as did supported CPD for key staff.  The continued commitment to reading across the school contributed to increased outcomes and progress. Staff offered network opportunities and school to school support for neighbouring schools.

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			EEF research – ability grouping = +1mth EEF research – collaborative working = +5mths			
Y6	1:1 Tuition	£8,250	To offer 1:1 tuition to ensure specific PP children are on track for expected progress and outcomes (Y6 31% of cohort) in core areas of Reading, Writing, Maths and GaPs • 1:1 tuition by trained practitioner to support core areas of learning daily, for identified pupils (tracked via OTrack, pupil progress, monitoring and evaluation, 1:1 notes, MEPs)  EEF research – 1:1 tuition = +5 mths	• To narrow the gap significantly between PP and non-PP chn in attainment in KS2 outcomes in GaPS, Maths and Writing, (tracked via OTrack, pupil progress meetings, MEP notes)	DE GBr	1:1 support was structured and targeted to PP children throughout the year. The attainment on entry gap was significant and did not close when compared to non-PP children. This will be a continuing area for development in 2018-19.
Y6	Higher achieving intervention groups for PP chn	£3,300	To offer higher achieving intervention groups through quality first teaching provision for HA PP chn in all core areas of learning (R, W, M & GaPS), targeting prior medium attaining pupils	To significantly close the gap between GDS for PP and non-PP chn in 2018 data outcomes	DE KW DH GBr	Higher attaining PP children remained in line with the previous cohort in both reading and maths, there being increases in outcomes in writing for PP children at greater depth standard.  HA outcomes will be a key target for the next year.
KS2	Intervention support for PP pupils in Y3-5	£9,900	• Y3 & Y4 intervention through quality provision for PP chn to make progress in line with national expectations in R, W, M & GaPS, targeting development areas as identified from EoY data (July 2017) • Provision mapping	• To ensure PP chn in Y3-5 access quality intervention provision to make progress in line with national expectations	DE JMc  Class Teachers  TAs	Intervention mapping and careful management by the school Senco has ensured access to timely and appropriate interventions for all PP children. Staff ownership and accountability for PP children in each cohort is high and forms a basis for

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			<ul style="list-style-type: none"> <li>• 1xhr per day per cohort to deliver quality interventions, to meet specific and targeted need</li> </ul>			discussion at pupil progress meetings. Tight monitoring via OTrack systems ensures intervention and support/challenge according to need.
Whole School	Whole school Writing	£3,000	<p>To develop targeted and focused action planning to improve whole school writing outcomes (when compared to 2017)</p> <ul style="list-style-type: none"> <li>• Development of curriculum leadership teams</li> <li>• Staff CPD to support writing initiatives</li> <li>• Network and inter school liaison</li> <li>• Talk for Writing initiative launched across the whole school</li> <li>• Improve standards of writing for targeted PP pupils not attaining ARE in writing</li> </ul>	<ul style="list-style-type: none"> <li>• For talk for writing initiatives to be embedded across the whole school</li> <li>• For a greater number of pupils (when compared to 2017) to attain ARE</li> <li>• For a higher % of pupil to attain 'exceeding' outcomes in EoY data</li> </ul>	RS Whole staff	<p>Talk for Writing project focused on research and gathering evidence ready to launch in 2018-19.</p> <p>Writing outcomes have been monitored and tracked throughout the year and are showing an upward trend.</p>
Whole School	Provision of a homework club for all KS2 pupils, with specific focus for PP chn	£1,000	<ul style="list-style-type: none"> <li>• To continue to offer homework activities for all KS2 pupils, at an age appropriate level</li> <li>• To follow through with targeted support for PP chn and create opportunities for those chn to access a clam, quiet space to complete homework activities, overseen by 1:1 TA and 1 teaching colleague</li> </ul> <p>EEF Research – Homework = +5mths</p>	<ul style="list-style-type: none"> <li>• For completion of homework activities to be tracked by staff and corresponding targeted actions effected such as parental liaison and invitation to homework club</li> </ul>	DE AHa	Homework club has operated well throughout the year, managed by Y4 teacher. This has provided a quiet space at the supported level (if necessary) in order to facilitate homework/reading support or space for pupils in need, particularly targeting PP children. Additionally, PP pupils who attend before/after school club have received





			EEF research – social and emotional learning = +4 mths	<ul style="list-style-type: none"> <li>Resource provision so that social and emotional activities are supported and positive play is promoted</li> </ul>		support their own emotional and social well-being.
Whole School	Increased attendance, specifically for PP pupils, decreasing the rates of persistent absenteeism	Staffing £1,760  Resources £500	<p>To continue to improve whole school attendance, with a focus on reducing absence, persistent absenteeism and lateness through:</p> <ul style="list-style-type: none"> <li>Attendance monitoring (daily), including first contact calls/text messaging to parents and carers by 9.30am</li> <li>Weekly summaries prepared by attendance manager and shared with Admin and SLT teams. Subsequently shared at whole school staff meetings by cohort.</li> <li>Co-ordinate parent/carer interviews with EWO to offer support as required</li> <li>Whole school attendance reward systems</li> </ul> <p>EEF research – parental involvement = +3 mths</p>	<ul style="list-style-type: none"> <li>Attendance continues to improve to an extent where the gap between PP attendance and persistent absence is narrowed against national average</li> </ul>	RB EMcL SLT	<p>Absence monitoring activities have continued throughout the year, specifically targeting persistent absentees and also PP children who need additional support. This work will continue throughout 2018-19.</p> <p>Good liaison with school LM and EWO has continued and supports the families with the greatest need.</p>
Whole school	Enrichment activities to support inclusion, social/emotional well-being eg via out of school provision	£3,000	<ul style="list-style-type: none"> <li>To offer a range of enrichment activities and facilitate the provision of targeted support for school trips, sports clubs, cookery club, magical maths, board games, reading club, etc for PP children, ensuring vulnerable pupils have access to a range of cultural and</li> </ul>	<ul style="list-style-type: none"> <li>An increase in access to educational experiences for PP children so that equality of opportunity is available (tracked by class teachers, PLT and SLT)</li> <li>Targeted invitation for 100% PP chn, with at least 75% PP children attending at least 1 enrichment programme within</li> </ul>	JMc (PLT)  SLT  Class Teachers	Enrichment activities continue throughout the school, offering a range of clubs and activities for our children to be a part of. Staff colleagues additionally target PP children to ensure equality of opportunity and support via funding where necessary. Attendance is tracked and logged by the PE



			<p>enrichment opportunities within the year</p> <ul style="list-style-type: none"> <li>To engage PP chn in at least 1 enrichment activity during the year</li> <li>To support PP chn to attend residential activity</li> </ul> <p>EEF research – sports participation = +2 mths</p>	<p>the year eg sport, music, craft, cookery etc (tracked by attendance registers and planned invitations by staff &amp; PLT)</p> <ul style="list-style-type: none"> <li>100% PP children invited to attend Y6 residential activity, promoting inclusivity and developing self-confidence (attendance logs, photo evidence, informal observation)</li> </ul>		<p>co-ordinator in school and information is shared with class teaching colleagues, resulting in targeted action where necessary.</p> <p>All PP children in Y6 were invited to attend the PGL residential, with supported funding where required.</p>
Whole School	Behaviour interventions	CPD time £1000	<ul style="list-style-type: none"> <li>To embed recent midday supervisor/mini leader training to ensure happy and successful lunchtimes, reducing low level disruption, including targeted PP chn, overseen by SLT</li> <li>Review of existing behaviour policy, incusing the use of rewards and sanctions and collection of data for PP chn when compared to all other groups</li> </ul> <p>EEF research – behaviour interventions = +8 mths</p>	<ul style="list-style-type: none"> <li>Positive and engaging playtimes will be secured, with excellent modelling of playground games and lunchtime activities, especially for PP children.</li> <li>Behaviour incidents will be tracked for PP and non-PP children, including the use of rewards and sanctions. This will be shared at Staff/Gov meeting</li> <li>The development of a mini leader programme will continue to have specific positive involvement for UKS2 PP children</li> </ul>	SLT Midday team	<p>Midday colleagues have effectively networked with a local school to explore provision at lunchtimes and have re-designed the lunchtime opportunities at Asterdale. This has had a powerful impact in terms of pupil engagement and enrichment. Behaviour incidents have reduced and have led to calmer lunchtimes and afternoons in school, when compared to the previous year.</p> <p>The support provided by in-house pupil mini-leaders has also been effective at both lunchtime and play time.</p>
Whole School	Precision Teaching	£4,950	<p>To embed 'precision teaching' techniques for TA colleagues to support intervention provision across the whole school, specifically to deliver to PP chn</p> <ul style="list-style-type: none"> <li>Continued CPD opportunities</li> <li>Effective co-ordination by Senco</li> </ul>	<ul style="list-style-type: none"> <li>An increase in staff knowledge and application</li> <li>Improvements in PP outcomes in R, W, M &amp; GaPS, when compared to baseline data</li> </ul>	JMc LH CS MM	<p>The school Senco has led precision teaching training across all TA colleagues and corresponding programmes have been put in place for cohorts of children in order to support the learning needs of</p>



			<ul style="list-style-type: none"> <li>Monitoring and deliver of precision teaching by Senco</li> <li>Targeted intervention for PP chn</li> </ul> <p>EEF research – Mastery Learning = +5 mths</p>			PP children. Data has been tracked to ensure PP children are making progress when compared to their cohort starting points.
Whole School	To increase parental engagement across the whole school, with specific remit to target PP children	No cost	<ul style="list-style-type: none"> <li>To track and monitor parental engagement at a range of events, including parent consultation evenings</li> <li>To offer alternative provision to aim to increase attendance at events</li> <li>To enhance school to home communication, including embedding the school website, curriculum evenings and a higher profile PTFA (reflected in SDP)</li> </ul> <p>EEF research – parental engagement = +3 mths</p>	<ul style="list-style-type: none"> <li>Parents to be better informed about school life and how they can effectively take an active role in supporting home/school links so that partnership working and confidence is enhanced.</li> <li>Ensure 85-90% parental attendance at parent consultation evenings so that parents can openly engage, with specific focus on PP children</li> <li>Improved returns from parental questionnaires year on year</li> <li>Greater parental access (and feedback) of the school website</li> </ul>	SLT  Class Teachers	<p>Parental attendance at consultation evenings has been tracked by class teachers, with a specific remit for all PP parents to engage with the school at salient points during the year. If face to face meetings have not been possible, staff have communicated via report or telephone.</p> <p>Parental questionnaires have been analysed by SLT and shared at Governor level.</p> <p>The school website is fully operational and up to date, allowing parent access to important information. This is further supported by the use of the text messaging service.</p>
Whole School	Leadership and co-ordination of PP across the whole school	£1,500	<p>Provide management time for HT/AHTs/Senco to co-ordinate and evaluate impact of PP strategy through:</p> <ul style="list-style-type: none"> <li>Ensuring intervention for PP pupils is targeted effectively throughout the whole school</li> <li>Ensuring current provision for PP chn is effectively</li> </ul>	<ul style="list-style-type: none"> <li>Ensures PP funding is used effectively and efficiently across the school</li> <li>To demonstrate an increase in outcomes for PP chn across the school, particularly at key points (EYFS, Y1 phonics, Y2 and Y6)</li> <li>The school provides effective school to school/network</li> </ul>	KF EMcL DE SS SE JMc	SLT briefings and work with the PP governor has taken place during the year. This has ensured that PP funding is used effectively and efficiently across the school. Some further work will continue in the next academic year to aspire to diminish the difference in outcomes

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			<p>implemented and having real impact</p> <ul style="list-style-type: none"> <li>• Effectively monitoring group intervention through work scrutiny, pupil progress meetings and observations</li> <li>• Supporting the use of data and gaps analysis, devising corresponding action plans</li> <li>• Liaising with PP governor to ensure action planning is timely and effective</li> </ul>	<p>support through acting as a PP Champion school, undertaking reviews of other schools and supporting according to need, whilst sharing good practice</p>		<p>between PP and non-PP children.</p> <p>Work scrutiny, pupil progress meetings and lesson observations have been effective in monitoring PP progress and outcomes. This has led to corresponding action plans within school and also effective PP opportunities, through enrichment and intervention.</p>
Total cost						£67,327
Still to allocate						£1,313