

Asterdale Primary School



Pupil premium strategy statement 2018-19

1. Summary information					
School	Asterdale Primary School				
Academic Year	2018-19	Total PP budget	£52,800	Date of most recent PP	N/A
Total number of pupils September 2018	201	Number of pupils eligible for PP	40	Date for next PP Strategy Review	Dec 2018 Apr 2019 July 2019

2a. Current attainment at the end of KS2 (2018)		
	Pupils eligible for PP (31%)	Pupils not eligible for PP (national average)
% achieving the expected standard in reading, writing and maths	33.3%	70%
% achieving the national standard in reading	55.6%	80%
% achieving the national standard in writing	44.4%	83%
% achieving the national standard in maths	55.6%	81%
% achieving the national standard in GaPS	55.6%	82%
2b. Current attainment at the end of KS1 (2018)		
	Pupils eligible for PP (36%)	Pupils not eligible for PP (national average)
% achieving the national standard in reading	72.7%	79%
% achieving the national standard in writing	54.4%	74%
% achieving the national standard in maths	72.7%	80%
% achieving the national standard in the National Phonics Test (Y1) (17% cohort eligible for PP)	60%	85%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Baseline assessments indicate pupils entering school below age related expectations in core areas of learning. This is also true for Speech and Language acquisition, particularly in EYFS cohorts.
B.	Disadvantaged children perform below their non-disadvantaged counterparts within the Y1 National Phonics test
C.	Narrowing the gap in writing outcomes for disadvantaged KS1 pupils remains a priority when compared to non-PP pupils.
D.	By the end of KS2, the number of disadvantaged pupils attaining the expected standard in reading, writing and maths combined remains below the attainment of non-PP children.
External barriers	
E.	Rates of attendance for PP children are below the national average. High rates of persistent absenteeism are evident for PP children. Data from 2018 indicates 5.2% absence rates for Ever-6 children, compared to 3.6% of non-Ever 6 pupils at the national level. Persistent absence data at the school level tracks at 18.2%, compared to 6.9% for non-Ever 6 at the national level. IMD data (2017) outlines that 57% of pupils are living in the 20% most deprived areas nationally. Low self-esteem and aspiration for some pupils is evident in school.
F.	Some pupils from the school community have limited experiences of 'life beyond the classroom' and this is reflected in lower aspirations in some circumstances and limited opportunities to broaden and enrich their out of school experiences.

3. Outcomes		Success criteria
A.	For outcomes at EYFS to demonstrate progress for disadvantaged pupils, given baseline starting points, specifically in elements of Speech and Language.	For Speech and Language outcomes to demonstrate progress from starting point and to be in line with other areas of learning for PP children.
B.	Progress and attainment of PP children in Y1 National Phonics test improves to be at least in line with national averages. This will be following structured support and targeted intervention, plus detailed monitoring via pupil progress meetings.	To continue to build upon the previous high attainment for PP children in the Y1 national phonics test and for disadvantaged pupils to make progress in line with their peers.

C.	Improve the attainment and progress of KS1 disadvantaged pupils in the core area of writing.	For writing outcomes at KS1 to be at least in line with attainment in reading and maths for disadvantaged pupils.
D.	Increase the percentage of PP children attaining expected level in reading, writing and maths at the combined level in KS2.	To aspire for PP children in both KS1 & KS2 to attain combined reading, writing and maths scores in line with non-PP peers.
E.	To demonstrate improvements in the rates of attendance for disadvantaged pupils, to be at least in line with national averages and to reduce the rates of persistent absenteeism for PP children, when compared to the previous year.	For attendance of PP children to increase when compared to the previous year and for rates of persistent absenteeism to decline when compared to data from 2018.
F.	Multiple factors affecting emotional well-being, social skills, support and challenge at home, including within the family	For disadvantaged pupils to be attending school, ready for learning, having the necessary equipment required for the day, being settled and having eaten well. For parental/family engagement to increase at the needs driven level
G.	Limited knowledge of the world beyond the community	For PP children to have the opportunity to experience a range of experiences typically 'beyond the classroom'. These will be targeted to enable PP children to attend at least 3 enrichment activities during the year, including trips and visits that promote 'awe and wonder' Y6 disadvantaged pupils will have the opportunity to attend the residential event.

Planned expenditure							
Academic Year		2018-19					
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	Cost	When will you review implementation?
A.	Disadvantaged pupils develop an extensive vocabulary and use this vocabulary to confidently hold conversations and engage in learning within EYFS environment	<ul style="list-style-type: none"> Enhanced staff training with S&L techniques, including continued commitment to the delivery of 'Early Talk Boost' programmes in EYFS (YN & YR) (7staff EYFS) The continued development of a 'language rich' environment in the EYFS areas, including language rich indoor and outdoor opportunities (resources) EYFS training 'Right from the start' for HT and AHT 	<p>EEF Research EY Interventions +5mths</p> <p>High quality provision with well-qualified and well-trained staff is essential.</p> <p>High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in (a range of) activities...</p>	<ul style="list-style-type: none"> Data monitoring of pupil progress and attainment, including specific 'talk boost' data Lesson observations and learning walks Performance management targets for dedicated staff 1x staff twilight (EYFS) 1xCPD for LS (ETB) Staff delivery time – LS (ETB) 1xCPD for KF/SS (Right from the Start) PSG Writing project – RS (6 days) 3x dev days - RS 	<p>SS</p> <p>KF/DE (SLT)</p> <p>EYFS Gov</p> <p>Asssmt Gov</p>	<p>2hr TA twilight x 7 staff = £175</p> <p>1hr TA pw x £15 x 38wks = £570</p> <p>Resources = £500</p> <p>EEx CPD = £2000</p> <p>3 x supply (SS) = £750</p> <p>6 x supply days (RS) = £1500</p> <p>3x in house dev days (RS) = £750</p>	Apr 2019

		<ul style="list-style-type: none"> • Research and launch of 'Talk for Writing' initiative at whole school level. This will support vocabulary development and develop improved S&L and Writing outcomes for all pupils. 					
B.	Progress and attainment of PP children in Y1 National Phonics test improves to be at least in line with national averages.	<ul style="list-style-type: none"> • Consolidate PSG training for Y1 phonics lead from last year, enabling networking visit to neighbouring schools (SE) • TA refresher training on L&S phonics (SE lead) • Pupil progress meetings to identify targets/gaps • Enhanced delivery of daily phonics for focus children (TB) 	<p>EEF Research Phonics Interventions +4mths</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7-year olds) as they begin to read.</p>	<ul style="list-style-type: none"> • Performance Management targets and indicators • Informal feedback • Learning walks • Lesson observations • CPD cascade • Staff meeting minutes • Gov reports 	SE RS Eng Gov	<p>3 x 0.5 days = £375</p> <p>TA twilight 2hrs x 12 staff = £300</p> <p>30mins (6) x 5days x 39wks = £1170</p>	Dec 2018 Apr 2019 June 2019
C	Improve the attainment and progress of KS1 disadvantaged pupils in the core area of writing, aspiring for outcomes to at least be in line with reading and maths and for progress.	<ul style="list-style-type: none"> • Talk for Writing project launch (Sept 2018) at whole staff level (inset day) • Whole school commitment to Talk for Writing – operating 	<p>EEF Research Collaborative Learning +5mths</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning</p>	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Performance Management objectives and reviews • Book scrutiny • Moderation and development of 	KF, DE & SS RS JMc SE	TfW CPD = £1000	Dec 2018 Apr 2019 Jul 2019

	<p>Additionally, for KS1 progress in writing for disadvantaged pupils to be in line with expected levels, on a similar pathway as reading and maths.</p>	<p>at the collaborative and independent level</p> <ul style="list-style-type: none"> • Introduction of 'Free Writing Friday' at whole school level • Widen writing opportunities within the main classroom environment for structured and independent access (child initiated via integrated model) 	<p>tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task</p> <p>EEF Research Individualised Instruction</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</p>	<p>benchmarking – towards 'what a good one looks like' portfolio</p> <ul style="list-style-type: none"> • Networking with local schools, including moderation opportunities • Pupil progress meetings to specifically focus upon disadvantaged pupils – corresponding targets and review • Launch of 'Read It, Write It' project to focus children, to include disadvantaged pupils, led by TAs and Senco 	<p>SLT</p> <p>JMc MM</p>	<p>0.5 day per teacher x 10 staff = £1250</p> <p>Staff twilight training for RIWI project = 6 staff x 2hrs = £144 Staff delivery for RIWI – 6hrs per week (6 classes) x 38wks = £2850</p>	
D	<p>Increase the percentage of PP children attaining expected level in reading, writing and maths at the combined level in Y6.</p>	<ul style="list-style-type: none"> • Talk for Writing project launch (Sept 2018) at whole staff level (inset day), leading to grouped delivery and 	<p>EEF Research Within class attainment grouping +3mths</p> <p>The evidence on within-class attainment</p>	<ul style="list-style-type: none"> • Performance Management objectives and reviews • Book scrutiny 	<p>KF, DE & SS</p> <p>RS</p>	<p>Costings as budgeted above</p> <p>GDS Maths and Reading 2hrs</p>	<p>Dec 2018 Apr 2019 Jul 2019</p>

	Ensure this model is adopted in all cohorts in KS2.	<p>methods of working, in line with attainment levels</p> <ul style="list-style-type: none"> • Introduction of 'Free Writing Friday' at whole school level • Targeted action for ensuring PP children read at least 3x per week in the school environment. This will be supported by the reading challenge, detailed monitoring and the continued opportunity to embed 'buddy reader' programme • Focus support work for Reading and Maths at GDS level via quality first teaching 	<p>grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress.</p> <p>Within-class attainment grouping may also have an impact on wider outcomes such as confidence.</p>	<ul style="list-style-type: none"> • Moderation and development of benchmarking – towards 'what a good one looks like' portfolio • Networking with local schools, including moderation opportunities • Pupil progress meetings to specifically focus upon disadvantaged pupils – corresponding targets and review • Launch of 'Read It, Write It' project to focus children, to include disadvantaged pupils, led by TAs and Senco • Monitoring of reading records – diaries, logs, hearing children read etc • GDS Maths and Reading monitoring 		pwx38wks = £2926	
Total budgeted cost							£16260
ii. Targeted support							
	Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	Cost	When will you review

			rationale for this choice?				implement ation?
D.	Every child receives teaching which is good and often outstanding in every classroom every day	<ul style="list-style-type: none"> • Precision teaching techniques for TA colleagues, including appropriate CPD training • Targeted support and intervention matched against individual need • Whole staff training & CPD precision teaching techniques • Network opportunity for teaching staff (2x0.5day visits per staff) 	<p>EEF Research Individualised Instruction +3mths</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective</p>	<ul style="list-style-type: none"> • Reviews and session observations by Senco and English lead • Termly data analysis of progress and attainment • Precise intervention mapping and accountabilities • Learning walks • Lesson observations • 1xCPD twilight for all TA staff (precision teaching) • 1xCPD twilight for teaching/TA staff – outstanding lessons • Network reports and staff meeting lead 	JMc & RS	<p>3 x 0.5 days x 2staff = £750</p> <p>2hr twilight for 10 TA staff = £250</p> <p>2 x 0.5 day for 10 Teaching staff = £2500</p> <p>Delivery model for precision teaching for 2 pupils per cohort (rolling programme) (Y1-Y6) = 20min per day per pupil x 38 weeks = £1900</p>	<p>Mar 2019</p> <p>July 2019</p>

D	Disadvantaged pupils maintain the standard of attainment they achieved at the previous end of year and at key points (EYFS, KS1 & KS2)	<ul style="list-style-type: none"> • Effective intervention mapping and management of PP children, in line with SEN and immediate needs • Increased staff knowledge of PP children, including increased accountability as outlined in PM process • Improving the use of feedback and marking for all pupils in school (Inset, staff meeting etc) • Commitment to challenge PP pupils at greater depth standard. This will include access to targeted differentiation and challenge opportunities. • Review of OTrack data management system to explore full use and benefits for monitoring attainment and achievement of PP children. This will include training for 	<p>EEF Research as above Individualised Instruction +3mths</p> <p>EEF Research Mastery Learning +5mths</p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and</p>	<ul style="list-style-type: none"> • Performance management process • SEND & PP Gov monitoring of data outcomes and progress • Book scrutiny • Lesson observations • Pupil progress meetings • Performance Management measures for PP children • TA performance management systems to be introduced • Staff meeting minutes and sharing with colleagues 	SLT	<p>Pupil progress meetings 0.5day x 10 staff = £1250</p> <p>CT and TA liaison per year 0.5 x 10 CT supply = £1250</p> <p>3hrs x 10 TAs supply = £360</p> <p>Inset costs for mastery in subject knowledge (KN) = £500</p>	<p>Dec 2018 Apr 2019 Jul 2019</p> <p>Termly Termly</p> <p>Oct 2018 May 2019</p> <p>May 2019</p>
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		<p>SLT and teaching staff and will include liaison by class teachers with dedicated TA colleagues (1x0.5day per staff)</p> <ul style="list-style-type: none"> Detailed pupil progress meetings and review Establishing cohort targets at baseline entry and reviewing at termly intervals via pupil progress meetings 1xCPD (inset) for whole staff Reduction in class size for Y1 pupils 	<p>take responsibility for supporting each other's progress. It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test).</p> <p>EEF Research REduction in class size +3mths</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>				
D	Increase the percentage of PP children attaining expected level in reading, writing and maths at the combined level in KS2 (Y6)	<ul style="list-style-type: none"> Dedicated 1:1 tuition with experienced practitioner to support the learning needs of PP pupils in Y6 (12.5hrs per week) 	<p>EEF research One to One Tuition +5mths</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching.</p> <p>Evidence indicates that one to one tuition can be</p>	<ul style="list-style-type: none"> OTrack data monitoring MEP targets Intervention management Class Teacher and TA liaison Planning notes, including review and targets 	Senco DE LM	1:1 12.5hrs per week x 38 weeks = £5700	

			effective, delivering approximately five additional months' progress on average				
Total budgeted cost							£13210
iii. Other approaches							
E	For attendance rates for disadvantaged pupils, to be at least in line with national averages and to reduce the rates of persistent absenteeism for PP children, when compared to the previous year.	<ul style="list-style-type: none"> Formalised interaction with EWO Vulnerable pupils will attend school every day, at the punctual level, with the support of the LM. Non-attendees will be given support as required by LM. Dedicated LM time to facilitate daily attendance monitoring and follow up by 9.30am Deployment of admin staff to support the role of LM when recording and supporting absence 	Pupils who miss school often miss vital learning opportunities and the gap widens when compared to peers. Pupils need to attend to maximise progress and attain well.		RB EMC KF	1 x 0.5 day termly for EWO liaison = £270 5 x 20min per day LM follow up = £1900	
F	For pupils with identified social, emotional or health needs to be supported by school staff to aspire to remove or alleviate difficulties	<ul style="list-style-type: none"> Increased role of school-based Learning Mentor, increasing time available to support PP pupils with social, emotional or health needs 	EEF Research Behaviour Interventions +3mths Behaviour interventions seek to improve attainment by reducing challenging behaviour. The interventions	<ul style="list-style-type: none"> Reduced incidents of inappropriate negative behaviour choices, monitored via behaviour systems in school Positive supports and liaison with midday 	RB	1hr x 5days x 38 weeks clam club facilitation = £15 x 5 x 38 = £2850 Provision of resources for	

	<ul style="list-style-type: none"> • Development of lunchtime 'calm club' for PP children to support social, emotional and health needs • Learning Mentor training to attend Early Help Assessment and supporting parental engagement training • Development and promotion of activities in school to support disengaged parents of PP children eg coffee morning, book repair sessions and other volunteering projects. • Access to supportive networks such as attendance at breakfast /after school club for identified PP children, to help in 'preparing for the day', promoting a calm and settled start/close to the day • Training and dissemination on the use of the Boxall Profile to form effective baseline 	<p>themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes.</p> <p>EEF Research Parental Engagement +3mths The association between parental engagement and a child's academic success is well established.</p> <p>EEF Research Outdoor Adventure Learning +3mths Adventure education usually involves <u>collaborative learning experiences</u> with a high level of physical (and often emotional)</p>	<p>team to facilitate happy lunchtime play</p> <ul style="list-style-type: none"> • Increased visible evident of developing self-esteem and confidence for children with emotional and social needs 		<p>calm club = £500</p> <p>1 x 1day CPD for LM (supply) = £72</p> <p>Parental engagement activities and resources = £250</p> <p>Development of orienteering facility at school = £620</p> <p>Funding for up to 30 sessions per week PP children to attend breakfast club per year = £9120</p> <p>Funding for 10 sessions per week PP children to attend after school club = £3800</p>	
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		measure, to deliver subsequent programmes and measure impact.	challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <u>Metacognition and self-regulation</u>) may also be involved Breakfast and after school provision for PP children will encourage a calm start to the day, ensuring children have eaten a healthy breakfast. This also increases the positive parental engagement we wish to promote. CPP children who attend at the end of the day will have time to spend with their peers and reflect on the day in a calm and secure environment, supported by expert practitioners.				
G	For pupils to have a breadth of experiences that enable them to contextualise their learning and experience enrichment opportunities inside and outside school	<ul style="list-style-type: none"> Supportive structures that enable all PP children to have access to at least 3x extra-curricular/enrichment opportunities each year eg clubs such as sport, cookery, dance, science etc. This to 	Pupil engagement in a range of enrichment opportunities will be at the positive level for PP children.	<ul style="list-style-type: none"> Register tracking and monitoring to ensure all PP children have at least 3 opportunities to attend an enrichment activity, both in school and after school sessions, with a targeted follow up for hard to reach children 		Club attendance = 40chn x £10 x 3 sessions = £1200	

		<p>be tracked and monitored.</p> <ul style="list-style-type: none"> • Supported funding for PP children to attend visits off-site that promote 'awe and wonder' moments • Opportunity for all Y6 PP children to attend the school residential at either the part/full funded level • Funded opportunity for 'fishing' enrichment activity for 10 PP chn for 5 sessions 		<ul style="list-style-type: none"> • Evidence of impact through class work follow up eg writing progress • Dialogue and discussion 		<p>Funded visits for PP chn = 40x£15 = £600</p> <p>Residential = 7x£150 = £1050</p> <p>5x£250 supply = £1250</p> <p>Minibus hire for transport = 39miles x £0.85 x 2 = £66.50</p>	
Total budgeted cost							£23548.50
Total budgeted expenditure							£53018.50