

Pupil Premium Strategy Statement King Athelstan Primary School 2017-18

| 1. Summary information* | | | | | |
|-------------------------|-------------------------------|----------------------------------|-----------|--|---------------|
| School | King Athelstan Primary School | | | | |
| Academic Year | 2017-18 | Total PP budget | £ 117,820 | Date of most recent PP Review | February 2017 |
| Total number of pupils | 378 | Number of pupils eligible for PP | 86 | Date for next internal review of this strategy | July 2018 |

| 2. Current attainment (July 2017 - 12 PP children in Year 6) | | |
|--|--|-------------------|
| | <i>Pupils eligible for PP (school)</i> | <i>All Pupils</i> |
| % achieving in reading, writing and maths (end of Key Stage 2 July 2017) | 33% | 60% |
| % making expected progress in reading (end of Key Stage 2 July 2017) | 33% | 71% |
| % making expected progress in writing (end of Key Stage 2 July 2017) | 58% | 76% |
| % making expected progress in maths (end of Key Stage 2 July 2017) | 58% | 83% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Gap in basic skills between PP children and non PP children (particularly in upper KS2) |
| B. | Number of children who are PP that are also SEN / Child with Additional Needs (CAN) (e.g. there are 8 children in Year 3 (Jan 2018) who are also SEN) |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C. | Emotional barriers to learning/behaviour |
| D. | Impact of family context (e.g. parental emotional and mental health well-being) on ability of children to attend and learn effectively |
| E. | Impact of family context (e.g. financial constraints) on children's ability to broaden their life experiences |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A./B. | Lower ability/SEN PP children's development of basic skills is supported through bespoke intervention with PP teacher including 1:1, small group, and after school intervention clubs with PP teacher making links with parents/carers to support learning at home | Targeted lower ability/SEN PP children's basic skills are developed with a clear link between children's progress in terms of 'closing the gap' with other non PP children |
| A. | Identified PP children's learning is supported by working on the development of in-class strategies with teachers and teaching assistants so that all PP children make expected or better than expected progress | Identified PP's children's learning is improved leading to greater progress and attainment in core curriculum subjects |
| A. | PP children's access to the curriculum, engagement and progress throughout a lesson is supported through a creative and enriched curriculum and quality first teaching. | PP children's access to the curriculum, engagement and enjoyment in class learning tasks and progress during core curriculum (English and Maths) lessons is maximised |
| A. | Targeted more able PP children have their learning extended through acting as mentors with younger PP children in daily targeted 1:1 reading support. | Targeted more able PP children's learning and confidence is extended resulting in them attaining at a greater depth |
| C. | Targeted PP children are 'ready to learn' through provision of Nurture Team support | Targeted PP children's readiness to learn is maximised and maintained |
| D. | Parents/carers understanding of targeted PP children's needs and school provide parents/carers with strategies to support children at home through involvement of Nurture Team, PP Teacher and/or in-school Emotional Health Service (EHS) and Family Support. | Targeted PP children's parents/carers have a clear understanding of their children's needs and are best able to provide for these at home |
| E. | PP children's enjoyment and engagement in enrichment activities is supported through supported access to school clubs and educational visits and wider opportunities (e.g. music tuition in Year 4) | Targeted PP children are able to access and engage fully in school facilitated enrichment activities |

5. Planned expenditure

Academic year

2017 - 2018

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? |
|---|---|--|--|------------|--------------------------------------|
| Identified PP children's learning is supported so that all make expected or better than expected progress | Develop in-class strategies with teachers and teaching assistants | Staff who have tailored support and guidance on providing for the specific needs of individual children are best able to meet these children's needs. | Termly Progress Meetings as well as ongoing dialogue between staff and members of the SLT will facilitate the successful implementation of this action | LR/JP | Termly throughout the year |
| Identified PP children's access to the curriculum, engagement and progress during a lesson is maximised | Quality First Teaching and response to marking. | Pupils who are targeted with specific questioning regarding their learning at the start, during and at the end of a lesson are better able to make progress throughout a lesson. | Ongoing discussion point with TAs at their regular meeting as well as 'check ins' with teachers about the implementation of this action | LR/JP | Ongoing throughout the year |
| Total budgeted cost | | | | | See below |

| ii. Targeted support | | | | | |
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| 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? |
| Identified lower ability/SEN PP children's basic skills in English/Maths 'gaps' are filled | Bespoke intervention with PP teacher including 1:1, small group, and after school intervention sessions School Educational Psychologist to be available to consult with staff of SEN PP pupils as well as provide direct work to support school's understanding of such children's needs | Children who have specific 'gaps' in their basic skills make better progress and close the gap in terms of their attainment and Age Related Expectations when supported to fill these gaps. | Weekly discussion between PP teacher and PP Lead to discuss individual children's progress Termly Progress Meetings Termly EP planning meeting with SENCo (AHT Inclusion) | LR/SP/TH | Ongoing throughout the year |
| Targeted more able PP children have their learning extended and deepened. | Bespoke intervention with PP teacher | More able children have their learning extended and deepened through specific support and intervention | Weekly discussion between PP teacher and PP Lead to discuss individual children's progress. Termly Progress Meetings | LR/SP | Ongoing throughout the year |
| Targeted PP children have the opportunity to access tailored PP after school clubs | SEN/Lower ability PP children are targeted for involvement in after school clubs | Targeted PP children don't usually get the chance to engage in activities provided in after school clubs because of family context and so 'miss out' on quality enrichment activities. | Termly discussion between Clubs Lead, Clubs Administrator and PP Lead to ensure fair provision | LR/DM/SA | Ongoing throughout the year |
| Total budgeted cost | | | | | See below |
| iii. Other approaches | | | | | |
| 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? |
| Ensure targeted PP children are ready to learn | Provision of targeted Nurture Team support (i.e. involvement in group nurture sessions, 1:1 nurture support, | Children's readiness to learn is a key factor in their ability to engage with the learning in class which, in turn, has a direct link to the progress made within a lesson | Regular Inclusion Team meetings (involving SENCo/Designated Teacher for CP, Nurture Lead, PP Intervention Teacher and EAL/SALT intervention teacher) to | DR/TH | Fortnightly Inclusion Team meetings Fortnightly Safeguarding meetings |

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| | playground support, Pets as therapy, EHS (Emotional Health Service) | | discuss, monitor and progress targeted children. Ongoing dialogue between Nurture Lead and Designated Safeguarding Leads | | Termly Nurture Team review with class teachers |
| Engage parents/carers in understanding of targeted PP children's needs and provide them with strategies to support them at home | Involvement of Nurture Team and/or in-school Family Support Worker and/or in-school TAMHS (Targeted Mental Health Service) clinician | Parents/carers of PP children who fully understand their children's needs and are best placed to meet these (through advice and support) will be most impactful upon their children's development in a positive manner. | The school will aim to develop and maintain good open communication with parents and carers to facilitate engagement with them and best move forward actions planned to impact positively upon their children. | DR/TH/SP | Fortnightly Inclusion Team meetings Fortnightly Safeguarding meetings Nurture feedback sessions with parents |
| Support targeted PP children's enjoyment and engagement in enrichment experiences | PP children are able to access one free after school club per term. The school's PP teacher also targets specific PP children for inclusion in 2 PP after school clubs The school subsidises the cost of board and lodging for PP children going on Yr 6 residential School Journey | Targeted PP children who are able to access and engage fully in school facilitated enrichment activities feel more 'part' of whole school life | PP children to be offered one free after school club each term. Targeted PP children to be offered place at one of 2 after school 'PP clubs' Year 6 PP children to have cost of School Journey subsidised by £50 per child | DMcL/LR /SA/DR | Termly review of take up of after school club places and places at 'PP clubs' ran by PP teacher Yearly review of subsidising of PP children for School Journey. |
| Targeted PP children in EYFS have support for learning opportunities through play at lunchtimes | Class NNEBs are paid to provide an hour (30 mins each) support for PP children during the lunch hour to facilitate further learning opportunities and to secure positive social experience of eating together. | Children who are supported through play activities can better access the learning opportunities that these present | | EN | Yearly review of staffing |
| Total budgeted cost | | | | | Staffing £105,772 School Journey £400 Emotional Health £8,775 PP Benefits Service £460 EP Service additional 'buy in' hours £14,055 |

| Review of expenditure | | | | |
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| Previous Academic Year | | 2016-17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | 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 |
| Identified PP children's learning is supported so that all make expected or better than expected progress. | Develop in-class strategies with teachers and teaching assistants, including response to marking. | End of year data showed a significant improvement on the previous year in Reading, Writing and Maths. | Yes. End of year data showed progress in Reading, Writing and Maths with PP children's progress closer to non PP children and closer to the expected level of progress. | Staffing £96,747 TA salaries included from main budget |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | 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 |
| Identified lower ability /SEN PP children's basic skills in English and Maths 'gaps' are filled. | Bespoke intervention with PP teacher including 1:1, small group, and after school intervention sessions School Educational Psychologist to be available to consult with staff of SEN | Children working with PP teacher made progress through readiness to learn and the transfer of skills. The intervention was bespoke to the children's specific needs, within the curriculum but all work was related to the daily activity in class, including some pre teaching. 40 Sessions of EP time used with a focus of PP children with SEN. | Yes. There was a positive impact on targeted children's learning behaviour including self-esteem. A higher focus on children led to children sustaining their efforts. Ensuring the learning is bespoke to each child. Commitment to longer term support to targeted children. | £13,000 |
| Targeted more able PP children have their learning extended and deepened. | Bespoke intervention with PP teacher Reading Buddies Scheme. After School PP clubs | Children supporting younger PP readers. Children's own reading skills improved through supporting others. They developed skills nurturing and supporting others which will be of benefit in their future. Children attending after school PP clubs experienced a range of craft skills and produced 5 separate high quality items for Thinkers Project and sharing with the class. | Yes. Cross phase relationships between children has had a positive impact on children's self-esteem. Yes. Children's improvement in confidence and their profile within the class was significant. | Staffing £96,747 TA salaries included from main budget |

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|---|---|--|--|--|
| Targeted PP children have the opportunity to access tailored PP after school clubs. | SEN/lower ability children are targeted for involvement in PP afterschool clubs | Children working with PP teacher were able to take part in enrichment activities including art music and crafts and make a contribution to Learners Projects for display at the end of term. | Yes. There was a positive impact on children's self-esteem and confidence. | |
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| iii. Other approaches | | | | |
|---|--|---|---|---|
| Desired outcome | Chosen action/approach | 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 |
| Ensure targeted PP children are ready to learn | Provision of targeted Nurture Team support | Within Nurture sessions children developed resilience and confidence in their learning. They were encouraged to take risks and were able to transfer these skills into class using Nurture targets and cohesive support from teachers and the Nurture team. | Nurture Team, contributed significantly to desired outcomes for PP children and their families during 2016-17 academic year and will continue into the 2017-18 academic year. | Staffing £96,747 TA salaries included from main budget |
| Engage parents/carers in understanding of targeted PP children's needs and provide them with strategies to support them at home | Provision of targeted Nurture Team support (i.e. involvement in group nurture sessions, 1:1 nurture support, playground support, Pets as therapy,) | Teachers reported increased engagement, focus and enjoyment of learning in class. By creating a welcoming, non-judgemental approach, the Nurture Team built bridges between parents/ carers and the school and created strong trusted foundations in order to facilitate a 'team around the child'. The team encouraged parents/carers to continue positive role modelling, learning support (e.g. phonics support) and to widen life experiences to support their children. | Engagement with parents and carers has been particularly successful and behaviour incidents have reduced. Working with parents and carers will be prioritised by the PP intervention teacher. | |
| Support targeted PP children's enjoyment and engagement in enrichment experiences | PP children are able to access one free after school club per term. The school subsidises the cost of board and lodging for PP children going on Yr 6 residential School Journey | Nos. of PP children attending after school clubs in 2016-17 academic year were: Autumn Term - 58 Spring Term - 46 Summer Term – 63 7 Year 6 PP children went on the School Journey in the Summer Term 2016 out of a total of 8 PP children in Year 6 | | School Journey subsidy £400 |

6. Additional detail

King Athelstan Practice

Accelerating progress: a rationale for PP children

Our aim is to remove barriers to learning for our PP children, open up their learning and engage them in their education.

- Ensure children are ready to learn through provision of Nurture, Emotional Health and Educational Psychologist services
- Support children's development of basic skills through bespoke intervention with PP teacher including 1:1, small group, after school intervention sessions
- Support children's development by working on the development of in class strategies with teachers and teaching assistants
- Support children's enjoyment and engagement in enrichment experiences through clubs and trips
- Support children's access, engagement and progress through focussed in class questioning
- Engage parents/carers in understanding of their child's needs and provide them with strategies to support them at home

Our aim is that "home-grown" PP children achieve at least National Expected Standards by the end of KS2.

Deploying staff effectively

Staff specifically supporting PP children within their roles includes 2 Nurture Team staff, 1 experienced PP teacher, TA/NNEB support in every class.

PP Teacher role:

- Data analysis / Needs analysis
- PP intervention
- Provision mapping
- Training for staff on intervention strategies for individuals or groups
- Support staff in differentiation, at planning and delivery stage, to improve access to learning through scaffolding
- Support transition to independence in class
- Redefine pupil individual targets in agreement with class teacher
- Future needs/recommendations added to needs analysis
- Parental/carers engagement with explicit reference to targets
- Monitoring and reporting

Nurture Lead role:

- Nurture development & management
- Planning
- Resource Management

- Pre-teaching of /additional support for basic skills
- Readiness to Learn
- 1:1 nurture intervention
- Pupil induction support
- Evaluation and monitoring
- Family Support referrals
- Family Liaison
- Emotional Health Service Buy in liaison : Art Therapy with Art phycologist, Group work with parents, support clinical phycologist.
- Pets As Therapy liaison
- CIN/Child protection case holder
- Lead professional
- Designated Safeguarding Lead (Deputy)
- Whole School wellbeing
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PP children's attendance

| Year | No. of PP Children | % Attendance |
|-------------|---------------------------|---------------------|
| 2014-2015 | 110 | 94.4% |
| 2015-2016 | 102 | 94.6% |
| 2016-2017 | 71 | 94.70% |

Data over time

Key Stage 2

2013-14 100% PP children made expected progress in Reading, Writing and Maths. In reading more PP children exceeded expected progress than non PP. PP exceeded non PP at the combined attainment measure, achieving 65% in RWM.

2014-15 100% PP children made expected progress in Reading and Writing and all but 1 made expected progress in Maths. PP achieved 80% at the combined RWM attainment measure.

2015-16 progress was extremely poor ranging from 18% (school's own measure) to 53% for PP children and 59%-76% for non PP. Attainment ranged from 33% achieving the ExS to 61% although Teacher Assessment was higher in reading particularly, with children demonstrating stronger skills in class and practice papers.

2016-17 Attainment gap ranged from -25% to -35%. Progress in Reading was -0.3 (Vs 2.7 for "all"). Progress in writing was -1.5 (vs -1.5 for "all"). Progress in maths was much stronger at 1.6 (vs 3.2 for "all")

Following success in achieving strong outcomes for PP children by the end of KS2, the change in National Focus has presented a significant

challenge to all pupils but particularly PP and EAL. The main aspect of this was linked to understanding and interpretation of specific vocabulary. For many PP children who come from 'non-talk-a-lot' families this issue was compounded by their lack of life experience. This continues to direct the school's focus of support and expenditure for 2017-18.

Key Stage 1

2013-14 PP children's attainment at the ExS (Level 2) exceeded non PP in reading and maths and was broadly in line in writing with non PP. PP attainment at exceeding the ExS (Level 3) was low.

2014-15 PP children's attainment was lower than non PP in all subjects at the ExS (Level 2). PP attainment at exceeding the ExS (Level 3) was low. More able PP were a focus for the following year.

2015-16 progress was extremely poor ranging from 18% (school's own measure) to 53% for PP children and 59%-76% for non PP. Attainment ranged from 33% achieving the ExS to 61% although Teacher Assessment was higher in reading particularly, with children demonstrating stronger skills in class and practice papers. The greatest challenge was linked to understanding and interpretation of specific vocabulary. This has redirected the school's focus of support and expenditure.

2016-17 Attainment gap ranged from -17% to -30%.

Across the school PP children make broadly the same in year progress as non PP however in order to close the attainment gap, progress needs to be accelerated.