

Pupil Premium Strategy Statement King Athelstan Primary School 2016-17

1. Summary information					
School	King Athelstan Primary School				
Academic Year	2016-17	Total PP budget	£121, 440	Date of most recent PP Review	August 2016
Total number of pupils	412	Number of pupils eligible for PP	92	Date for next internal review of this strategy	July 2017

2. Current attainment (July 2016 - 18 PP children in Year 6)		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths (end of Key Stage 2 July 2016)	28%	50% (school) 60% (national)
% making expected progress in reading (end of Key Stage 2 July 2016)	18% (-2.95 RAISE)	59% (school data) -1.30 (RAISE)
% making expected progress in writing (end of Key Stage 2 July 2016)	53% (-3.70 RAISE)	76% (school data) -1.33 RAISE
% making expected progress in maths (end of Key Stage 2 July 2016)	53% (-2.62 RAISE)	65% (school data) 1.61 (RAISE)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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 (e.g. 3 children in Year 6 July 2016 all of which were high level SEN with an EHCP)
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 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		
	<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 focused in-class questioning by class teaching assistants	PP children's access to the curriculum, engagement 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 bespoke intervention with PP teacher	Targeted more able PP children's learning 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 provides parents/carers with strategies to support children at home through involvement of Nurture Team, PP Teacher and/or in-school Family Support Worker and/or in-school TAMHS (Targeted Mental Health Service).	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	Targeted PP children are able to access and engage fully in school facilitated enrichment activities

5. Planned expenditure**Academic year****2016 - 2017**

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	TH/MP	Termly throughout the year
Identified PP children's access to the curriculum, engagement and progress during a lesson is maximised	Focused in-class questioning by class teaching assistants during daily core lesson	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	TH/JP	Ongoing throughout the year
Total budgeted cost					See below

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 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 AHT (Inclusion) to discuss individual children's progress Termly Progress Meetings Termly EP planning meeting with SENCo (AHT Inclusion)	TH/MP	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 AHT (Inclusion) to discuss individual children's progress. Termly Progress Meetings	TH/MP	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.	Weekly discussion between PP teacher and AHT (Inclusion) to discuss individual children's progress.	TH/MP	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, playground support, Pets as therapy, TAMHS family group)	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 discuss, monitor and progress targeted children. Ongoing dialogue between Nurture Lead and Designated Safeguarding Leads	DR/TH	Fortnightly Inclusion Team meetings Fortnightly Safeguarding meetings 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/MP	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/MP/JB /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 £96,747 TA salaries included from main budget TAMHS £8,000 FSW £5,000 School Journey £400 EP Service additional 'buy in' hours £5,400

Review of expenditure				
Previous Academic Year		2015-16		
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 make expected or better than expected progress in English and Maths	1:1 conferencing with class teacher weekly	The impact of 1:1 conferencing on targeted PP's children's progress was variable	The school did not feel that this approach resulted in sufficient impact on enough PP children's progress and so did not continue with this approach moving into 2016-17 as a more regular and concentrated approach was needed i.e. fewer children having daily support over a block of weeks in order to make a bigger difference and move learning on significantly.	£25,752
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 PP children make expected or better than expected progress in English and Maths	1:1 tutoring of PP children by specialist teachers for 1 hour per week	The impact of 1:1 tutoring on targeted PP's children's progress was variable across the school. However historically (until 2015-16) it proved to have strong impact over time so that by the end of Year 6, children had made very good progress from low starting points.	Whilst this approach did contribute to improvements in progress for pupils by the end of Year 6 under the previous assessment arrangements, the school felt that a more tailored and regular/concentrated approach (i.e. more than once per week) provided by a dedicated 0.8 in-house PP teacher who was able to transfer approaches into class, alongside providing onsite training for staff, would be better able to meet individual pupils' needs and therefore improve progress. Focus needs to be on vocabulary in line with new assessment arrangements.	£41,740
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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	Nurture Team, in-house FSW and in-house TAMHS all contributed significantly to desired outcomes for PP children and their families during 2015-16 academic year and will continue into the 2016-17 academic year.	All staffing £68,000

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, TAMHS family group)	<p>from teachers and the Nurture team. Teachers reported increased engagement, focus and enjoyment of learning in class.</p> <p>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</p>	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	<p>Nos. of PP children attending after school clubs in 2015-16 academic year were: Aut Term - 54 Spring Term - 51 Summer Term - 51</p> <p>16 Year 6 PP children went on the School Journey in the Summer Term 2016 out of a total of 18 PP children in Year 6</p>		School Journey subsidy £500

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: including FSW and TAMHS 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 x 0.8 experienced PP teacher from Sept 2016 (replacing previously experienced 1:1 tutors), 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/carer 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 Worker Liaison
- Family Liaison
- TAMHS
- Pets As Therapy liaison
- CIN/Child protection case holder
- Lead professional
- Designated Safeguarding Lead (Deputy)
- Coaching

PP children's attendance

Year	No. of PP Children	% Attendance
2014-2015	110	94.4%
2015-2016	102	94.6%
2016-2017 (Target 95%+)	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.

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 has redirected the school's focus of support and expenditure for 2016-17.

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.

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.