

Pupil Premium Strategy Statement King Athelstan Primary School 2019-20

1. Summary information*					
School	King Athelstan Primary School				
Academic Year	2019-20	Total PP budget	£121,400	Date of most recent PP Review	February 2017
Total number of pupils	406	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2020

2. Current attainment (July 2019 – 17 PP children in Year 6)			
	<i>*approximate school measure prior to data release</i>	<i>Pupils eligible for PP (school)</i>	<i>All Pupils</i>
% achieving in reading, writing and maths (end of Key Stage 2 July 2019)		29% (reading 41%, writing 53%, maths 65%)	52%
expected progress in reading (end of Key Stage 2 July 2019)		-1.4	0.6
expected progress in writing (end of Key Stage 2 July 2019)		0	0.4
expected progress in maths (end of Key Stage 2 July 2019)		-1.7	0.3

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
B.	Number of children who are PP that are also SEN / Child with Additional Needs (CAN) (e.g. there are 28 children who are also SEN (31% of PP children) , 9 of whom are in Year 5 (Oct 2019))
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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./B.	For all children to make expected progress in reading	PP children's reading progress is maximised. Targeted interventions, regularly reviewed to ensure impact.
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.	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 2019-20					
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 : For all children to make at least expected progress in Reading					
	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?
	Daily Phonics in EYFS and KS1	Children enter school with below typical CLL, reading and writing and we	Sharing this aim explicitly with all staff.	NA (Teaching and	Termly on receipt of whole school data.

	<p>Daily hour-long whole class guided Reading sessions, which will include word and sentence level understanding and high quality inference questioning in every lesson.</p> <p>All teachers to explicitly develop inference questioning skills daily, using the picture based resource (ppt) developed by SLT</p> <p>High quality guided reading texts used by all year groups</p> <p>Each teacher will spend some of their daily curriculum time reading a high quality text aloud to their children so that children have the ability to comprehend whole texts at a higher level</p>	<p>therefore focus on teaching vocabulary in all subjects.</p> <p>Synthetic Phonics taught daily in EYFS and KS1 to ensure that children make expected progress.</p> <p>The use of high quality texts, questioning and guided reading lesson content expectations will raise the standard of guided reading teaching</p>	<p>CPD termly in Staff Meetings focusing on: inference questioning; reminders to teachers of expectations in GR sessions; modelling of reading activities to support writing.</p> <p>Half-termly book looks completed by SLT and feedback given to teaching staff.</p> <p>Learning dialogs focus on phonics (KS1) and Guided reading (KS2) early in the year (autumn term) to ensure high standards. SLT and the Teaching and Learning lead follow these up and support planning or team-teach where needed.</p> <p>Half-termly whole school data analysis and pupil progress meetings. This is shared with class teachers who then review reading interventions and additional support for PP children</p> <p>Mock phonics tests are set every term to track children's progress and follow up research based interventions are put in place (Phonics 1:1) following data review.</p>	<p>Learning Lead and English Lead)</p> <p>LR (PP Lead)</p> <p>NA(Head teacher)</p> <p>JP (Deputy Head)</p> <p>KL (Head of EYFS)</p>	<p>Pupil progress meetings take place termly.</p>
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?

<p>Identified lower ability/SEN PP children's basic skills in English/Maths 'gaps' are filled</p>	<p>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</p>	<p>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.</p>	<p>Termly Progress Meetings Termly EP planning meeting with SENCo (AHT Inclusion)</p>	<p>Leadership Team</p>	<p>Ongoing throughout the year</p>
<p>For all PP children to make at least expected progress in Reading</p>	<p>Evidence based interventions (small group or 1:1) including:</p> <ul style="list-style-type: none"> Early morning reading groups Assembly reading small groups with teacher Phonics 1:1 –daily with teacher Reading with a trained adult volunteer 	<p>Research from the EEF (Educational Endowment Foundations) Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results</p>	<p>Half-termly whole school data analysis and pupil progress meetings. PP Lead prepares schedule of PP reading interventions and termly progress from TT to assist in measuring progress. This is shared with class teachers who then review reading interventions and additional support for PP children</p>	<p>SLT, English Lead</p>	<p>Ongoing throughout the year</p>

	<p>Teachers Liaising with parents to support learning at home</p> <p>Monitoring of attendance at parents' evenings</p> <p>All teachers to share with parents each pupil's attainment, including written evidence for parent to take home at parent's evenings. Sharing 'what we are doing to support ' and 'what you can do to support' next steps for each child.</p>		<p>Use of Parent's evening booking system and follow up contact by office for non-attenders</p>	SLT	
Targeted PP children have the opportunity to access tailored PP after school	SEN/Lower ability PP children are targeted for involvement in after school clubs(external providers)	Targeted PP children do not 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
Targeted PP children have access to Easter booster	SEN/PP children are targeted for additional teaching and SATS preparation in the Spring half term and Easter holidays	To provide continuous support in reading and maths that PP may not have access to in the holidays.	Discussion between HT, Year 6 class teachers and parents and carers	EN/LR/LD	Ongoing throughout the year
Targeted more able PP children have their learning extended	Reading Buddies Scheme with KS1 children	Children supporting younger PP readers increases their self-esteem. Children's own reading skills improved through supporting others. They developed skills, nurturing and supporting others, which will be of benefit in their future	Supervised by KS1 teachers and progress reviewed by upper KS2 and KS1 Teachers and by PP lead on a termly basis.	LR	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, EHS (Emotional Health Service)	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, EAL/SALT intervention teacher) to discuss, monitor and progress targeted children. Ongoing dialogue between Nurture Lead and Designated Safeguarding Leads	AG	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 Emotional Health Service, including group work and parent support with Clinical Psychologist.	Parents/carers of PP children who fully understand their children's needs are best placed to meet these needs (through advice and support). They will be able to have an impact 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.	AG/DR	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 subsidises the cost of board and lodging for PP children going on Yr6 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	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	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.

<p>Targeted PP children in EYFS have support for learning opportunities through play at lunchtimes</p>	<p>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.</p>	<p>Children who are supported through play activities can better access the learning opportunities that these present</p>		<p>EN</p>	<p>Yearly review of staffing</p>
<p>Children with SEN and PP funding have appropriate support to meet their needs, identified and regularly reviewed to ensure they are able to make maximum progress.</p>	<p>Class teachers, the inclusion team and professionals regularly review (termly) SEND support plans and processes around these children. These strategies along with recommendations are shared with parents and carers to support continued learning at home.</p>	<p>Identification of appropriate classroom support and strategies, and interventions and support tailored to meet needs, which are regularly reviewed and evaluated, will allow children to be able to better access learning.</p>	<p>Data review and progress Meetings Termly SEND meetings between parents/carers and Class teachers</p>	<p>SLT / AG</p>	<p>Termly on receipt of whole school data. Pupil progress meetings take place termly. Fortnightly Inclusion Team meetings</p>
<p>Total budgeted cost</p>					<p>Staffing £90,463 School Journey £600 Emotional Health £6736 Music Service £1260 EP Service additional 'buy in' hours £12,611 NNEB lunchtime support £3,696 Feb and Easter Booster for Year 6 £900 +£2487</p>

Review of expenditure				
Previous Academic Year		2018-19		
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 appropriate differentiation.	In-year progress in Year 6 was above expectation in all subjects (R 8.1, Wr 7.6, M 9). In all year groups, it is more consistently in-line with expected progress than the previous year. It is only significantly below in Year 1 Maths.	Yes. Vocabulary is a challenge as children enter school with below typical communication and language knowledge and skills and this has an impact on both reading and writing. Reading will be the focus of PP strategy next year.	Staffing £101,692 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/Maths 'gaps' are filled	Bespoke intervention with PP teacher including 1:1, small group, and after school intervention sessions PP teacher to liaise with parents of 1:1 targeted children making links to support learning at home.	Targeted children made progress however, this progress was limited to the period they were receiving 1:1 Support and PP children did not sustain the accelerated progress when they returned to the classroom. Engagement with parents was improved with parents using activities, coached by PP teacher, with their children at home.	No. This is in part because whilst the PP 1:1 teacher was able to make a significant impact, that impact was only able to target a limited number of children over the course of a term.	See below

	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	30 core and 183 buy-back sessions of EP time used with a focus of PP children with SEN – 4 EHCPs confirmed.	Yes. Reflecting the increasing complex cohort. There has been a positive impact, facilitating teachers and support staff working with these children. Including supervision of support staff supporting pupils with severe and complex needs.	
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	Children were able to take part in enrichment activities including sports, homework, computing, art, music and crafts clubs.	Yes. There was a positive impact on children's self-esteem and confidence.	See below
Targeted more able PP children have their learning extended and deepened.	Bespoke intervention with PP teacher Reading Buddies Scheme.	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.	Yes. Cross phase relationships between children has had a positive impact on children's self-esteem. Will continue under supervision of KS1 teachers	See below
lii 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 (i.e. involvement in group nurture sessions, 1:1 nurture support, playground support, Pets as therapy,	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. Teachers reported increased engagement, focus and enjoyment of learning in class.	Yes. Nurture Team, contributed to desired outcomes for PP children and their families during 2017-18 academic year.	Staffing £101,692 TA salaries included from main budget

	EHS (Emotional Health Service)	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.	
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 Emotional Health Service, including group work and parent support with Clinical Psychologist.			
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 PP after school clubs. The school subsidises the cost of board and lodging for PP children going on Yr6 residential School Journey	Nos. of PP children attending after school clubs in 2017-18 academic year were: Autumn Term –58% Spring Term - 65% Summer Term – 75% 86% of PP children attended 1 or more clubs during the year. 16 Year 6 PP children went on the School Journey in the Summer Term 2019 out of a total of 17 PP children in Year 6	Yes	School Journey subsidy £800
Targeted PP children in EYFS have support for learning opportunities through play at lunchtimes	Class NNEBs are paid to provide an hour (30 min.s each) support for PP children during the lunch hour to facilitate further learning	Children who are supported through play activities can better access the learning opportunities that these present. EYFS teachers reported increased engagement, focus and enjoyment of learning in class.	Yes	NNEB lunchtime support £2,047.50

	opportunities and to secure positive social experience of eating together.			

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 with a focus on reading through quality first teaching and targeted evidence –based interventions
- 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 3 Nurture Team staff, TA/NNEB support in every class.

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
- Family Support referrals
- Family Liaison
- Emotional Health Service Buy in liaison : Art Therapy with Art psychologist, Group work with parents, support clinical psychologist.
- Pets As Therapy liaison
- CIN/Child protection case holder
- Designated Safeguarding Lead (Deputy)
- Whole School wellbeing

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%
2017-2018	86	93.7%
2018-2019	101	94.1%

Data over time

Key Stage 2

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")

2017-18 The attainment gap was : Reading -18.7, Writing -39% and Maths -38.9%. However the in-year steps progress within Year 6 was greater than non-PP children.

2018-19 The attainment gap between PPG and Non PPG children was : Reading -30.2%, Writing -18.8% and Maths -18.2%. However the in-year steps progress within Year 6 continues to be greater than non-PP children in Reading and Maths.

A continuing issue for many PP children is their lack of life experience and a lower level of reading. This continues to direct the school's focus of support and expenditure for 2019-20

Key Stage 1

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%.

2017-18 91% of PP children passed phonics screening (vs 81% of all), reflecting the success of support staff interventions. The attainment gap in Reading (-32%), Writing (-44%) and Maths (-44%). Science was stronger with PP broadly in line with all.

2018-19 65% (11 out of 17) of PP children passed phonics screening (vs 81% of all). The attainment gap in Reading (-25%), Writing (-24%) and Maths (-33%). PP attainment improved on the previous year at EXS (expected standard) and Greater Depth in all subjects.

EYFS

2017-18 90% of PP children made a Good Level of Development in EYFS (vs 75% for all).

2018-19 67% (2 out of 3) children with PP funding in EYFS achieved GLD (Good Level of Development)

Children with PP funding made 5.2 steps progress in Prime Areas and Literacy and Maths from Autumn 1 – Summer 2. Children without PP funding made 4.9 steps progress

Across the school (Years 1-5) 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.