

# Pupil premium strategy statement (primary)

1. Summary information					
School	Aycliffe Drive Primary School				
Academic Year	2017/18	Total PP budget	£124,009	Date of most recent PP Review	Jan 18
Total number of pupils	307	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 18

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving in reading, writing and maths	30%	67%
% making progress in reading	31%	NA
% making progress in writing	59%	NA
% making progress in maths	18%	NA

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Many of our disadvantaged pupils experience social and emotional problems which impact on their learning, and lack resilience.
B.	Reading progress is below expected due to limited vocabulary knowledge and therefore problems understanding inference.
C.	Maths progress across the school is below expected because of difficulty with reasoning skills
D	In year 2 a high percentage of PP children were low achievers at the end of EYFS
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance of a small group of disadvantaged and vulnerable families has fallen below national expectations.

<b>E</b>	There is a high level of social care needs amongst families where children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and little access to enrichment activities.
----------	--

<b>4. Desired outcomes</b>		
----------------------------	--	--

<b>A.</b>	The allocation of pupil premium funding is effective and efficient in addressing barriers to learning, and expected or accelerated progress is made against regular targets.	Provision is monitored and reviewed half termly. Measurable targets made at Pupil Progress meetings are reviewed and met. Pupils make expected or accelerated progress SEND pupils make significant steps of progress appropriate to their needs.
<b>B.</b>	Raised attainment and expected or accelerated pupil progress in maths and reading by the end of KS2.	Pupils make expected or accelerated progress from end of KS1 to KS2. The gap between PP pupils attainment and National other is reduced by to 10% or less in reading and 15% or less in maths There is little or no gap between PP pupils progress and other pupils nationally
<b>C.</b>	Year 2 PP pupils make expected or accelerated progress.	PP pupils make progress in line with other pupils in school and nationally
<b>D.</b>	Support is given for pupils emotional and social needs so that they are ready to learn.	Pupils identified as having social and emotional problems are making progress in line with their peers (in school data) Teachers report pupils as having a positive attitude to their learning. Pupils show resilience in their learning.
<b>E.</b>	To provide PP pupils with access to a variety of enrichment activities	A high number of PP pupils attend clubs. All pupils have regular access to Forest School. Access is provided for breakfast club to most needy families. All pupils regularly attend trips and curriculum enrichment activities.
<b>F.</b>	Increased attendance rates for pupils eligible for PP	PP attendance is at 95% Improved attendance for target families and individuals below 80% to 90% + by year end.

## 5. Planned expenditure

**Academic year**

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?
<p>All pupils entitled to pupil premium will make good or better progress The attainment of pupils entitled to pupil premium will be in line with or better than other pupils Termly analysis of data will indicate that the gap is closing for pupils entitled to Pupil Premium Tracking of Pupil Premium will clearly identify spend and the impact on outcomes for pupils</p>	<p>Targeted intervention. Provision reviewed half termly and adjusted according to changing needs of pupils</p> <p>Focused teaching groups taught by experienced teachers.</p>	<p>Data from 2017 SATS shows that, despite the progress improving from 2016, disadvantaged pupils made progress significantly below other pupils nationally in reading and maths.</p> <p>Interventions – lacked smart targets and were not reviewed tightly enough.</p>	<p>Thorough monitoring to ensure that day to day teaching meets the needs of this group of pupils (on-going)</p> <p>Lesson observations</p>	<p><b>PP Lead</b></p>	<p><b>Summer 18</b></p>

<p>Pupils meet or exceed national attainment averages in reading and maths</p> <p>Disadvantaged pupils make progress in line with non-disadvantaged pupils</p> <p>Attainment gap in Y6 between disadvantaged and non-disadvantaged pupils has been reduced</p> <p>The proportions of UKS2 pupils making expected progress and exceeding expected progress is good</p>	<p>Deputy to work with children at risk of not achieving National in Oak and Redwood Deputy to support new to Y6 teacher with planning for maths and provision for more able. Senior UKS2 teacher to work with pupils at greater depth across year 6</p> <p>Interventions for LAP by TAs</p>	<p>Maths progress for pupil premium pupils fell significantly below national average in 2017.</p> <p>The gap between attainment for maths for PP pupils against other pupils nationally was</p>	<p>Work scrutiny Lesson observations Pupil Progress meetings</p>	<p>Maths Lead</p>	
<p>Implementation of the maths curriculum, and the embedding of key skills across the school is effective</p>	<p>Maths action plan to form a key part of this year's school plan. (See school Plan for details)</p> <p>Introduction of HFL Essentials maths scheme</p>	<p>Maths progress for pupil premium pupils fell significantly below national average in 2017.</p> <p>The gap between attainment for maths for PP pupils against other pupils nationally was</p>	<p>Work scrutiny Lesson observations Monitoring by HFL adviser</p>	<p>PP lead English Lead</p>	
<p>PPG pupils are supported with reading skills in particular inference and vocabulary Disadvantaged pupils with low prior attainment in reading rise above national floor target for progress</p>	<p>Increased emphasis on reading fluency being modelled explicitly Meetings with staff around support for teacher led guided reading.</p>	<p>Reading achievement has dropped in 2017</p>	<p>Monitoring by HFL adviser Lesson observations Pupil Progress meetings</p>	<p>English Lead</p>	

**Total budgeted cost** £50,981.22

**ii. Targeted support**

Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you
-----------------	--------	------------------------------------	---------------------------	------------	---------------

	action/approach	for this choice?	implemented well?		review implementation?
The achievement of pupils entitled to pupil premium in yr 6 will be in line with or better than other pupils	Experienced teachers to provide additional support in English and mathematics in Year 6 under the direction of class teachers	Data from 2017 SATS shows that, despite the progress improving from 2016, disadvantaged pupils made progress significantly below other pupils nationally in reading and maths.	On-going monitoring of progress of UKS2 pupils  PP pupils make expected or better progress in KS2 SATs	PP lead	
Pupils who are both PP and SEND are not at an adverse disadvantage to their peers and are making expected progress Provision is appropriate and focussed from a secure baseline.	Employment of specialist SEND teacher to support <b>INCO</b> to work with pupils in small groups and 1 to 1 Termly reading tests and analysis (SEND) Implementation of maths assessments(SEND) Speech and language screening tool in foundation stage, and in other year groups where appropriate Case studies written to evidence the significant progress made by SEND pupils outside of the National Curriculum	Some pupils did not make the progress expected for other pupils across the national curriculum, as progress is slowing as they move through the school.  Progress is increasingly difficult to measure if pupils begin significantly below National expectations.	Termly SEND pupil progress meetings  Specialist SEND assessments  Use of IALD in early years  Observations of the provision	INCO	

Disadvantaged pupils will make expected progress in reading	Yr 6 booster classes  Deputy to support in y6 with guided reading	Reading achievement has dropped in 2017	Lesson observations to focus particularly on learning and progress of disadvantaged pupils (see monitoring schedule)  Regular data monitoring	Deputy and English Lead	
<b>Total budgeted cost</b>					£47,489.64
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The progress of pupils entitled to pupil premium will be in line with or better than other pupils	One day per week leadership and management focus to enable pupil premium lead to carry out in depth monitoring	Interventions – lacked smart targets and were not reviewed tightly enough.  Interventions discussed but not monitored closely enough to prove their effectiveness	Observation of interventions with specific focus on PP children.  Pupil Interviews  Impact of interventions to be monitored through half-termly PPMs and observations  Lesson observations to focus particularly on learning and progress of disadvantaged pupils (see monitoring schedule)  Observations of all identified interventions.	PP lead	
Steps taken improve attendance for those children where it is an issue. There is an improvement in their attendance. (Attendance has been identified in the 2016/17 school plan) Families with attendance below 80% in July 17 increase to above 90% in July 18	Identification of pupils whose attendance is causing a barrier to learning Parents contacted if attendance drops below 95% Interviews with the Head. Work with County attendance officer Class attendance cup Rewards for good attendance	Attendance dropped just below National in 2017	Regular checks by attendance officer of PPG attendance  Meetings with parents  Assemblies and work in class on the importance of attendance	Attendance officer (school)	
Social and emotional problems are	Employment of a full time pastoral support	A significant number of children are being identified – often by CSF- as needing support with mental well-being.	Children are able to reach their potential - make expected progress – and possibly accelerated progress.	Pastoral support worker	

prevented from becoming a significant barrier to learning	worker to work with vulnerable pupils Pastoral worker to provide services such as protective behaviours Counselling Draw and talk etc often as a direct result of work alongside CSF				
To provide outdoor opportunities for all areas of the curriculum to reinforce learning To improve cultural experiences for PPG children Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history Extended opportunities to help working families	Full time forest school leader for delivery of the curriculum outdoors  Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world  Purchase of special activities such as archery, visiting theatre groups and science workshops  Herts music school singing/Ukelele	Lack of cultural experiences outside of school is reflected in their poor speech and language development.	Progress is improved as a result of better speech and language, including improved vocabulary.		
<b>Total budgeted cost</b>					£25,533.60

**6. Review of expenditure****Previous Academic Year****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
The proportions of KS2 pupils making expected progress and exceeding expected progress is good – with special emphasis on writing Pupils meet or exceed national attainment averages in reading, writing and maths Disadvantaged pupils make progress in line with non-disadvantaged pupils	Deputy head to work closely with Y6 teacher Work with county adviser English lead to monitor writing	Pupils in year 6 – including PP pupils – made progress in the top 20% of schools  Pupils did less well in Reading and maths than previous years. Pupils found the reasoning papers difficult.	High focus on writing meant that maths and reading suffered as a result.  Maths curriculum needs to focus on the reasoning side of maths, and was too reliant on calculation and arithmetic.  Provision of reading across the whole school needs to be evaluated in order to ensure reading is taught effectively enough to meet the needs of year 6.	£110,804.01

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
------------------------	-------------------------------	--------------------------	--	-------------

<p>Pupils who are both PP and SEND are not at an adverse disadvantage to their peers and are making expected progress</p> <p>Provision is appropriate and focussed from a secure baseline.</p>	<p>Employment of specialist SEND teacher to support INCO</p> <p>Termly reading tests and analysis (SEND)</p> <p>Implementation of maths assessments (SEND)</p> <p>Speech and language screening tool in foundation stage, and in other year groups where appropriate</p>	<p>Specialist Maths and reading assessments show pupils making significant progress in terms of reading and maths ages.</p> <p>Some pupils did not make the progress expected for other pupils across the national curriculum, as progress is slowing as they move through the school.</p>	<p>Progress is measured in small steps, and case studies will be written for pupils not making expected national curriculum progress.</p>	<p>£16,433.40</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

	Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world	PP pupils took part in a dance festival and choir festival. Forest school was provided for all pupils. Theatre visit Ukelele	Will continue but vary the activity. Continue to subsidise activities where appropriate	£16,433.40
--	---	---	--	------------