

Astley C.E. Primary School.
Pupil premium strategy statement
2017-2019

1. Summary information					
School	Astley C.E. Primary School				
Academic Year	2017.2018	Total PP budget 2017.18	£20,220	Date of most recent PP Review	Oct 2018
	2018.2019	Total PP budget 2018.19	£24,420		
Total number of pupils	98 2017.18 96 2018.19	Number of pupils eligible for PP	14 16	Date for next internal review of this strategy	Feb 2019

2. Current attainment – July 2018		
Whole school figures from school attainment and progress tracking system	<i>Pupils eligible for PP at Astley School</i>	<i>Pupils not eligible for PP at Astley School</i>
% achieving expected standard or above in reading, writing & maths	29%	70%
% achieving expected standard or above in reading	50%	87%
% achieving expected standard or above in writing	43%	77%
% achieving expected standard or above in maths	36%	83%
% making expected progress in reading, writing & maths	31%	65%
% making expected progress in reading	56%	85%
% making expected progress in writing	63%	79%
% making expected progress in mathematics	69%	81%

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3. Current attainment – End of Key Stage One		
Taken from official data following statutory assessments	<i>Pupils eligible for PP at Astley School (8%)</i>	<i>Pupils not eligible for PP at Astley School (92%)</i>
% achieving expected standard or above in RWM	0%	67%
% achieving expected standard or above in reading	0%	75%
% achieving expected standard or above in writing	0%	75%
% achieving expected standard or above in maths	0%	67%

4. Current attainment – End of Key Stage Two		
Taken from official data following statutory assessments	<i>Pupils eligible for PP at Astley School (23%)</i>	<i>Pupils not eligible for PP at Astley School (77%)</i>
% achieving expected standard or above in RWM	0%	70%
% achieving expected standard or above in reading	66%	100%
% achieving expected standard or above in writing	33%	90%
% achieving expected standard or above in maths	0%	70%

5. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Some children eligible for PP have social and emotional issues which can impact on their academic performance.
B.	Some children eligible for PP have Special Education Needs. These children can make slower progress impacting on their ability to reach expected
C.	Some children eligible for PP have reduced access to support with their learning at home.
Additional barriers	
D.	Attendance rates for pupils eligible for PP are 95% (not PP pupils 97%). This slightly reduces their access to teaching and can lead to slower rates of progress.

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6. Desired outcomes		Success criteria
A.	Children’s social and emotional needs are fully met.	<ul style="list-style-type: none"> ➤ Pupils receive appropriate support in school and from partner agencies leading to improved well-being, confidence, concentration and approach to learning. ➤ The gap between PP and non PP progress and attainment is significantly reduced.
B.	Improve attainment and progress for pupils with SEND and PP.	<ul style="list-style-type: none"> ➤ Pupils receive targeted quality first teaching and short effective interventions in class and in small groups. Their progress is carefully tracked and evaluated to ensure accelerated is made wherever possible. ➤ The gap in attainment and progress between pupils with SEND & PP and other pupil groups is significantly reduced.
C.	Families are supported in providing a supportive and effective home learning environment.	<ul style="list-style-type: none"> ➤ Parent Talk programme implemented from January 2019 to remove barriers to learning and to partner with families in developing wider access to home learning opportunities. ➤ Communication between home and school is improved leading to improved progress.
D.	Attendance for PP pupils meets whole school & national averages.	<ul style="list-style-type: none"> ➤ The school attendance policy effectively monitors attendance and provides termly updates to parents about their child’s attendance. Where necessary, school and parents meet to discuss ways to remove barriers to attendance and raise attendance leading to improved access to learning. ➤ The gap between PP and non PP attendance is significantly reduced.

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7. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Action	Intended outcome	Impact:	Lessons learned	Cost
Introduce School Pupil Tracker Online allowing key pupil groups to be closely tracked against other pupils	B) All staff have access to attainment and progress information leading to a whole school understanding of the gap between pupil groups.	High: All staff enabled to understand data and plan school improvement accordingly. Attendance data as well as attainment and progress has been invaluable in driving our understanding as a staff of how well pupils are doing leading to higher expectations and a sharper focus.	Training has been invaluable and will continue to ensure all staff gain the required skills to use all aspects of the system. Governors to be included in this training next year to enable them to have the understanding they need to consider how effectively the school meets the needs of Pupil Premium learners.	£1,038
ii. Targeted support				
Action	Intended outcome	Impact:	Lessons learned	Cost
Buy 'Rapid Reading' online reading scheme for KS2 pupils who are not yet independent readers including books, online and training for staff.	B) ' <i>Emerging readers</i> ' in KS2 who are not at age related expectations are given an intensive specialised course of reading to accelerate their progress and attainment.	Medium-high: 'Rapid Reading' is much enjoyed by children who are happy to come into school early to access the online books. Reading progress has been accelerated by 3 to 6 months (per year) in most cases. The training was high quality and allowed teaching assistants to feel confident in implementing the programme. Reading ages entered into School Pupil Tracker Online allowing class teachers, reading subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.	SENDCo review of the effectiveness of 'Rapid Reading' found that more could be done to ensure use by pupils at home. Resource organisation has been improved to ensure efficiency.	£1,606 £1,201

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<p>Success @Arithmetic and 1st Class@Number used by teaching assistants to accelerate learning.</p>	<p>B) Pupils with insecure mathematical conceptual knowledge given intensive specialised course to consolidate their understanding of number and place value.</p>	<p>Medium-high: Maths progress has been accelerated by 3 to 9 months (per year) in most cases. Teaching assistants feel confident in implementing the programme. Maths ages entered into School Pupil Tracker Online allowing class teachers, maths subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.</p>	<p>Review of effectiveness found that acceleration of maths ages highest where the sessions were at least three times a week and outside of the maths lessons.</p>	<p>£2,896</p>
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iii. Other approaches				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
<p>Purchase laptops to ensure that a range of strategies can be effectively employed in raising attainment and progress in Pupil premium pupils.</p>	<p>C) Pupils can access online learning activities including Rapid Reading and where needed use word processing to showcase their writing abilities.</p>	<p>High: Improved access to laptops for learning has had a positive impact on all our learners but in particular in our PP pupils. Improved enjoyment has led to better engagement in lessons leading to higher outcomes.</p>	<p>The use of laptops is fully embedded into the curriculum and enables us to promote home learning opportunities more effectively.</p>	<p>£12,244 £1,203</p>

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8. Planned expenditure					
Academic year		2018/2019			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide training for teachers in learning sequences, learning objectives and success criteria.	B) All lessons have a clear focus leading to accelerated learning for all pupils.	EEF research shows that the class teacher is best placed to raise attainment in <i>hardest to reach</i> pupils. Meeting pupils learning needs within class leads to improved pupil confidence and enjoyment.	Recognised experienced trainer. Time in staff meetings to reflect, discuss and embed learning. Lesson drop ins provide opportunities to assess implementation of agreed next steps.	Head	Spring 2019
Provide training for the Head in leading the learning through effective lesson observations and book scrutiny.	B) Skilful lesson observations and feedback to staff, jointly by the Head and subject leaders, leads to a sharp focus on pitch, pace	EEF research shows that the class teacher is best placed to raise attainment in <i>hardest to reach</i> pupils.	Recognised experienced trainer. Time set aside throughout year for Head to coach subject leads in effective lesson observations and book scrutiny. Lesson drop ins and book scrutiny dates for core subjects on SDP	Head	Spring 2019
Provide training for teaching assistants in supporting learning effectively in English and Maths.	B) Teaching assistants have the subject knowledge and learning expertise to promote effective independent learning for PP pupils.	EEF research shows that teaching assistants are most effective when they are fully prepared for their role in the classroom and help pupils' develop independence and manage their own learning.	Recognised experienced trainers. Time in TA meetings to reflect, discuss and embed learning. Lesson drop ins provide opportunities to assess effectiveness and next steps in developing this further.	Head	Spring 2019
Total budgeted cost					£1,220

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ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide training to implement a <i>'ParentTalk'</i> strategy for targeted Pupil Premium pupils.	C) Teachers launch the <i>'ParentTalk'</i> initiative leading to improved communication between home and school and access to home learning opportunities for all pupils.	Research suggests that pupils make most progress when parents are interested in and supportive of their learning.	Enthusiastic experienced trainer. Time in staff meetings to reflect, discuss and embed learning. Time to conduct quality <i>'ParentTalk'</i> sessions planned for.	Head	Summer 2019 £500
Teaching assistant time set aside three afternoons a week to lead on benchmarking children's reading.	B) <i>'Emerging readers'</i> progress is finely tracked both for fluency and comprehension ensuring expectations of progress and attainment in reading is high for all pupils.	Reading research shows that pupils must be reading a correctly levelled book (90 to 95% accuracy) to make optimum progress.	Reading ages entered into School Pupil Tracker Online allowing class teachers, reading subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching. Progress pathway through book bands is clearly defined and agreed by all.	Reading subject lead	Spring 2019 £2,896
'Rapid Reading' online reading scheme for KS2 pupils who are not yet independent readers is used effectively to target accelerated learning.	B) <i>'Emerging readers'</i> offered a book based and online course of reading which is both attractive and finely tuned to overcome dyslexia type barriers to reading leading to improved progress and attainment..	Research by NFER has shown <i>'Rapid Reading'</i> to be successful in improving a child's reading age by significantly more than the normal rate of progress.	Teaching assistants trained by experienced trainer last year when implemented. SENDCo monitors effectiveness of intervention groups. Reading ages entered into School Pupil Tracker Online allowing class teachers, reading subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.	SENDCo	Spring 2019 £1,774

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Success @Arithmetic and 1 st Class@Number used by teaching assistants to accelerate learning.	B) An effective maths intervention ensures place value and number is securely embedded leading to improved confidence and progress in maths in learners lacking confidence in maths.	1stClass@Number and Success@Arithmetic are part of Edgehill University's Every Child Counts programme, backed by the DfE. Research shows these are effective numeracy interventions in line with the new curriculum for Key Stage 1 and 2 pupils.	Pupils are assessed before and after the intervention using Sandwell to provide a Maths age. Maths ages are entered on School Pupil Tracker Online allowing class teachers, maths subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.	Maths subject lead	Summer 2019 £1,1774
Online 1:1 maths tuition to build confidence and raise attainment	B) Pupils at risk of not achieving age related expectations receive targeted online support enabling them to reach ARE.	Proven intervention programme (see website and evaluation data)	Teacher to supervise in order to reinforce learning during week. Whole school to benefit from Maths hub of online resources.	Maths subject lead	Autumn 2020 £1,790
Keyworker support for post LAC pupils who need individual support enabling them to access mainstream provision and/or learning.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	Clear advice from external agencies supports their profile of needs.	Regular meetings and reviews. External advice sought from relevant people. Staff training enables staff to meet needs appropriately.	SENDCo	Termly in line with SEND code of practise £8,208 £2,300 £150
Total budgeted cost					£19,242

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iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchase iPads to enable maths skills to be practised effectively with maximum enjoyment.	C) Pupils use online times tables and maths number fact resources leading to improved retention of key skills.	EEF research into improving maths at KS2 and 3 states that pupils need to develop fluent recall of facts in order to have a rich network of mathematical knowledge to draw upon.	Ipad use timetabled, competition used effectively in motivating pupils to improve scores. Links to home learning opportunity effectively made.	Maths subject lead	Summer 2019 £4,901 £689
Track attendance termly. Provide termly attendance information to parents and hold parent meeting to address barriers.	C) Improved communication between school and home leads to higher attendance for all but especially the low attenders.	Research shows that attendance rates are strongly related both to vulnerable pupil groups and to progress and attainment.	Use made of SPTO to provide pupil group data. Report to Governors through the Head's report. Evaluate impact of parents meetings on attendance rates.	Head	Spring 2019
Total budgeted cost					£5590

9. Attendance information						
	National all	National FSM	National non FSM	Astley all	Astley FSM	Astley non FSM
2015/2016	96.0%	94.8%	96.6%	96.5%	94.5%	96.9%
2016/2017	96.0%	94.1%	96.4%	96.5%	92.5%	97%

10. Additional information
As a small school care is taken to not include information in public reports which would enable individual children to be identified. More detailed analysis of impact of funding on individuals, groups and the school is available to the appropriate authorities, on request. Monitoring of our Pupil Premium strategy is delegated to the Curriculum Committee by the Governing Body. Regular updates are also included in the Headteacher's report to the Full Governing Body.