

Ashburnham Community School Pupil premium strategy / self-evaluation

1. Summary information					
School	Ashburnham Community School				
Academic Year	2017-2018	Total PP budget (projected)	£143000	Date of most recent PP Review	Sept 17
Total number of pupils	210	Number of pupils eligible for PP	112	Date for next internal review of this strategy	Oct 18

2. Current attainment		
Year 6 - 17/29 children (2017 - 2018)	<i>Pupils eligible for PP (Ash)</i>	<i>All Pupils including PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	(19) 66%	64%
% making expected progress or above in reading	88.2 %	75%
% making expected progress in writing (as measured in the school)	76.5 %	77%
% making expected progress in mathematics (as measured in the school)	100 %	75%
Whole School - children (2017-2018)		
% achieving expected standard or above in reading, writing & maths	NA	NA
% making expected progress or above in reading	82.0 %	89.3%
% making expected progress in writing (as measured in the school)	64.3 %	84.3%
% making expected progress in mathematics (as measured in the school)	92.9 %	95.3%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	New arrivals to Ashburnham - behaviour, non- mastery approach, additional support for handwriting and spelling.
B.	Children with special educational needs
C.	LAC and post-LAC children - low self-esteem, trauma etc
Additional barriers	

D.	Language acquisition
Intended outcomes	
A.	Raising attainment and achievement of PP children
B.	Raising self esteem
C.	Providing safe and stimulating environment.
D.	Provide extra-curricular activities and enrichment activities

4. Review of expenditure				
Previous Academic Year 2017-2018				
Quality of teaching for all				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
CPD for staff : Wellbeing, mental health and mindfulness, trauma, referral-making, behaviour, safeguarding, PREVENT, SEND support, PSHE Literacy, numeracy, phonics, GPS, humanities,	To improve high quality first teaching and pastoral support and address key barriers to learning.	Staff subject knowledge significantly increased and staff more able to carry out whole class / individual interventions to support both PP children and non PP children.	To repeat staff training to new members of staff. To have refresher training to all staff New CPD linked to SIP	£9850
Targeted support				
Action	Intended outcome	Estimated 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

Year 6 Maths Intervention & booster by Maths Leader, same day intervention and holiday booster	Children targeted daily to make at /above expected levels of progress	100 % of children made expected progress or more, 88.2% reached expected level.	Targeted support allowed pupils to make excellent progress. Next year to ensure that JE's Thursday (Maths Hub outreach work) will be covered. Will continue next academic	£9,200
Year 2 Maths Intervention Maths Lead to teach group of 8 PPG pupils 4 days a week; particular focus on mastery of number and calculation	Y2 Children targeted daily to make at /above expected levels of progress	100 % of children made expected progress or more, 83.3% reached expected level.	Pupils benefited from the small-group mastery approach to closing the gap, in particular to number sense and timestables. To take place next year in spring term	£9,200
Year 6 SPaG Intervention Weekly Spelling and Grammar intervention to target 7 PPG pupils	GPS sessions increase PPG pupils attainment in GPS, and pull up standards in Writing as well.	74% of PPG pupils achieved the expected standard	An intervention that might not need to be run separately from Mrs Wordsmith and the existing GPS provision in whole class teaching.	£3,200
Year 6 Writing Intervention: 4 lessons a week taught by experienced teacher in a group of 8 PPG pupils working on key targets	To support PPG pupils in a small group setting, with a particular focus on syntax.	76.5 % of children made expected progress or more, 70.6% reached the expect standard	The group was comprised of 50% SEND pupils, of whom only one made expect level due to inconsistency in correct sentence structure and punctuation required of the Y6 standards. This will continue next year, but with further adaptation of approach and increasing the intervention to 5 days a week.	£10,200

<p>Year 6 reading Intervention & booster by assistant head, and holiday booster</p>	<p>Reading intervention 4 days per week. Key focus on comprehension</p>	<p>88.2% children made at / above expected progress; 70.6% reached the expected standard.</p>	<p>Small group support helped pupils to make excellent progress. Next year to ensure that CC's Monday will be covered. Will continue next academic year</p>	<p>£4,200</p>
<p>Year 5 Writing Intervention:4 lessons a week taught by experienced teacher in a group of 8 PPG pupils working on key targets</p>	<p>Targeting of PPG pupils who have not made requisite progress since Y2, to prepare them for Y6</p>	<p>44.4% children made at / above expected progress; 50% reached the expected standard. This intervention has not narrowed the gap, with key targeted pupils not making expected progress in spite of the intervention.</p>	<p>Reconsideration of the structure of the intervention next year.</p>	<p>£8,500</p>
<p>Year 5 reading Intervention:4 lessons a week taught by assistant head, focusing on comprehension skills</p>	<p>Targeting of PPG pupils who have not made requisite progress since Y2, to prepare them for Y6</p>	<p>44.4% children made at / above expected progress; 94%reached the expected standard. The progress was very good, but pupils were entering Y5 at a low baseline, and so many still attained below the expected standard.</p>	<p>The progress indicates that this is an effective intervention. Will continue.</p>	<p>£4,000</p>

<p>Y2,3,4 literacy support: Half term of intensive supportive for underattaining PPG pupils in writing and reading by Literacy Lead</p>	<p>PPG pupils at risk a becoming further adrift of their peers as the expectations of the literacy curriculum increase</p>	<p>Pupils improved in confidence, and in many cases were able to master the basics of sentence construction for simple sentences, allowing them to reenter the main class more prepared</p>	<p>This will not continue as the then literacy lead was available for only half a term.</p>	<p>£5,200</p>
<p>Play Therapy: Four weekly sessions with play therapist for PPG pupils highlighted as being emotionally vulnerable.</p>	<p>To support four pupils who have been identified as in need of therapeutic support for emotional or behavioural needs.</p>	<p>The four pupils all rely heavily on the consistency of the weekly sessions with Pat. The days of their sessions are typically ones when the pupil is more positive and focused. Pat feeds into to network meetings, inclusion meetings and team around the child meetings.</p>	<p>This will continue, with one new pupil to be identified to replace one leaver.</p>	<p>£8,500</p>
<p>Art Therapy at The Art Room at Barlby school for 7 pupils</p>	<p>To provide art-based therapeutic support for seven PPG pupils.</p>	<p>The pupils greatly enjoyed the sessions, and created several pieces of art throughout the project, whilst exploring the therapeutic benefits of art.</p>	<p>This was a one-term project, so although it was beneficial, it will not continue next year.</p>	<p>£1,200</p>

<p>Music lessons: small group violin tuition for 12 PPG pupils from Y4-6</p>	<p>To develop violin skills in PPG pupils who would otherwise struggle to get access to the instruments and tuition</p>	<p>The four y6 pupils achieved Grade2 : 2 passes, 1 merit, 1 distinction in their gradings.</p>	<p>This will be repeated next year.</p>	<p>£5,600</p>
<p>Pastoral support from Learning Mentor for individual and small group work for PPG pupils</p>	<p>Targeted group work for PPG pupils struggling with social, emotional and health issues. Playtimes and 3x weekly interventions in the afternoons; support for families, in particular with transition and access to administrative processes</p>	<p>Learning mentor has been of great support of key pupils, helping them with their social, emotional and person difficulties, and helping them remain in school and in class.</p> <p>Families have been supported with the paperwork and online systems that many families struggle with.</p>	<p>Structured planning of regular intervention work to be drawn up and shared with teachers and SLT.</p>	<p>£37,700</p>
<p>Pastoral support from HLTA for Targeted group work for PPG pupils struggling with social, emotional and health issues. Playtimes and 3x weekly interventions in the afternoons; in-class Y6 support for PPG pupils in core subjects</p>	<p>Targeted group work for PPG pupils struggling with social, emotional and health issues in afternoon sessions; in-class Y6 support for PPG pupils in core subjects; support with playtimes.</p>	<p>The pastoral support has been very effective, particularly in KS2.</p>	<p>To continue next year, with HLTA to take on behaviour lead for the school.</p>	<p>£19,300</p>

Phonics Intervention Years Rec, 1,2: Targeted phonics intervention ½ hr daily led by assistant head with extensive Phonics experience	For all PPG pupils (excepting those with acute SEND) to pass the Y1 screener.	90 % (18/20) of PP children achieved the required standard at the end of Year 1 (82% national)	Will continue next academic year	£7500
Other approaches				
Action	Intended outcome	Estimated impact.	Lessons learned	Cost
Support for School journey: To provide financial assistance for children attending educational school journey in Years 6	For all pupils to attend the school journey; for all families to receive the support they need for them to pay in instalments if necessary.	All PPG children attended school journey. School journeys were a huge success. Children in Year 6 were really motivated and felt included in the Year group as a result of attending school journey.	To continue funding school journey for PP children. To increase extra-curricular activities for children to provide enriched opportunities.	£2,000
Clubs, Rise and Shine, Trips: Targeted funding for children to attend afterschool clubs safe and stimulating after school environment	All pupils to have access to clubs, regardless of financial means.	To support mental and physical well-being of PP children. To ensure children happy and engaged. To provide structured play opportunities after school hours. PPG pupils to attend breakfast club free of charge: ensuring punctuality, breakfast and exercise before the school day begins.	To make personalised phone calls to some PP children ensuring parental engagement.	£4,500

Tutoring/booster Weekly tutoring and booster sessions for pupils who are at risk on not achieving expected standard in reading and maths	Weekly targeted support for PPG pupils in Y6 to give them the best chance to reach their targets in reading and maths.	The weekly sessions were of great benefit in catching key children up on the week's learning	To start this in Spring Term, only when there is a student teacher in Y6	£3500
			Total expenditure: £143500 Extra spent: £500	

5. Planned expenditure

A Academic year 2018-2019

£135,960

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?	
CPD for staff	To improve high quality first teaching and pastoral support and address key barriers to learning. Areas to include : Senior leaders working on coaching, fluency, vocabulary gap, trauma training, SEN, Mrs Wordsmith, PSHE	Evidence of high quality CPD points to quality first teaching for all children.	All CPD is quality controlled by Head of School	BM	End of year review of CPD programme and whole school impact. Linked to school SIP	£8700

Coaching for staff	To improve high quality first teaching to ensure Afl and behaviour for learning are outstanding	PP pupils over represented on behaviour tracking. All pupils making at least expected progress	Inclusion team meeting, ½ termly behaviour review,	BM VS		£1800
Total budgeted cost					£ 10500	

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?	Cost
Year 6 Maths Intervention & booster by Maths Leader, same day intervention and holiday booster	Delivering high quality maths intervention and for targeted children to make at /above expected levels of progress.	Previous year's data on PP children	Monitor data termly Observations Subject monitoring sweeps Performance management Inclusion meetings	JE	Termly data reviews Inclusion meetings	£9,200
Year 6 Writing Intervention: taught by experienced teachers in a group of 8 PPG pupils working on key targets	To support PPG pupils in a small group setting, with a particular focus on syntax in order to make ARE by the end of Y6	Previous year's data on PP children	Monitor data termly Observations Performance management Subject monitoring sweeps Inclusion meetings Individual targets tracked and monitored	CC BM	Termly data reviews Inclusion meetings	£10,200
Year 6 reading Intervention & booster by assistant head, and holiday booster	Reading intervention 5 days per week. Key focus on comprehension	Previous year's data on PP children	Monitor data termly Observations Performance management Subject monitoring sweeps Inclusion meetings Individual targets tracked and monitored	CC BM	Termly data reviews Inclusion meetings	£4,200
Year 5 Writing Intervention: 4 lessons a week taught by experienced teacher in a group of 8 PPG pupils working on key targets	Targeting of PPG pupils who have not made requisite progress since Y2, to prepare them for Y6. Focus on sentence structure and punctuation in order to reduce gap to ARE	Previous year's data on PP children	Monitor data termly Observations Performance management Subject monitoring sweeps Inclusion meetings Individual targets tracked and monitored	CC	Termly data reviews Inclusion meetings	£8,500
Year 5 reading Intervention:4 lessons a week taught by assistant head, focusing on comprehension skills	Developed comprehension and language skills	Previous year reading data	Timetabled throughout the year Assistant head working with target groups Individual targets tracked and monitored	CC	Termly data reviews Inclusion meetings	£4000

Year 2 Maths Intervention Maths Lead to teach group of 8 PPG pupils 4 days a week; particular focus on mastery of number and calculation	Y2 Children targeted daily to make at /above expected levels of progress	Previous year's maths data	Monitor data termly Observations Performance management Subject monitoring sweeps Inclusion meetings Individual targets tracked and monitored	JE	Termly data reviews Inclusion meetings	£8,200
Music lessons: small group violin tuition for 12 PPG pupils from Y4-6	To develop violin skills in PPG pupils who would otherwise struggle to get access to the instruments and tuition	Selected pupils from three yeargroups	Termly grading updates, leading to final gradings in Summer term	NL	End of year	£5,600
To train two TAs in best practice for Communication intervention	To improve speech and language skills for social and academic communication	Class data and teacher observation showing language difficulties affecting social and academic learning	Monitored through Inclusion team agenda item Class teachers Int. Overview and provision map summary Monitored through Communication Trust tracking documents and target setting	CC	Termly through Intervention monitoring overview	£3000
Phonics Intervention Years Rec, 1,2: Targeted phonics intervention ½ hr daily led by assistant head with extensive Phonics experience	For all PPG pupils (excepting those with acute SEND) to pass the Y1 screener.	Previous years data on PP children	Phonics sweep in Autumn term. Monitoring of data termly.	JR	Termly through phonics data and phonics sweep.	£6500
Total budgeted cost					£59400	

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?	
Play Therapy: Four weekly sessions with play therapist for PPA pupils highlighted as being emotionally vulnerable.	To support four pupils who have been identified as in need of therapeutic support for emotional or behavioural needs.	Several pupils present with unmet emotional and psychological needs that can be met only by a professional with therapeutic training.	Play therapist to feed into TAC, pupils reports and in regular consultation with classteachers, SENDCo and Head	PF (CC)	To be reviewed with SENDCo and in Inclusion meetings	£8,500
Pastoral support from Learning Mentor for individual and small group work for PPG pupils; support for families, in particular with transition and access to administrative processes	Targeted group work for PPG pupils struggling with social, emotional and health issues in afternoon sessions; in-class Y6 support for PPG pupils in core subjects; support for mainly PPG pupils with playtimes	Many at-risk PPG pupils find peer relations and social interactions (especially outside the structure of the classroom) challenging. PPG families can risk being disadvantaged by difficulties accessing admin systems.	Learning mentor to feed into TAC, pupils reports and in regular consultation with classteachers, SENDCo and Head. Structured planning of regular intervention work to be drawn up and shared with teachers and SLT.	DM	Regular reviews with SLT, feeding into TAC and Inclusion	£34,700
Pastoral support from HLTA for Targeted group work for PPG pupils struggling with social, emotional and health issues. Playtimes and 3x weekly interventions in the afternoons; in-class Y6 support for PPG pupils in core subjects	Targeted group work for PPG pupils struggling with social, emotional and health issues in afternoon sessions; in-class Y6 support for PPG pupils in core subjects; support with playtimes.	Many at-risk PPG pupils find peer relations and social interactions (especially outside the structure of the classroom) challenging.	HLTA feed into TAC, pupils reports and in regular consultation with classteachers, SENDCo and Head. Structured planning of regular intervention work to be drawn up and shared with teachers and SLT.	KT	End of year	£18,500

Support for School journey: To provide financial assistance for children attending educational school journey in Years 6	For all pupils to attend the school journey; for all families to receive the support they need for them to pay in instalments if necessary.	All pupils deserve access to the enriching experiences on offer- financial restrictions should not prevent this.	Aurelia Redmond to contact parents to establish degree of need, to support with instalment plans.	AR	End of year	£2,000
Clubs, Rise and Shine, Trips and sporting competitions: Targeted funding for children to attend afterschool clubs safe and stimulating after school environment, and the ability to attend team events outside of schooltime	All pupils to have access to clubs, regardless of financial means. To support mental and physical well-being of PP children. To ensure children happy and engaged. To provide structured play opportunities after school hours. PPG pupils to attend breakfast club free of charge: ensuring punctuality, breakfast and exercise before the school day begins.	All pupils deserve access to the enriching experiences on offer- financial restrictions should not prevent this.	Alvaro Garcia (PE lead)	AG	End of year	£4,000
					Total	£67,700
					(Budget: £135,960) Grand Total budgeted cost	£137600
6. Additional detail						7.
Pupil premium children are targeted within whole class setting. These include targeted support on writing and numeracy targets. In addition, PP children who are underperforming in reading are assigned a voluntary reader to read with twice per week. PP premium children are monitored on a regular basis by LT and subject leaders through books monitoring, learning walks and timetabled discussions with PP pupils. Other programmes such as the use of dance, table tennis, music or gardening to support social skills and confidence are employed.						