

| 1. Summary information | | | | | |
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| School | Ashburnham Community School | | | | |
| Academic Year | 2019-20 | Total PP budget | £137,280 | Date of most recent PP Review | Oct 19 |
| Total number of pupils | 223 | Number of pupils eligible for PP | 105 | Date for next internal review of this strategy | Oct 20 |

| 2. Current attainment | | |
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| <u>Year 6 - children 19/28 (2018-2019)</u> | <i>Pupils eligible for PP (Ash)</i> | <i>All Pupils (including PP)</i> |
| No. achieving expected standard or above in reading, writing & maths | 9 /19 | 16 |
| No. making expected progress or above in reading | 16/19 | 19 |
| No. making expected progress in writing | 10/19 | 19 |
| No. making expected progress in mathematics | 17/19 | 23 |
| <u>Whole School (R-Y6) - (2018-2019) as measured in the school (89/166)</u> | | |
| % achieving expected standard or above in reading, writing & maths | n/a | n/a |
| % making expected progress or above in reading | 86.5% | 87.3% |
| % making accelerated progress to depth | 32.6% | 25.9% |
| % making expected progress in writing | 53.7% | 52.7% |
| % making accelerated progress to depth in writing | 13.7% | 13.6% |
| % making expected progress in mathematics | 85.9% | 88.4% |
| % making accelerated progress to depth in mathematics | 14.1% | 13.9% |

| Intended outcomes | |
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| A. | Raising attainment and achievement of PP children |
| B. | Raising self esteem |
| C. | Providing safe and stimulating environment. |
| D. | Provide breakfast, extra-curricular activities and enrichment activities |
| E. | Developing equality for access through opportunities for cultural capitalism. |

| 1. Review of expenditure £135,960 | | | | |
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| Previous Academic Year 2018-19 | | | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Impact: | Lessons learned | Cost |
| 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, SEN, Mrs Wordsmith, PSHE | High quality delivered to staff has had positive impact on pupils, in particular on PPG pupils | To repeat staff training to new members of staff. To have ongoing refresher training for all staff. | £8700 |
| Coaching for staff | To improve quality first teaching to ensure AFL and behaviour for learning are outstanding. To ensure our NQTs and teachers new to Ash continue to be supported in their practice for quality first teaching and know best practice for dealing with children | NQTS were outstanding by end of year. Observations reflect high quality of teaching and learning PP children making at/above expected levels of progress. | Continue with next year | £1800 |

| | with social and emotional needs: CPD to include behaviour coaching: AFL CPD in core/foundation subjects | Reduction in recorded behaviour incidents involving PP pupils | | |
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| ii Targeted support | | | | |
| Action | Intended outcome | Impact: | Lessons learned | 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. | Pupils taught in two mixed attaining groups, both groups with high proportion of PPG pupils. The ratio of adults and mix of pupils was very successful | The mixed attaining grouping prevented a negative effect of lowered aspirations. Holiday booster requires three staff to run properly | £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 | The group made good progress, but only two reached the ARE in writing, in spite of the focused attention and support in the group. | Better next year to have a mixed attaining group | £10,200 |
| Year 6 reading Intervention & booster by assistant head, and holiday booster | Reading intervention 5 days per week. Key focus on comprehension | Question level analysis of results indicates good level of attainment in relation to comprehension questions. All pupils made good progress, and several reached ARE by the end of the year. | Consider a different configuration of this next year: possibly a larger, mixed group would be more effective. | £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 | Year 5 Writing Intervention: 4 lessons a week taught by experienced teacher in a group of 8 PPG pupils working on key targets | The progress of the intervention group was good, and the pupils reached their targets, with 3 pupils making accelerated progress to reach ARE in writing. | Consider whether we have the capacity to run this intervention next year | £8,500 |

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| Year 5 reading Intervention:4 lessons a week taught by assistant head, focusing on comprehension skills | Developed comprehension and language skills | The intervention group made good progress in reading, and the pupils reached their targets, with 2 pupils making accelerated progress to reach ARE in writing. | Consider whether we have the capacity to run this intervention next year | £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 | Group was reduced to 6; good progress made across the year, 2 pupils making ARE. | Consider whether we have the capacity to run this intervention next year. | £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 | In those taking examinations, there were 3 passes, 1 merit and 1 distinction. | To continue next year | £5,600 |
| To train two TAs in best practice for Communication intervention | To improve speech and language skills for social and academic communication | Timetabling didn't allow for sessions to happen consistently | Ensure this takes place next year | £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. | Phonics pass rate was 75% in Y1; of those in the intervention group, all make good progress, but this is a group that will receive targeted intervention in Y2 to pass. The Y2 targeted pupils passed. | To continue next year. | £6500 |

iii. Other approaches

| Action | Intended outcome | Impact: | Lessons learned | Cost |
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| 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. | The therapy was valued by the pupils. One pupil left at the end of the year. | The cost of the therapy and the small number of pupils impacted means that this will not continue next year. | £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 | The positive pastoral support for pupils and families was appreciated across the year. The transitions to Reception and Secondary were all successfully managed. | The budget next year cannot accommodate the cost of the learning mentor. | £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. | The in class support for those with emotional and behavioural need was effective. The playground support had broad positive impact across the school. Interventions were effective for the groups involved. | Afternoon interventions were at times not possible due to HLTA being needed for cover etc. | £18,500 |
| Support for School journey: To provide financial assistance for children attending | For all pupils to attend the school journey; for all families to receive the support they need for them | All pupils who wanted to attend were able to, without financial barrier. The trip was a great success. | | £2,000 |

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| educational school journey in Years 6 | to pay in instalments if necessary. | | | |
| 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 school time | <p>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.</p> <p>PPG pupils to attend breakfast club free of charge: ensuring punctuality, breakfast and exercise before the school day begins.</p> | Of the average of 25 pupils who are regular attendees, 20 are PPG. Of the total 60 pupils on the register, 44 are PPG. | Continue with breakfast club for the reasons of punctuality, nutrition, and health. | £4,000 |
| | | | Total spent | £137600 |

| Planned expenditure | | | | | | |
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| | Academic year 2019-2020 | | | | | £137,280 |
| 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 | | | | | | ii. |
| 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 |
| CPD for all 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, SEN, Mrs Wordsmith, PSHE | Research has shown that it is essential for the general teaching to be excellent in order for PPG pupils to make excellent progress among their peers. | CPD planned out over the course of the year in SLT. Regular review of CPD internal and external. | BM | Half termly in SLT | £10800 |
| Coaching for staff | To improve quality first teaching to ensure AFL and behaviour for learning are outstanding. To ensure our NQTs and teachers new to Ash continue to be supported in their practice for quality first teaching and know best practice for dealing with children with social and emotional needs: CPD to include behaviour coaching: | We have found that the greatest leverage in improving standards is through regular coaching for all staff. | All staff members have a performance manager who set targets and conducts two cycles of two or three coaching sessions, leading to formal observations throughout the year. | SLT | Half termly in SLT and formally at the year's end. | £5900 |

| | AFL CPD in core/foundation subjects | | | | | |
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| | | | | | Estimated expenditure | £16700 |
| 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 |
| Phonics Intervention Years Rec, 1,2 | All targeted PPG pupils (except those with complex SEND need) achieve the phonics screener. | Early intervention is essential to ensure disadvantaged pupils achieve proficiency in phonics and early reading. | Use range of adults, including senior staff, to ensure that greater proportion of PP children achieve national standard. | ES JR (starting Spring term 3days) | Half Termly | £8500 |
| Support in EYFS for PPG pupils with speech and language delay | Targeted afternoon interventions from the EYFS leader to address speech and language issues in PPG pupil as identified in Nursery and Reception classes. | Intervening early saves greater time and resource at a later stage. | To be reviewed in pupil progress meeting and the EYFS weekly planning meetings | CZ | Weekly | £5600 |
| Provision of high quality reading texts and training on best usage | All PPG pupils have access to high quality texts, that they have regular reading opportunities with adult readers, that the PPG pupils make good progress Decrease in the gaps between PPG and NonPPG in reading ELG, phonics screener, Y2 assessments and in year data for other years. | If a pupil does not have support with reading, at home and at school there is a great danger of falling behind her peers. Development of first proficiency and then passion for reading is one of the greatest determiners of academic success | Purchasing of high quality texts from our recommended reading lists for taking home, book corners, shared texts and read aloud books, as well as phonics and early reading support. | VS ES | Half termly | £9600 |

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| Communication and language interventions EY, Y1,2,3 | To improve speech and language skills for social and academic communication | Communication and language difficulties are very often a huge influence in a pupil falling behind. A PPG pupil who begins school with a lower starting point will need target C+L support to catch up. | The TAs trained in Communication Champions and Language for Thinking will have time to refresh their understanding from last year's training with support from SENDco | MVV | Half termly | £5800 |
| Year 6 Maths Intervention & booster by Maths Leader, same day intervention and holiday booster | To deliver high quality maths intervention and for targeted children to make at /above expected levels of progress. | Last year's mixed attaining groups were very effective, giving lower attaining PPG pupils a great chance of making good progress. | Y6 data reviewed at every half term data capture point. Assistant head JE is part of the y6 teaching team. | JE MG | Half termly | £9400 |
| Year 6 Writing Intervention: taught by experienced teachers in a two mixed groups | Delivering high quality writing intervention and for targeted children to make at /above expected levels of progress | A change this year to have two mixed attaining groups both led by experienced teachers in order that high quality peer modelling can take place, while ensuring beneficial adult/pupil ratios | Y6 data reviewed at every half term data capture point. Assistant head VS is part of the y6 teaching team. | VS MG | Half termly | £10600 |
| Year 6 reading Intervention & booster by assistant head, and holiday booster | To deliver high quality reading intervention and for targeted children to make at /above expected levels of progress | As above, a change this year to have two mixed attaining groups both led by experienced teachers in order that high quality peer modelling can take place, while ensuring beneficial adult/pupil ratios | Y6 data reviewed at every half term data capture point. Assistant head VS is part of the y6 teaching team. | VS MG | Half termly | £9500 |

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| Year 2 Maths Intervention Maths Lead to teach group of 6 PPG pupils 3 days a week | Y2 Children targeted daily to make at /above expected levels of progress in maths with a particular focus on mastery of number and calculation, subitising and place value | A PPG pupil who is not at a mastery stage of the previous year's learning in maths is at risk of falling further behind as the curriculum increasing in difficulty in Y2. | Half termly data review in pupil progress meetings. | JE | Half termly | £8400 |
| Music lessons: whole class music lessons from specialist teacher | For pupils from Nursery to Y6 to experience high quality music lessons. Extra intervention sessions for PPG SENDco pupil to happen weekly | Music is valuable in its own right, and has been shown to improve other areas of learning. PPG pupils may be in danger of not having access to first class music lessons | Performance management process led by SLT | AG PH | Biannually | £9100 |
| Music therapy for 2 PPG pupils | Emotional regulation through music interventions | There are two PPG pupils with high SEND need who respond very well to therapeutic music sessions | Performance management process led by SLT | AG PH | Biannually | £1100 |
| Music instrument 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 | Music is valuable in its own right, and has been shown to improve other areas of learning. PPG may be in danger of not having access to instrument tuition | Regular contact with the violin teacher about pupils' progress. Grading assessments take place toward the end of term. | BM NL | Half termly | £5700 |
| Pastoral support from HLTA for pupils struggling with social, emotional and health issues | To improve self-regulation and behaviour of targeted group of PPG pupils struggling with social, emotional and health issues in afternoon sessions; in-class Y4 support for PPG pupils in core subjects; support with playtimes. | Emotional and behavioural challenges can affect PPG pupils disproportionately. Extra support in and outside of core lesson time will be a great value. | To be reviewed in SLT and inclusion team meetings. Frequent debrief between HLTA and HT. | BM KT | Half termly | £24000 |

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| Online access to educational software | Free access to Sumdog, Purple Mash, J2Blast to support home practice, in particular in maths. Maths and reading data to show decreased gap between PP and non-PP children. | Time spent on practice outside of school is a key way to allow PPG pupils to catch up or maintain good progress in school | All pupils are issued log ins. JE to monitor uptake and to issue logins to newcomers | JE | Termly, and at parents/carer consultations | £3200 |
| Extended Schools: breakfast club, rise and shine, after school clubs, educational trips | Healthy, nutritious breakfast provided free or charge to PPG pupils. PP children to have good punctuality through use of breakfast club, with PPG pupils with low punctuality being targeted Rise and Shine ensures high level of physical activity for all pupils attending Cultural capital being addressed through clubs access: languages, art, etc.. | PPG pupils are at risk of lower punctuality, as well as dietary and health issues. All pupils deserve access to the cultural capital available in the primary sector. | Registers are kept of attendance in extended schools | AG JB/WD | Termly | £5200 |
| Financial support for School journeys in Y5 and Y6, day trips in Y4, other experiences in all key stages. | All pupils who wish to attend are able to, without financial barriers. Very positive feedback from pupils and families. Access to cultural capital for all pupils. | Disadvantaged pupils may miss out on overnight experiences and experience more generally of the British countryside. Cultural capital is an essential aspect of a child's experience. | Financial assistance to ensure that all children have the opportunity to attend educational school trips. Children to show increases self-esteem and development of life skills | BM | End of year | £6500 |

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| | | | Estimated expenditure | £122,200 | |
| | | | Total | £138,900 | |

