

Pupil premium strategy statement 2018/19 - Review – Arunside Primary School, Horsham

1. Summary information					
School	Arunside Primary School				
Academic Year	2018/19	Total PP budget	£94,620 plus £27,508 C/F	Date of most recent PP Review	Oct 18
Total number of pupils	340	Number of pupils eligible for PP	66	Date for next internal review of this strategy	Sep 19

2. Current attainment (ARE = age related expectation)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (at Arunside)
% ARE in reading, writing and maths	41.9%	57.5%
% ARE in reading	51.6%	68.2%
% ARE in writing	50.0%	62.6%
% ARE in maths	58.6%	71.3%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Attendance rates for some PP children are significantly below that of their peers.
B.	A high percentage (30%) of PP children are also special needs
C.	Parental engagement with PP children has proven challenging and though improving it remains a key focus, particularly to support school and home learning
External barriers (issues which also require action outside school, such as low attendance rates)	
.	Low attendance rates of some PP children and parental perceived negativity towards school (based on their personal experiences several years ago)

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Measures to improve attendance for PP children to be investigated and implemented	Attendance rates will improve for those children identified and aim to have a minimum of 90% attendance

B.	Further intervention and support groups will be in place to support the progress of SEN and more able PP children.	Analysis of data and monitoring of PP group support planning and lessons will show that these children are making progress at least in line with their peers and in some cases, progress will be accelerated.
C.	As a school we will investigate ways to further support the parents of PP children and strive to find ways to encourage to come into school to work with us and their children.	Parent engagement will improve and parents will feel able to come into school to work with us to find ways to support their children at home. We will open an early readers club and make the IT suite available for online learning. We will monitor the uptake
D.	To support the PP children and their families by liaising with agencies, school counselling service and other support groups	To ensure that all children identified as vulnerable have the support, or support is planned to be in place. To use any accreditation linked to social, emotional and mental health needs for strategies to boost self-esteem and how this affects attendance and social and academic progress

4. Planned expenditure

Academic year

2018-2019

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?
Writing results will improve across the school hence improving provision for PP children.	English lead to research best practice in writing. CPD needed for teachers to improve pedagogy Joint observations, conducted by SLT and English lead on a key aspect of writing	Our data shows that the progress and attainment of writing across the school is generally weaker than for other areas. We want to develop the link between a quality text and the writing process and for all children to see writing as a form of expression. This is a key OFSTED target We still require high levels of TA support in order to ensure PP and notably the PP/SEN group have the reading strategies to access this learning. In the main, there is great guided reading and guided writing support required which the TA is able to offer	<ul style="list-style-type: none"> Part of the school improvement plan, monitored accordingly Included on action plan for English lead to assess quality of English teaching and see improved writing outcomes Provision Maps analysed by SENCO and provide help with the writing of ILP's SENCO to arrange LBAT/AA training for TA's to develop pastoral support strategies 	HT / DHT / SLT / English lead	Jun 19

Higher able PP children to make better progress in Reading and Maths Wave 1,2 & 3 teaching to take place as a matter of course	High skilled TA's to work with selected children, using the teacher planning to extend the learning and provide greater levels of challenge in smaller groups	Our data shows that some children making ARE could be capable of reaching GDS. We feel that a streamlined approach helps better target those who can make rapid progress based on the challenge required Wave teaching to be set out in KS provision maps as a means to correctly identify those in need of extra and additionally who come into the PP/SEN group	<ul style="list-style-type: none"> Children selected to work with TA's who are skilled proficient in teaching children in the core areas Planning and book scrutinies will ascertain the level and accuracy of planning and what the outcomes look like. Are staff aware of the PP/SEN group 	DHT/SENCO	Jun 19
Total budgeted cost					£65,400 TA Salaries £21,700 Percentage of SENCO Salary £2500 Intervention Groups
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?
PP children will make progress in line with their peers and some will make accelerated progress to diminish the difference further	<p>Teachers plan carefully, looking at prior learning, using specialised resources where required</p> <p>Access to online reading package – Bug Club</p> <p>Access to topic based online package – Discovery Education (espresso)</p> <p>Access to My Maths online</p>	<p>Children are not making the required progress with current intervention. More targeted and highly skilled support is required to do this.</p> <p>Smaller groups of children with pre-teaching, extra intervention foci to ensure that misconceptions are addressed early and key skills are constantly practiced and reviewed. All staff to be aware and understand how to teach the three key elements of Maths in all lessons – Fluency, reasoning and problem solving.</p>	<ul style="list-style-type: none"> DHT to observe support in place SLT to monitor the uptake of Early Reading and Online packages 	<p>HT / DHT</p> <p>DHT to lead Bug Club training ahead of school roll-out</p>	Jun 19

More able children will make accelerated progress Funded online packages to support home learning purchased and fully funded	Enrichment activities provided through locality and in school work. School to purchase a range of online packages to support Maths and Reading	Whilst more able children are well within ARE, their progress is behind that of others with the same starting point. PP children who may struggle to access online work at home, can have the use of school facilities at a time to suit them	<ul style="list-style-type: none"> □ DHT to identify needs and to put enrichment groups in place. □ Subject leads to explore opportunities for children outside of school e.g. teaching alliance enrichment courses 	HT / DHT/	Jun 19
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Total budgeted cost £5400 Online Learning Resources

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?
PP children will have experiences and be included in all as many extra-curricular activities as possible.	<p>Extra-curricular activities such as paid school clubs and music lessons will be subsidised</p> <p>Residential will be subsidised on a need's assessment basis</p> <p>School trips will be subsidised on a need's</p>	<p>Children who are able to join in with activities/ experiences outside of school improve self-esteem which impacts on academic achievement in the classroom.</p> <p>PP children will be high profile in taking part in outdoor related activities as part of this development. For example, taking part in Orchard planting</p> <p>We will approach the Dance School to see if scholarships can be allocated for the Summer School</p>	<p>SBM / DHT / HT will ensure extra-curricular activities are promoted with PP children and that they will have 1st priority for clubs.</p> <p>We will aim, Cookery Club for example, to set up after school clubs which are free of charge and exclusively for PP children</p>	HT / SBM / DHT	Jun 19
To roll out metacognition and associated learning techniques	We will develop cartoon-based characters (avatars) who will be prevalent across school. The 7 characters will link to an aspect of meta-cognition	The evidence-based research suggests that all children will benefit from the idea of 'learning how to learn.' We feel the way learning is broken down into very small steps will benefit, above all, those children who find barriers to learning and have poorer concentration spans, alongside a more limited vocabulary	DHT to lead INSET training so ensuring a smooth roll out. Staff meetings on a monthly basis will have time allocated to discuss progress/problems to date Further imagery and narratives of the avatars will make them become real, and link their traits to the school values	HT/DHT	Jun 19
Use school counsellor for play therapies and train TA staff to deliver	HT to identify areas of need with parents through consultation evenings.	Parental support and engagement help the child to make progress.	HT / DHT will include this on the PP action plan	HT / DHT / PP tutors	Jun 19

<p>therapies such as 'Lego Therapy'</p> <p>Offer separate meetings for families of PP/SEN children to discuss how the funding is used and what support school can offer home learning</p>	<p>DHT to arrange additional parent's evenings with PP tutor (when appointed) to discuss child's progress. This will be at the same time as other parent's evenings in order to capture parents coming through.</p>	<p>Sessions withdrawn to see counsellor/therapist have positive affect in relation to self-esteem, friendship and in some cases behaviour (Academic and Social)</p>			
Total Budgeted Cost					<p>£9000 School Counsellor £600 Metacognition resources ESTIMATED C/F of £17,500 (held back due to budget uncertainty)</p>

5. Review of expenditure TO BE COMPLETED DURING THE SUMMER TERM 2019

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
<p>1. Writing results will improve across the school hence improving provision for PP children</p> <p>2. More able PP children to make better progress in Reading and Maths</p> <p>3. Wave 1,2 & 3 teaching to take place as a matter of course</p>	<p>- Full time TA staff are employed in Y6 and EYFS to support wider interventions in the afternoons. Further intervention support is offered in the afternoon across the school to offer cognition and learning support for reading, writing, maths and times tables and specific/tailored intervention for SEMH, communication and interaction, sensory and physical needs.</p> <p>-SENCo supports implementation of provision through staff training, direct work with children</p>	<ol style="list-style-type: none"> 1. Disadvantaged pupils at the end of KS2 made a progress score of -1.64 in writing. (national average for disadvantaged pupils is -0.50). 2. Disadvantaged pupils at the end of KS2 made a progress score of 2.94 in maths (national average for disadvantaged pupils -0.71) and 0.35 in reading (national average for disadvantaged pupils -0.62). This shows in maths and reading, disadvantaged pupils made good progress at the end KS2 July 2019. This figure is not necessarily representative of figures of other cohorts or in line with the three-year trend. 3. Quality first teaching remains a priority and SENCO has supported staff in SEND specific Wave 2,3 provision. Targeted Wave 2 intervention is used to address misconceptions, gaps in knowledge and understanding and to enrich more able provision across the school, with full time Tas in Y6 and EYFS. 	<ol style="list-style-type: none"> 1. Writing is a continued focus for quality first teaching, alongside early reading. The next academic year will focus on ensuring teacher planning is explicitly identifying key writing skills taught over a sequence of lessons and how these are developed across each year group, key stage and the whole school to ensure dysfluency is minimized by the end of KS2. Work to continue to build pupils understanding of genre specific skills is an area the EMFL team will be developing next academic year. 2. A dedicated member of staff will be allocated to ‘early reading’ development to drive whole school improvement of reading progress for the lowest attaining readers (particularly those moving into LKS2), which includes disadvantaged and EAL pupils. 3. Key support staff and Learning Support Assistants have been observed by other colleagues. This has enabled more specific interventions to roll out across the school (e.g. Jump Ahead and Narrative Therapy). Investment for an LSA to train as an ELSA (Emotional Literacy Support Assistant) is a focus to broaden our support for the social and emotional development of pupils in addition to the work that is offered through school play therapist. Building in wider school and small group work to support emotional literacy, as well as investing in a fit for purpose PSHE scheme of work will be a key priority for the next academic year. The Education Endowment Fund research demonstrates that this, alongside developing Quality First Teaching has the most impact on outcomes for disadvantaged pupils. 	<p>% of SENCo salary £21,600</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not	Lessons learned (and whether you will continue with this approach)	Cost
<p>1. PP children will make progress in line with their peers and some will make accelerated progress to diminish the difference further</p> <p>2. Funded online packages to support home learning purchased and fully funded</p>	<p>-Full time TA staff are employed in Y6 and EYFS to support wider interventions in the afternoons. Further intervention support is offered in the afternoon across the school to offer cognition and learning support for reading, writing, maths and times tables and specific/tailored intervention for SEMH, communication and interaction, sensory and physical needs.</p>	<p>1. Disadvantaged pupils at the end of KS2 made a progress score of -1.64 in writing. (national average for disadvantaged pupils is -0.50). Disadvantaged pupils at the end of KS2 made a progress score of 2.94 in maths (national average for disadvantaged pupils -0.71) and 0.35 in reading (national average for disadvantaged pupils -0.62). This shows in maths and reading, disadvantaged pupils made good progress at the end KS2 July 2019. This figure is not necessarily representative of figures of other cohorts or in line with the three-year trend.</p> <p>2. Teachers are using Discovery and MyMaths as teaching resources in the classroom and setting as out of school learning tasks. Bug Club certificates are awarded in weekly Celebration Assemblies to promote children to access this resource at home</p>	<p>1. Writing is a continued focus for quality first teaching, alongside early reading. The next academic year will focus on ensuring teacher planning is explicitly identifying key writing skills taught over a sequence of lessons and how these are developed across each year group, key stage and the whole school to ensure dysfluency is minimized by the end of KS2. Work to continue to build pupils understanding of genre specific skills is an area the EMFL team will be developing next academic year. A dedicated member of staff will be allocated to 'early reading' development to drive whole school improvement of reading progress for the lowest attaining readers (particularly those moving into LKS2), which includes disadvantaged and EAL pupils.</p> <p>2. Early morning MyMaths club proved popular in Y2/3 with 20 children attending during the spring term. It is felt more children in the lower years actively use Bug Club for reading, so we need to consider how to promote this further. Discovery is a key tool used in lessons across the school and is fed into weekly assemblies. Many teachers are promoting the resources through homework activities and this needs to be continued further. Consideration for SLT to repeat parent workshops in these areas is to be reviewed as this may help with further engagement at home. 'Times Tables Rock Stars' is also being looked into as an additional tool to support home learning for the next academic year.</p>	<p>£67,582 TA salaries (including interventions)</p> <p>£5300 online packages</p>

. Other approaches

Desired outcome	Chosen action/approach	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
<ol style="list-style-type: none"> 1. PP children will have experiences and be included in all as many extra-curricular activities as possible. 2. To roll out metacognition and associated learning techniques 3. Use school counsellor for play therapies and train TA staff to deliver 4. Offer separate meetings for families of PP/SEN children to discuss how the funding is used and what support school can offer home learning 	<p>- Teaching staff will be encouraged to offer a wide range of extra-curricular (free of charge) activities across the year in addition to paid school clubs and music lessons.</p> <p>-Residential will be subsidised</p> <p>-School trips will be subsidised</p> <p>-HT to identify areas of need with parents through consultation evenings.</p> <p>-SENCo to arrange additional parent's evenings with SEND/PP children. This will be at the same time as other parent's evenings in order to capture parents coming through.</p> <p>-The play therapist will work with children to provide support to families to help build good behaviour for learning and to support families in behaviour management, emotional resilience and understanding of the value of education</p>	<ol style="list-style-type: none"> 1. PP children continue to have been given opportunities for enrichment activities with their Quality First offer. Other enrichment activities have been very successful, such as the cookery Club for PP children specifically and an afternoon SEND/PP cooking/life skills group running with an LSA weekly. School trips are subsidised for PP pupils across the school. Residential travel and accommodation have also been subsidised. 2. The Metacognition characters have been rolled out across the school during the late spring term and summer term. Staff meeting time has been allocated for DHT to present on the approach and final checks for graphic design work has been agreed ready for displays in autumn 2019 3. Many PP children and their families have been supported through the use of the School Play Therapist. Tuesday morning drop in sessions are well attended by parents and it has been acknowledged by the IPEH Horsham Hub that we maintain relatively low numbers of families on an Early Help Plan. We believe our outreach to parents via this service has supported this. This work is confidential. 4. All families of pupils with SEND and PP/SEND have been offered additional slots at parents' evenings with the SENCo twice across the year 	<ol style="list-style-type: none"> 1. In line with new OFSTED framework, we will need to continue to review our curriculum intent, implementation and impact to establish the 'cultural capital' and enrichment of the curriculum within the Quality of Education, Personal Development and Behaviour and Attitudes offered to all children, but particularly those who are disadvantaged. Our school development plan will be redesigned to reflect this. PPG lead will analyse club take up termly to establish number of disadvantaged pupils accessing extra-curricular activities and if our current offer enables families to access these. 2. Staff training for teaching assistants, new members of staff and involving our wider community of parents and carers in the 'Building Learning Power' journey needs to be a priority for 2019-20 3. In line with the new OFSTED framework, we wish to utilise our play therapist and the skills she can offer to the wider school to support emotional resilience and 'readiness to learn'. We will begin with focusing on Y6 and YR in the autumn term. This will feed in directly with the whole school approach to metacognition. Time for staff training will also need to be afforded across the year. 4. Continuation of this model for the next academic year 	<p>£9000 school counselor</p> <p>£ £2,670 MCN resources</p> <p>£3822 subsidies for school trips</p>

