

# Pupil premium strategy statement (primary)

1. Summary information					
School	Arunside Primary School				
Academic Year	2017/18	Total PP budget	97360	Date of most recent PP Review	Sep 2017
Total number of pupils	313	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Mar 2018

2. Current attainment (ARE = age related expectation)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP ( at Arunside)</i>
% ARE in reading, writing and maths	35%	65%
% ARE in reading	60%	86%
% ARE in writing	39%	76%
% ARE in maths	55%	85%

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> )	
<b>A.</b>	Attendance rates for some PP children are significantly below that of their peers.
<b>B.</b>	A high percentage (34%) of PP children are also special needs
<b>C.</b>	Parental engagement with PP children has proven difficult, hence home / school support is not as strong as it should be.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates of some PP children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Measures to improve attendance for PP children to be investigated and implemented	Attendance rates will improve for those children highlighted
<b>B.</b>	Further intervention and support groups will be in place to support the progress of SEN and borderline 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.
<b>C.</b>	Engage with parents to encourage reading at home.	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.

<b>D.</b>	Measures to improve attendance for PP children to be investigated and implemented. The school will take a supportive role to work with parents to improve attendance, if this is not possible the school will investigate other methods such as fixed penalty notices.	
-----------	--	--

<b>5. Planned expenditure</b>					
Academic year	<b>2017 - 18</b>				
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.					
<b>i. Quality of teaching for all</b>					
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?
Fund discovery education for all classes	To ensure all classes have access to the online resource. To ensure all children can access the resource from home.	The evidence shows that improved teaching and learning in the classroom for all children allows PP children to make accelerated progress. Discovery Education can also be used at home to improve home school links and improve homework.	<ul style="list-style-type: none"> <li>• Monitor its use by checking how many times it is used by teachers on line.</li> <li>• Evaluate use during classroom observations.</li> <li>• Pupil voice surveys to include question about DE.</li> <li>• DE logins to be sent home</li> <li>• Promotional letters to be sent home.</li> <li>• Homework activities show use of discovery education.</li> </ul>	DHT / HT / PP governor.	Mar 2017
Fund an online reading scheme to nurture a love of reading and improve reading comprehension skills for all.	To ensure all classes have access to the online resource. To ensure all children can access the resource from home.	The evidence shows that improved teaching and learning in the classroom for all children allows PP children to make accelerated progress. 'The Bug club' can also be used at home to improve home school links and improve homework.	<p>All class teachers will set the children a challenge for the number of books that they will read.</p> <p>CT will monitor the improvements in reading comprehension</p> <p>The reading scheme will be promoted through home learning and bringing parents in for a work shop</p> <p>The library will have 6 Kindle Fires to incorporate online reading in library sessions. (PTA funded)</p>	GE / DHT / PP Governor	Mar 2018
<b>Total budgeted cost</b>					2600
<b>ii. Targeted support</b>					

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	To use the data assessment system to analysis where there are gaps and to put appropriate provision in place. Wave 1 - intensive support for those children who are only 1 sub level below peer group to catch up. Wave 2 – Support for SEN pupil, particularly in reading in help narrow the gap in progress. Wave 3 – Enrichment support for more able pupils	Children are not making the required progress with current intervention. More targeted and highly skilled support is required to do this.  Currently the SEN children are not making the progress expected, therefore the provision is in place to improve reading and hence for them to be able to access more areas of the curriculum.	<ul style="list-style-type: none"> <li>DHT to observe support in place</li> <li>DHT to ensure the correct staff are carrying intervneiton support.</li> <li>SENDCo to ensure all intervention wave 2 forms are completed and impact statements are included.</li> <li>DHT will continue to track data and make adjustments accordingly.</li> <li>Where there is positive impact from a support group, the children will be returned to quality first teaching.</li> </ul>	DHT /SENDCo / PP Governor	Mar 2018
More able Children will take part in enrichment activities where available  More able children will take part in 'The Brilliant Club initiative.	Enrichment activities provided through locality and in school work.  More able PP y5 and 6 to be given a number of workshops ran by 'The Brilliant Club PhD students to inspire them to go to university.	Whilst more able children are well within ARE, their progress is behind that of others with the same starting point.  The Brilliant Club initiative will encourage and allow our more able children to aspire them to go to university.	<ul style="list-style-type: none"> <li>DHT to identify needs and to put enrichment groups in place.</li> <li>Subject leads to explore opportunities for chn outside of school e.g. teaching alliance enrichment courses</li> </ul>	DHT/ JG	July 2018
<b>Total budgeted cost</b>					60 000
<b>iii. Other approaches</b>					
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.	Extra-curricular activities such as paid school clubs and music lessons will be paid for  Residential will be subsidised  School trips will be subsidised	Children who are able to join in with activities/ experiences outside of school improve self-esteem which impacts on academic achievement in the classroom.	SBM / DHT / HT will ensure extra-curricular activities are promoted with PP children and that they will have 1 <sup>st</sup> priority for clubs.	HT / SBM / DHT	Mar 2018
Families of PP children will be more engaged and feel able to support their child at home.	HT to identify areas of need with parents through consultation evenings. 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.	Parental support and engagement helps the child to make accelerated progress.	HT / DHT will include this on the PP action plan  DHT will use outcomes from this to work with parents and their children to provide support as needed.  DHT to run before school support groups and encourage parents to come in and work with us.	HT / DHT / PP tutors	Dec2017
A Play therapist will work with PP children to improve behaviour for learning.	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 and understanding of the value of education.	EEF shows that improvement in metacognition has significant benefits to diminishing the difference.	Children will improve behaviour for learning and hence will engage more within the classrooms.  Parents will feel supported by the school and engage with us more.		
<b>Total budgeted cost</b>					10 000

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017 - 18</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Fund discovery education for all classes</p> <p>Fund an online reading scheme to nurture a love of reading and improve reading comprehension skills for all.</p>	<p>To ensure all classes have access to the online resource.</p> <p>To ensure all children can access the resource from home.</p> <p>To ensure all classes have access to the online resource.</p> <p>To ensure all children can access the resource from home.</p>	<p>Discovery is well used both in school and for home learning. There is evidence of its use through homework activities too. SENDCo and DHT held parent Hub to discuss its use and benefits.</p> <p>All children have personalised log in. Engagement through home and homework is positive. More homework is being completed.</p> <p>The school has subscribed to Bug Club. Teachers are able to monitor its use by children at home. This is going well. Children are enjoying reading through their screen devices.</p> <p>There are 6 kindles in school for children to use. These are in demand and children use them well during library sessions</p> <p>Progress of all children in reading = 3.6 points PP children = 3.2 points. Whilst a small gap remains, it is closing. Further, expected progress is 3.0 points, so PP children are making better than expected progress.</p>	<p>Discovery is going well, however more work is needed to promote it for our families, in particular with PP families.</p> <p>Further workshop to be provided and explore idea of running Discovery / Bug Club club for invited PP children after school.</p> <p>Teachers need to do more in class with Discovery, lesson observations need to be carried out to see if it is used.</p> <p>Staff training to be provided by JH</p> <p>The School will continue to subscribe to Bug Club and Discovery and will now look at an online scheme for maths too.</p> <p>Next year – Explore the implementation of philosophical questions for children to improve metacognition through our PSHE approach in democratic circles.</p> <p>Look into the approaches used by SAMPERE and P4C.</p>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>PP children will make progress in line with their peers and some will make accelerated progress to diminish the difference further</p> <p>More able Children will take part in enrichment activities where available</p> <p>More able children will take part in 'The Brilliant Club initiative.</p>	<p>To use the data assessment system to analysis where there are gaps and to put appropriate provision in place.</p> <p>Wave 1 - intensive support for those children who are only 1 sub level below peer group to catch up.</p> <p>Wave 2 – Support for SEN pupil, particularly in reading in help narrow the gap in progress.</p> <p>Wave 3 – Enrichment support for more able pupils</p> <p>Enrichment activities provided through locality and in school work.</p> <p>More able PP y5 and 6 to be given a number of workshops ran by 'The Brilliant Club PhD students to inspire them to go to university.</p>	<p>Progress measures:</p> <p>Reading PP = 3.2 All = 3.6</p> <p>Maths Pp = 3.2 All = 3.4</p> <p>Reading PP = 3.3 All = 3.6</p> <p>There is a small gap which still exists. However, expected progress is 3.0 points and so PP children have made better than expected progress. When analysing progress from starting points, children in the PP group are doing well in line with their peers.</p> <p>Attainment this year for PP children: ARE = 54% an increase of 19% Reading = 60% - same as last year Writing = 55% an increase of 16% Maths = 68% an increase of 13%</p> <p>Intervention support has been very successful with groups moving in and out of wave 2. This is monitored as part of the pupil progress schedule. Impact statements are written and teachers are positive about the results they are bringing in class.</p> <p>The Brilliant Club was very successful. All children achieving at least a 2.1 grade. With 1 PP child giving a speech at the graduation ceremony at UCL. (The only school to be asked).</p>	<p>A number of able maths and writers workshops were attended by PP children at Heron way school.</p> <p>In school more able sessions were held in the spring term for Y2,3,4.</p> <p>ICT enrichment was held at Southwater school for Y5 and 6 PP</p> <p>Arunside held a theatre studies workshop for PP KS2</p> <p>Next year – More of a focus should be given to the progress of more able in school by having more support sessions in school.</p> <p>Work with Tanbridge House to promote and share good practice across the locality and provide more enrichment activities.</p> <p>Investigate possibility of out- reach from Tanbridge for more -able mathematicians and writers.</p> <p>Reading needs to continue to be a part of the PP strategy and SDP.</p> <p>Review of the use of The Power of reading and carry out lesson observations, continue to monitor its impact on the quality of writing and reading.</p>	
---	--	--	---	--

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>PP children will have experiences and be included in all as many extra-curricular activities as possible.</p> <p>Families of PP children will be more engaged and feel able to support their child at home.</p> <p>A Play therapist will work with PP children to improve behaviour for learning.</p>	<p>Extra-curricular activities such as paid school clubs and music lessons will be paid for.</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>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>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 and understanding of the value of education.</p>	<p>PP children have been given opportunities for enrichment activities where they are priority for school run clubs.</p> <p>Other enrichment activities have been very successful, such as the cookery Club, this has also gained support through the Tesco charity donations. All children in this group are PP children and are invited for 1 term.</p> <p>Residential travel and accommodation has been subsidised. Where a parent has had particular difficulties this has also been subsidised.</p> <p>Regular parent Hubs have been offered to discuss different aspects of the curriculum, as have coffee mornings for mental health awareness.</p> <p>Parents have been invited to attend parent evening sessions on top of their usual class teacher discussion.</p> <p>Many PP children and their families have been supported through the use of the School Play Therapist. This work is confidential.</p>	<p>Because of a large deficit in the amount of monies received for school trips, the school is no longer able to pay for PP school trips, but will continue to subsidise residential as per the policy (Charging and remissions).</p> <p>PP Children will continue to have priority for after school clubs, but it has never been the intention to pay for clubs run by private companies as it is not a school run business. Where a child is recognised as having a particular talent then this will be reviewed.</p> <p>The School intends to use the money as per the guidance of improving outcomes for children and diminishing academic differences. More of a focus will be on the support of children in class.</p> <p>The school now will do more to improve its support to parents through offering early reading to ensure PP children are reading regularly.</p> <p>By offering Bug Club and Discovery Club after school.</p> <p>Continuing the Parent Hub initiative and encourage PP families to attend.</p> <p>Provide opportunities for parents to come into school to watch reading lessons.</p>	

