

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

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Measures to improve attendance for PP children to be investigated and implemented	Attendance rates will improve for those children highlighted
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.
C.	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.

D.	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.	
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5. Planned expenditure					
Academic year	2017 - 18				
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?
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"> • Monitor its use by checking how many times it is used by teachers on line. • Evaluate use during classroom observations. • Pupil voice surveys to include question about DE. • DE logins to be sent home • Promotional letters to be sent home. • Homework activities show use of discovery education. 	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
Total budgeted cost					2600

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	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"> • DHT to observe support in place • DHT to ensure the correct staff are carrying intervention support. • SENDCo to ensure all intervention wave 2 forms are completed and impact statements are included. • DHT will continue to track data and make adjustments accordingly. • Where there is positive impact from a support group, the children will be returned to quality first teaching. 	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"> • 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 	DHT/ JG	July 2018
Total budgeted cost					60 000

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?
<p>PP children will have experiences and be included in all as many extra-curricular activities as possible.</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>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>SBM / DHT / HT will ensure extra-curricular activities are promoted with PP children and that they will have 1st priority for clubs.</p>	<p>HT / SBM / DHT</p>	<p>Mar 2018</p>
<p>Families of PP children will be more engaged and feel able to support their child at home.</p>	<p>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.</p>	<p>Parental support and engagement helps the child to make accelerated progress.</p>	<p>HT / DHT will include this on the PP action plan</p> <p>DHT will use outcomes from this to work with parents and their children to provide support as needed.</p> <p>DHT to run before school support groups and encourage parents to come in and work with us.</p>	<p>HT / DHT / PP tutors</p>	<p>Dec2017</p>
<p>A Play therapist will work with PP children to improve behaviour for learning.</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>EEF shows that improvement in metacognition has significant benefits to diminishing the difference.</p>	<p>Children will improve behaviour for learning and hence will engage more within the classrooms.</p> <p>Parents will feel supported by the school and engage with us more.</p>		
Total budgeted cost					10 000

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
Staff CPD improved	Survey of staff needs	<p>All teachers provided SLT with their CPD to date. Gaps were identified and significantly more teachers received CPD support through the Teaching School alliance. The school reorganisation identified teachers who had potential to lead and where there was a need for recruitment, this enabled the school to recruit where there was a gap in skills e.g. the appointment of a new SENDCo. The impact of this is better provision for children who are both PP and SEN.</p>	<p>The new SLT will monitor closely the quality of teaching for all with a focus on the diminishing the difference between PP and non-PP children. Further observations of whole class teaching is needed with a focus on PP children.</p> <p>A consistent approach to the recording of intervention and the impact that it has had on learning is needed.</p> <p>The next action plan should include how we will support PP and SEN children to improve progress.</p>	
Improvement of writing across the school	Lead to research best practice. Improve CPD across School	<p>Discovery education (online learning support) was purchased to enhance the quality of teaching and learning both in the classroom and at home the impact of this is evidenced through pupil engagement and higher quality homework. Parents are pleased that there is a learning platform for the children to access at home.</p> <p>Additional support placed into KS1 to improve writing results. KS1 writing results showed a 20% improvement.</p> <p>Under the staff reorganisation a new post within the SLT was created (ELIT) English, Language and information technology. The new leader is receiving CPD for senior leadership in school through the Teaching School Alliance (TSA). The impact will be measured by the success of the action plan</p>	<p>The English Action plan will need to be monitored closely by the SLT and lesson observations / pupil progress meetings should have a focus on writing, particularly for PP boys.</p> <p>Data shows that although KS1 results have improved significantly, internal data shows a problem with LKS2 writing results. Further internal book scrutiny and moderation is needed. The improvement of writing across LKS2 needs to be a focus of the SDP/ ELIT action plan.</p>	

ii. Targeted support

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>The gap between PP and non PP children will diminish</p>	<p>Appointment of qualified teachers to support intervention.</p>	<p>This outcome was not met. The gap between PP and non-PP is still too big. The school did not appoint additional tutors as the evidence from the EEF suggests that this is a high cost, moderate impact investment.</p> <p>The school has appointed selected TA's to work with PP children in small group work. The impact of this is evident in confidence and self-esteem of the children. Impact statements shows that children have met the desired outcomes set for them by the CT.</p> <p>Where most support was put in place (KS1) which was a decision led by the RAISE data, the whole of KS1 made significant progress, therefore although it appears the gap did not narrow, the attainment for all is higher.</p>	<p>Further support is needed for our PP families to engage with them to improve learning at home, this should form part of the next action plan.</p> <p>Further monitoring and evaluation of the support offered by TA support needs to happen. Those children who no longer need intervention should be returned to class to receive quality first teaching.</p> <p>SLT will take a whole school approach to tightened the monitoring schedule to improve T & L for all.</p> <p>A consistent approach to recording impact will be adopted and will be in line with the SENDCo paperwork.</p> <p>More support is needed for our SEN PP children (34%), pupils with specific needs e.g. dyslexia need to be screened so that suitable resources such as books with coloured pages being brought. This will be included on the new action plan</p>	

iii. 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
Extra -curricular activities	Paid clubs / residential etc.	<p>PP children were appropriate were offered enrichment activities such as:</p> <ul style="list-style-type: none"> • A talented footballer was funded to take part in the after school football club run by an external company. • A talented musician was funded to continue with harmonica lessons • All PP families had trips funded for them • A PP+ child has the residential funded. • Zoolab was funded for Y3 and 4 PP children. • A talented mathematician attended a G& T maths day. 	<p>The school will continue to support children with enrichment activities and subsidise academic trips.</p> <p>We now wish to focus further support with the PP more able children in Y5 and 6 who may aspire to go to university. The school will liaise with 'The brilliant Club' to provide this support.</p>	