

Arley Primary School

Pupil premium strategy statement 2019 - 2020

1. Summary information					
School	Arley Primary School				
Academic Year	Sept 2019 – July 2020	Total PP budget allocated	£68,640	Date of most recent PP Review	12 th February 2018
				Date of most recent Ofsted Inspection	January 2019
Total number of pupils	206 (inc. Nursery)	Number of pupils eligible for PP	60 pupils (29%)	Date for next internal review of this strategy	July 2020

2. Current attainment (End of Key Stage 2)					
	<i>Pupils eligible for PP (Arley)</i>	<i>Non-SEND PP Pupils (Arley)</i>	<i>National average for <u>all</u> pupils 2019</i>	<i>Arley average Test Score PP Pupils 2019</i>	<i>National average Test Score 2019</i>
% achieving in reading, writing and maths	16.7%	25%	65%	N/A	N/A
% making progress in reading	33.3%	50%	73%	94.2	104
% making progress in writing (Teacher Assessment)	54.7%	62.5%	78%	N/A	N/A
% making progress in writing SPaG	41.7%	62.5%	78%	96.9	106
% making progress in maths	33.3%	50%	79%	94.9	105

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.	Pupils' use of a rich vocabulary and understanding of these words when read in context. The average test score for PP pupils in 2019 KS2 was well below National this year.
B.	Pupils' use of a rich vocabulary to use in a range of writing. The number of pupils achieving ARE for writing was higher than Reading but still well below National.

C.	Pupils ability to apply key Maths skills to a range of challenges; using White Rose strategies to support their thinking in these contextual questions. The number of pupils achieving ARE in Maths KS2 tests was well below National.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP is 93.7% which remains below the whole school target of 96%. The % of PP pupils is -2.6% lower than non-PP. This remains the main barrier for PP pupils to make the academic progress they should.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to non-PP nationally.	For the average whole school progress for PP in Reading to be in line with National non-PP.
B.	To ensure that PP pupils have stamina for writing using a wide range of vocabulary in context. To increase the number of PP pupils achieving ARE by the end of KS2 to narrow the gap to National non-PP.	For the average whole school progress for PP in Writing to be in line with National non-PP.
C.	To ensure that PP pupils are able to use White Rose strategies to enable them to tackle contextual problems in Maths; ensuring that they make good progress in line or better than National non-PP.	For the average whole school progress for PP in Maths to be in line with National non-PP.
D.	Increased attendance rates for pupils eligible for PP.	PP pupils to achieve at least 96% attendance by the end of the year. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.

5. Planned expenditure

Academic year

September 2019 – July 2020

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?
A.B. Pupils to increase their vocabulary and stamina for reading into writing.	Good quality texts to be used. Linked to the Power of Reading Project. To ensure that all classes have a story time where reading can be modelled and new vocabulary explored. Each class to have a new vocabulary wall which is an integral part of English teaching.	Research in writing shows that starting with enriched good quality texts improves pupils' vocabulary and language acquisition. Reading into writing is a proven strategy. Pupils need to widen their vocabulary through a range of texts; introducing new vocabulary daily.	CPD, monitoring plans, standards in books. Looking at outcomes. Working with the English lead to monitor.	HT, DHT, Lead for English	Termly outcomes. Termly drop-ins.
C. For teachers to thread reasoning skills in Maths throughout their lessons.	Use White Rose resources and strategies to thread reasoning strategies in all Maths lessons.	Monitoring showed evidence of an improved use of reasoning skills by pupils; pupil premium pupils made better progress from KS1 to KS2 in Maths last year as a result.	Working with the Maths Lead to monitor.	HT, DHT, Lead for Maths.	Termly outcomes. Termly drop-ins.
Total budgeted cost					£0.00

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?
A. Improved progress and attainment for PP pupils in Reading.	All TAs to challenge PP pupils in 1:1 reading during assemblies. Teachers to also prioritise these pupils when they hear readers.	Reading compared to Maths and Writing attainment by the end of KS2 is lower than Reading.	Close monitoring of the progress made in Reading of PP compared to non-PP pupils. Monitor the quality of reading provision 1:1.	HT, DHT, lead for English.	On-going and part of analysis at the end of each term. Half-termly pupil progress meetings.

A.C. Targeted PP Pupils to develop speed, accuracy and fluency in reading or maths number skills.	Precision Teaching Speed Reading or Precision Teaching Maths for targeted PP. Parent workshop to look at how they can support their child with Reading.	Precision Teaching is a targeted intervention which is administered quickly on a daily basis and has proven measured impact when measured against the baseline.	Reporting termly on impact reports. Collecting end of term data.	HT, DHT, lead for English.	On-going and part of analysis at the end of each term. Half-termly pupil progress meetings.
A.B.C. Pupils in Catch-up and Challenge Groups to make rapid progress to close the gap towards ARE or GD from their prior attainment.	Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in all lessons. Fluidity in groups to suit the needs of individuals. TAs if in class during the lesson introduction to sit near PP pupils to ensure learning intentions are clear.	Research shows that using a targeted range of open questioning techniques enable teachers to make formative assessment judgements in class and small group work. The use of small groups ensures that all pupils within the group are focussed and work is targeted to suit the needs of individuals.	Continual monitoring and analysis of pupil performance and progress throughout the year; including pupil talk, work trawls, intervention baseline and end of term analysis.	HT, DHT, lead for English and Maths	On-going and part of analysis at the end of each term. Half-termly pupil progress meetings.
A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets.	Focused 1:1 IEP work for individuals.	Pupils who are SEND will benefit from focussed targeted work against their IEP targets; to improve their basic English and Maths skills.	Working with the SENCo, regular IEP reviews with teachers and parents. Using this information to set new targets.	SENCo, HT, DHT.	At the point of each review.
A.B.C.D Pupils who have missed key skill teaching in Maths and English to catch-up.	Catch-up slips to identify when key skills need to be taught on a 1:1 basis when pupils are absence.	Pupils with high absence are more likely to miss key skill teaching in Maths and English. Therefore, catch-up slips should enable pupils to maintain their progress alongside other children. This strategy is very successful at Arley and workable on top of other targeted support strategies.	Part of monitoring for the marking policy.	HT, DHT, lead for English and Maths	Through monitoring of book trawls.
Total budgeted cost					£67,040

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?
D. Increased attendance rates.	Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted. Certificates sent home for pupils who have have poor	If pupils are not attending school then they are not being given first good-quality teaching and gaps in their learning will increase; therefore having a detrimental effect as they progress through the school. Persistent absence (below 90%) through	Attendance will be closely monitored to ensure that individuals' attendance is improving. Catch-up slips will be monitored through Maths and English book trawls.	HT, DHT, Class teachers.	Half-termly.

	<p>attendance but have made significant improvements during the term.</p> <p>Catch-up slips used in Maths and English to ensure that key skills are caught up when pupils are away.</p> <p>Attendance class league introduced to encourage good attendance.</p> <p>Attendance certificates and prizes.</p> <p>'In It To Win It' displays in every classroom; prize draw for pupils with good attendance at the end of the year.</p>	<p>research shows that pupils are missing up to a whole month in learning.</p> <p>Catch-up slips will ensure that key skills are not missed therefore ensuring that pupils' attainment continues to thrive and there are no gaps in learning.</p>			
A.B.C.D. To increase pupils' ability to explain their learning using the language of learning.	Introduce the 4Rs characters using the growth mind set philosophy.	The Sutton Trust report recognises that one of the most significant impacts on pupil progress is the ability to be able to reflect on their own learning through Growth Mindset practices.	Through pupil talk comparing the language of learning for PP compared to non-PP.	HT, DHT, middle leaders.	Half-termly.
D. To encourage parents to support pupils at home in their learning.	Encourage parents to attend Inspire afternoons.	Children sharing their learning with their parent/carer will encourage parents to come into school and be an integral part of their child's learning. By engaging with parents, this could have a positive impact on attendance figures.	Monitor the attendance of PP parents/carers at key school events and Inspire afternoons.	HT, Lead for PP, Class teachers.	Following key events such as consultation evening, whole school events and Inspire afternoons.
D. To increase the number of PP pupils in extra-curricular clubs supporting parents financially.	Places offered to PP pupils as a priority and funding supported.	Recent studies show a correlation between improved grades, behaviour and work habits as a result of students' involvement in after-school activities.	Each extra-curricular activity will be analysed for PP participation compared to non-PP participation.	DHT, Lead for PE.	Analysis completed at the end of each term.
A.B.C.D	Ensure pupils have a breakfast at the start of each day.	Analysis of teacher, pupil and parent talk show that pupils are "ready to learn" with the introduction of Magic Breakfast bags.	Compare the impact of breakfast for all pupils from the implementation in January 2019 to January 2020; through pupil, teacher and parent talk; analysis of punctuality and attendance.	PP lead	January 2020
				Total budgeted cost	£1,600

6. Review of expenditure				
Previous Academic Year		September 2018 – July 2019		
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
A.B. Pupils to increase their vocabulary and stamina for reading into writing.	Good quality texts to be used. Linked to the Power of Reading Project. To ensure that all classes have a story time where reading can be modelled and new vocabulary explored.	Medium impact: Evidence through monitoring with a Governor Learning Walk in Reading of increased stamina for reading and use of vocabulary. All classes clearly display new words they have explored with the children. The DHT led Writing Boosters in addition to the Y6 first good-quality teaching; 6 out of 8 pupils achieved the expected standard in their assessed work and the SPaG test. Age related percentage for writing was 70% for all pupils.	Power of Reading strategies will continue to be used as will the vocabulary walls.	Speech and Language £1035.38
C. For teachers to thread reasoning skills in Maths throughout their lessons.	Staff CPD on reasoning skills and the introduction of Maths No Problem scheme in KS1; White Rose resources in KS2 from September 2018.	High impact. KS2 pupils achieved 70% in their SAT test and throughout the school, good and rapid progress was evident; 6.2 on average. Maths Lead led Booster afterschool sessions; 7 out of 9 targeted pupils achieved the expected standard as a result in the SAT test.	Strategies to continue as part of good-first quality teaching.	Magic Maths Club £1,319 Catch-up Maths £15,634.29 Challenge Maths £1,792.70
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
A. Improved progress and attainment for PP pupils in Reading.	All TAs to challenge PP pupils in 1:1 reading during assemblies.	Medium Impact – overall average progress for PP pupils is 5.9 broadly expected progress for the year. All pupils are making 6.2 steps on average; this is rapid progress.	Strategy to continue but SR to oversee the running of it to ensure pupils are prioritised in class as well as during assembly.	Priority Readers £11,029.50 Phonics £1,124.28
A.C. Targeted PP Pupils to develop speed, accuracy and fluency in reading or maths number skills.	Precision Teaching Speed Reading or Precision Teaching Maths for targeted PP.	High Impact. All pupils who use precision teaching show significant achievement in the speed of the skill they are developing and often move onto several other objectives.	This strategy needs to be used with more children on a daily basis – it is quick to administer and has a proven impact on the speed of reading.	PT Reading £855.68 PT Maths £297.60

A.B.C. Pupils in Catch-up and Challenge Groups to make rapid progress to close the gap towards ARE.	Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in all lessons. Fluidity in groups to suit the needs of individuals. TAs in class during the lesson introduction to sit near PP pupils to ensure learning intentions are clear.	High impact. Teachers use end of term data to identify groups of pupils who either need to catch-up or to be challenged to enable them to achieve Greater Depth. At the end of the year, teachers have identified these pupils ready for September 2019. Progress for Writing is good and rapid for Maths through the use of these groups.	Strategy to continue to enable teachers to be flexible with their teaching.	Reading Challenge £1,458.778 Reading Catch-up £11,714.91 Writing Challenge £2,985.29 Writing Catch-up £11,738.53
A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets.	Focused 1:1 IEP work for individuals.	High impact: Individual pupils show good progress against their IEP targets – good use of TA time for focused target work on a 1:1 basis. Some pupils have now been removed from the SEND register as a result of closing the gap.	Strategy to continue for targeted SEN pupils.	£626.60
A.B.C. Pupils who have missed key skill teaching in Maths and English to catch-up.	Catch-up slips to identify when key skills need to be taught on a 1:1 basis when pupils are absent.	High impact: Teachers are able to identify the key skills needed for pupils to catch-up when they have been absent. Learning walks and book trawls evidence clearly the skill covered and the date it has been revisited. This way pupils who have absence issues do not miss these key skills. This strategy is so well embedded now, pupils will often tell their teacher they need “to catch-up”.	Strategy to continue as an effective part of Arley’s marking policy.	No cost

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
D. Increased attendance rates.	Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted. Certificates sent home for pupils who have poor attendance but have made significant improvements during the term. Catch-up slips used in Maths and English to ensure that key skills are caught up when pupils are away. Attendance class league introduced to encourage good attendance. 'In It To Win It' displays in every classroom; prize draw for pupils with good attendance.	High impact: We are now a referring school and have regular meetings with ACE. Parents are alerted to attendance which could potentially be a cause for concern. Pupils are “buzzing” every week in Celebration Assembly; awaiting the results of the league table – it has become highly competitive wanting to win the weekly treat. We have just awarded our prizes for those who were “in it to win it.” Positive awards for attendance are working. Whole school attendance has improved since July 2018 to 95.6% (broadly in-line with National). PP remains similar to last year; 93.7%.	Strategies to continue. We still aim to raise the attendance figures for PP pupils.	No cost.

A.B.C.D. Achievement for All.	PP pupils identified for Achievement for All parent partnership.	High impact. Structured conversations are now being used for all parental discussions with teachers.	Achievement for All has now finished but the many strategies learnt will still be used in school.	No cost.
A.B.C.D. To increase pupils' ability to explain their learning using the language of learning.	Introduce the 4Rs characters using the growth mind set philosophy.	High impact. Pupils are confident in their discussion of the four characters. Teachers are going to increase the use of Pondering Panda which pupils are less confident in referring to during their discussions.	This is an embedded strategy within the school.	Social Skills Group £2,262 SEMH £67.40
D. To encourage parents to support pupils at home in their learning.	Encourage parents to attend Inspire afternoons.	High impact. Good attendance at these events; on average 62% of PP parents have attended this year.	To continue but around the theme of Reading – which remains a whole-school priority.	No cost
D. To support parents and develop independence skills through residential activities.	Places offered to PP pupils as a priority and funding supported.	Low impact. Despite inviting PP pupils, this strategy does not seem to have any impact on the number of PP pupils who attend. For those who do attend who are PP; they do enjoy the clubs. High impact: Residential pupils for PP are encouraged to go when they have some support financially.	To consider other strategies to increase the number of PP who join afterschool clubs.	Clubs £1,605.50 Trips and residential £1,730

S. Riley
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