



Pupil Premium Strategy Statement 2017/18

The Pupil Premium Grant is allocated for the educational benefit of children at the school, to address inequality and disadvantage. The school uses the funding to provide interventions and support for its disadvantaged pupils.

Ashfield Valley Primary School - Summary Information					
Academic Year	2017-18	Total PP budget	£83160	Date of most recent PP Review	December 2017
Total number of pupils	242	Number of pupils eligible for PP	63	Date for next internal review of this strategy	April 2018

Funding	Number of eligible pupils	Amount per pupil	Total
Pupil Premium	63	£1320	£83160
Service Child Premium	n/a	n/a	0
LAC Pupil Premium	n/a	n/a	0
Total			£83160

Year 6 Attainment – July 2017		
	Pupils eligible for PP School (National not PP)	Pupils not eligible for PP School (National not PP)

% achieving expected standard or above in reading, writing and maths	67 (61)	63 (61)
% achieving expected standard or above in reading	78 (71)	79 (71)
% achieving expected standard or above in writing	67 (76)	68 (76)
% achieving expected standard or above in maths	78 (75)	84 (75)

Barriers to future attainment	
In-school barriers	
A	Some children who are entitled to Pupil Premium enter school with poorly developed language and communication skills or with speech and language difficulties. Poor speech impacts on the acquisition of literacy skills and can, in some cases, lead to frustration and behavioural difficulties. Difficulties with language processing or understanding can limit a child's ability to access learning, respond to instructions or feedback from adults. Limited vocabulary hampers understanding and writing.
B	Some children who are entitled to pupil premium need additional support with basic skills in phonics, reading, writing and maths
External barriers	
C	Some children who are entitled to Pupil Premium who have social, behavioural or emotional barriers which impact on progress
D	Some children who are entitled to Pupil Premium have limited access to enrichment activities and extracurricular activities like musical instruments, school trips, clubs. This affects their general knowledge, language development and social skills which can limit their attainment in school.
E	Some children lack support at home eg; reading at home, practising of skills, completing homework
F	Some children's poor attendance or punctuality impacts on progress. These need to be monitored and home visits need to be carried out.

Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A	For children who are entitled to Pupil Premium that need Speech and Language support to make at least the same progress as other children – Reception focus	Monitoring of intervention groups such as Blast and TalkBoost show effective provision. Children’s language skills improve – see progress towards EYG in Reception and through termly monitoring and pupil progress meetings
B	Gaps in basic skills such as phonics, English and Maths are closed through assessment driven interventions – especially in Y2 and Y6	Accurate assessments to be carried out each term Targeted interventions to be put in place for children with gaps in knowledge to ensure they make progress. Bespoke packages of work, including pre-teaching are in place to ensure gaps are closed Assessments will show effectiveness
C	For children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning to make as much progress as other children.	Bespoke support from the Inclusion Lead to be in place to support individuals on a 1 to 1 basis or in groups. Classes to run groups as appropriate Interventions to be evaluated, impact measured and changes made if necessary
F	Children who are entitled to pupil premium attend school regularly and are punctual	The inclusion Lead and Admin officer monitor attendance and punctuality to highlight any issues and pay home visits if needed. Potential issues are highlighted early because of good relationships and careful monitoring. Regular meetings with EWO Clear communication from school about holidays in term time resulting in fines and possible loss of place on role
D	For children who are entitled to Pupil Premium that have limited access to enrichment activities to have access to these activities at a subsidised rate	Pupils access a wide range of activities to enhance their vocabulary, build confidence and self-esteem
E	Children who are entitled to pupil premium have access to home learning and are able to carry out home learning tasks. Children who do not get support at home, have extra support in school – eg reading	Resources are provided for home learning Home reading is monitored by reading records and support made available to parents eg workshops and extra reading in school is offered to pupils. Number of parents attending is monitored. Children have access to Education City at home to support learning

Planned expenditure	
Academic year	2017/18

Nature of Support				
Need	provision	Year groups	cost	
Inclusion support C	Inclusion lead to support behaviour, emotional needs and Early Help work for children and families	All	£16364	
Wider opportunities D	Trips/visitors subsidies	All	£2000	
Progress in Maths and English, Phonics B	Booster teacher for Y6 and Y2 and oversee reading progress	all	31530	
	1-1 maths tuition	Y6	£5000	
	Targeted support for small groups and individuals	TA1 for Rec/Year 1 including Talkboost and Blast		£15312
		TA1 Y3 including Lego therapy		£5371
		TA1 Y5		£2384
		TA1 Y4	£12152	
Attendance/Admin F	Monitoring of attendance, home visits from admin support	All	£2860	
Education City software annual costs	To provide home learning opportunities	KS2	£250	
Health	Fruit for KS2	KS2	£1000	
		total	£94223	

i. Quality of teaching					
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. For children who are entitled to Pupil Premium that need Speech and Language support to make at least the same progress as other children	Targeted interventions are re-enforced during teaching times and provision Focus on teaching vocabulary Use of talk for writing to build confidence in speaking	The interventions chosen are widely considered to be effective and are recommended by speech and language therapists. The children are selected based on data and teacher assessment.	Interventions are monitored by Senior Leaders in school in pupil progress meetings. Pupil premium children are noted during monitoring activities	EY lead Qualified Teaching Assistants	Termly assessment Regular discussions with class teachers Termly monitoring
B Gaps in basic skills such as phonics, English and Maths are closed through assessment driven interventions – especially in Y2 and Y6	Targeted interventions are delivered by support staff as an addition to whole class differentiated teaching.	A bespoke approach has proved to be successful in previous years. A personalised approach ensures that each child has the regular, frequent practice they need.			

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. For children who are entitled to Pupil Premium that need Speech and Language support to make at least the same progress as other children	Small group intervention using Blast and Talkboost	The interventions chosen are widely considered to be effective and are recommended by speech and language therapists. The children are selected based on data and teacher assessment.	Termly monitoring by EY lead and Senco, reporting to HT	EY lead Senco	Termly assessment points Ongoing review by EY lead
B Gaps in basic skills such as phonics, English and Maths are closed through assessment driven interventions – especially in Y2 and Y6	Bespoke 1-1 intervention based on data and ongoing teacher assessment	A bespoke approach has proved to be successful in previous years. A personalised approach ensures that each child has the regular, frequent practice they need.	Interventions are monitored by Senior Leaders in school. The impact of the interventions is evaluated and reviewed on a termly basis. Ongoing records are kept by TAs and discussed with teachers and changes are ongoing if appropriate	SENCo	termly
For children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning to make as much progress as other children.	The inclusion lead/senco oversee: <ul style="list-style-type: none"> • 1 to 1 Mentoring • Counselling – Domestic violence / bereavement etc • Specialist Support – EHA / EHC Plan etc 	From our experience, if children have influences on their lives that effect their concentration or wellbeing; they are not in the correct frame of mind to learn. These interventions provide the children with quality time to support them and help them work through any issues.		Inclusion Lead	termly

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?
For children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning to make as much progress as other children.	Welfare team to work with families, offer support and hold parents to account.	Engagement of and support for parents results in happier and more focused children.	Welfare team to monitor actions SLT to monitor progress of children	Inclusion Lead/HT	July 2018
For children who are entitled to Pupil Premium that have limited access to enrichment activities to have access to these activities at a subsidised rate	Trips and enrichment to be funded by the school for these children and the expenditure to be tracked.	We have found that children thrive and have increased self-esteem if they are able to join in with extracurricular activities alongside their peers. We also see an increase in positive behaviour and better attitudes to learning.	HT to ensure subsidies happen and take pupil view about provision	Inclusion Lead/SBM	July 2018
Children who are entitled to pupil premium have access to home learning and are able to carry out home learning tasks. Children who do not get support at home, have extra support in school – eg reading	Subsidised use of Education City Children provided with resources for home learning	Children have resources available to complete home learning tasks Children can practice basic skills at home	HT/Inclusion lead to check access	HT	July 2018

Children who are entitled to pupil premium attend school regularly and are punctual	Attendance team monitor attendance and punctuality Home visits are made if necessary	Children are in school to access learning Children are in school at the start of the day so the beginning of lessons are not missed	Inclusion Lead/Admin officer to check figures	HT	July 2018
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