

Aycliffe Village Primary School

Pupil Premium Strategy Statement updated January 2020

2019 – 2020

Rationale
<p>Each year the school receives an amount of money called the Pupil Premium Grant (PPG). This grant provides additional funds to school for each child who is currently, or has been at any time in the last 6 years, entitled to Free School Meals (FSM). In addition, funding is also given for pupils who are 'Looked After' by the Local Authority or who are children of Her Majesty's Forces.</p> <p>This academic year (2019-2020) our funding is £22,180</p> <p>At Aycliffe Village Primary School, our aim is to ensure that any difference in attainment between groups of children diminish and all children achieve well. Whilst our main aim is to raise academic attainment, we also aim to ensure that children have a wide range of opportunities and experiences to develop confidence, self-esteem and have high aspirations.</p>

Reception – Year 6 Pupil Premium Funding				
Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/Post LAC	Number of Service Children
15	5	10	3 (post LAC)	1
Update Jan 2020 - 27	12	15	3 LAC/3postLAC	1
	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £1,900*	Per Pupil £300

*Looked After Children receive £1,900 with some money being retained centrally by the Local Authorities responsible for the children.

Early Year Pupil Premium Funding				
	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
	0	0	0	0
	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE) Sept Jan	153	Number of Pupils Eligible	15
	160		27
Total Pupil Premium Budget	£22,180	% of Pupils Eligible	10%
	£38,100		17%

	PP Pupils			Other			KS2 (3 pupils)	PP Pupils 3 pupils			Other 18 pupils		
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF
EYFS GLD (no PP pupils)				67%	77%	-10%	Expected Standard Reading	66%	62%	+4%	89%	78%	+11%
Year 1 Phonics (1 pupil)	100	71	+29%	75%	71%	+4%	Expected Standard Writing	66%	68%	-2%	89%	83%	+6%
Year 2 (2 pupil)							Expected Standard Maths	100%	68	+32%	89%	83%	+6%
Expected Standard Reading (2 pupil)	0%	62%	-62%	74%	78%	-4%	Expected Standard GPS	100%	68	+32%	95%	83%	+12%
Expected Standard Writing (2pupil)	0%	55%	-55%	68%	73%	-5%	Expected Standard R/W/M	77%	51	+26%	79%	71%	+8%
Expected Standard Maths (2 pupil)	0%	63%	-63%	74%	79%	-5%							

At Aycliffe Village Primary School, we strive to reduce and remove where possible all barriers to learning to ensure all students reach their full potential.

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Poor basics skills and understanding of mathematical concepts – lack of confidence, particularly with arithmetic.	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups to target individual needs and develop arithmetic skills.
	B	Communication difficulties (speech and language, writing)	Improved communication (speech, language writing) through using individualised programs run by TA.
	C	Continue to provide targeted interventions for PP pupils who are more able. Teacher expectations in class and homework do not always provide enough challenge for more able PP pupils.	Improved progress/attainment for High achieving PP pupils – target 33% of PP pupils to attain Greater Depth.
	D	Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills. In KS2 some pupils have poor comprehension skills.	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels.
	E	Lack of understanding of the specific detail of additional needs some PP children have – this means staff are not always teaching these children in ways that play to their strengths and supports with their difficulties.	Detailed and specialist assessment from external advisers on the additional needs of some PP pupils (above and beyond assessment information that staff in school can carry out)
External Barriers	F	Attendance – a small number of PP children have poor attendance (persistent absentees last year) This has an impact on overall attendance figures for PP pupils.	Increased attendance through working with parents – explaining the impact of taking holiday in term time. Implementation of updated attendance policy with parents.
	G	Social and emotional issues of some PP children impact on their learning.	Staff who have been trained to identify and diminish impact of social and emotional barriers through the Listening Matters/Connecting with Children programme will continue to work with pupils who have anxiety issues. Continue to use Lego therapy sessions.

Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups with a particular focus on improving arithmetic skills.	Individual or group support with TA. Maths Challenge across the school Use of booster sessions for Y6 in Spring Term	EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)	TA support groups teacher TA support in class in KS1 and Y6 Booster groups in Spring term for Year 6. £7000	See Year group data tracking sheets	Pupils had intervention sessions with teachers and TAs regularly throughout the term. The majority of pupils have made expected progress.		
B	Improved communication (speech, language writing) through the use of individualised programs run by TA.	Individual support by class teacher or TA	EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have	TA Teacher £4600	See year group data	A number of individualised programs ran throughout the term. Expected progress has been made.		

			the right approach)					
C	Improved progress/attainment for High achieving PP pupils.	Greater depth writing group. Reading comprehension groups	Small group support with teachers (during timetabled Intervention times)	Sessions with teacher £2500	See year group trackers	Within class pupils received support from class teachers or TAs.		
D	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels.	Individual reading support Lexia reading program	Research into LEXIA as an effective resource to support the development of reading and spelling.	Lexia funded by COL Teacher/TA support KS1 in-class support £800	See individual year group data	Programs run throughout reading sessions and intervention sessions to support spelling and reading. Expected progress was made by pupils. Where a child did not make progress further support is being given.		

E	Detailed and specialist assessment from external advisers on the additional needs of some PP pupils (above and beyond assessment information that staff in school can carry out)	Assessments from Educational Psychologists and Specialist Advisory Teachers	Reports from external advisers, such as Educational Psychologists and Advisory Teachers (their advice and strategies they suggest are evidence based, such as precision monitoring.	£3000	School tracking sheets	The Educational Psychologist and Speech and Language team have worked with individuals. Programs are being implemented by staff.		
F	Improved attendance through working with parents – explain the impact of taking holiday in term time.	Parents to be informed on an individual basis regarding attended falling below required level. Year Group Attendance information on weekly newsletter Individual letters sent to parents when attendance drops	A range of research shows that there is a strong link between attendance and achievement/ Attainment.	2 hours per term admin and meetings with Head Teacher £200	SIMS data	Attendance of individual pupils has been tracked and letters sent to parents. No holiday leave has been approved.		

		Late book and appointments in school time to be monitored so that attendance is maintaining highest possible standard.						
G	<p>A TA is trained in Listening Matters/Connecting with Children works with staff to identify pupils who will benefit from the program. She then works with pupils to diminish impact of emotional barriers so that attainment of children with emotional problems improves.</p> <p>Pupils to continue with individual Lego Therapy sessions.</p>	<p>TA training</p> <p>Lego therapy</p>	<p>Intervention programme based on research showing positive impacts.</p> <p>Reduction in impulsive emotional behaviour – monitor behaviour</p> <p>Improved concentration in lessons resulting in accelerated progress.</p> <p>Decrease in parent concerns regarding individual children.</p>	<p>1 session per week for pupils with TA £900</p> <p>Lego sessions per week with TA £800</p>	<p>Reports regarding behaviour and well being of pupils</p>	<p>Pupils' behaviour and emotional well being is monitored by staff – they report benefits to the pupils.</p>		

Budget Summary		
Desired Outcome		Cost
A	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups/in class support for Y6	£7000
B	Improved communication through the use of individualised programs run by TA.	£4600
C	Improved progress/attainment for High achieving PP pupils In class support for Y6	£2500
D	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels.	£800
E	Detailed and specialist assessment from external advisers on the additional needs of some PP pupils (above and beyond assessment information that staff in school can carry out)	£3000
F	Increased attendance through working with parents – explain the impact of taking holiday in term time.	£380
G	Staff trained to use the Listening Matters program and implement it beginning in the Spring Term. (Inc Lego Therapy)	£3500
Total Budget Spent		£22180

Additional Funding Supporting Provision

There are some overlaps with SEND funding as 3 of the Pupil Premium children also have SEND.

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor –Mrs Dolphin

Pupil Premium Committee Meeting
No separate Pupil Premium Committee meeting (regular agenda item on Finance and Premises and Data Committee meetings)
Also regular one to one meetings with PP staff and governor leads

Autumn:
Finance and Premises Committee

Data Committee

Spring:
Data Committee – discussed the impact of increased numbers of PP pupils on cohort attainment.

Finance and Premises

Data Committee

Summer:
Finance and Premises –

Data Committee –

Autumn Summary

Updates on Pupil Premium spending and impact of this provided during Finance and Premises and Data Committee meetings.

Spring Summary

Meeting with staff Pupil Premium lead (Anne Brown) and Annie Dolphin (Governor Pupil Premium lead)
The increase in PP pupils within school was discussed and how the impact of this can be met through funding. Current support was reviewed.

Summer Summary

Review Date

Termly

Last updated 14.01.20