

Aycliffe Village Primary School
Pupil Premium Strategy Statement
2018 – 2019

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 (2018-2019) our funding is £19,480</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
13	7 (including 2 LAC + 2 post LAC)	6 (including 1 post LAC)	5 (2 LAC + 3 post LAC)	0
	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.

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	Lack of 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	Tracking systems in school do not measure progress in small enough steps for PP pupils who have SEND.	Use of a tracking system to measure small steps of progress – appropriate for SEND pupils. All staff to be more confident about measuring progress of SEND children.
	E	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.
	F	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	G	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.
	H	Social and emotional issues of some PP children impact on their learning.	Staff trained to identify and diminish impact of social and emotional barriers through the Listening Matters/Connecting with Children programme. 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. £6500	See Year group data	All Pupil Premium pupils on track to achieve aspirational Maths targets that were set for them at the start of this academic year. Monitoring of intervention groups led by Teaching Assistants and teachers, shows there are clear foci for sessions and the sequence of intervention groups (improvement from previous academic year)	Pupils continue to be on track to achieve aspirational targets for this year. Monitoring of TA led interventions shows a clear focus for each session. There is an increase in the number of maths sessions being held this term. A Year 6 Greater Depth in maths session has been run also.	The expected aspirational target for children achieving age related targets was achieved by all but one child (holiday in school time may have affected this)
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	TA Teacher £3600	See year group data	All Pupil Premium pupils (apart from one in writing) on track to achieve aspirational English targets that were set for them at the	All PP pupils continue to be on track to achieve aspirational targets. See PP tracking sheet for writing.	Pupils on track to achieve aspirational targets. Data on individual tracking sheets.

			teachers and TAs and when interventions are planned and have the right approach)			start of this academic year. Tracking and assessment information from teachers and Teaching Assistants shows that individual and group programmes are leading to improvements on areas targeted.		
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 £1000	See year group trackers	High achieving Pupil Premium pupils are on track to achieve their end of year aspirational targets in all subjects. They are all part of intervention groups lead by teachers and focusing on supporting children to achieve greater depth.	High achieving PP pupils are still continuing to work in support groups that will help to achieve their aspirational targets. Trackers show that high achieving PP pupils are on track to achieve GD in writing and reading.	The pupils for whom GD was an aspirational target achieved it in literacy, reading and grammar.

D	Effective implementation of a small steps reading assessment test which shows small steps progress of SEND pupils in reading.	New reading assessment for SEND pupils to be used.	Further evidence of progress in reading provided in tracking system.	£500		Staff training has been provided to support the breaking down of reading targets into smaller steps that can be measured and built upon (linked to ongoing improvement work on the quality of SEND Support Plans) This has led to more focused targets and support and progress is now being monitored with increasing accuracy and robustness.	Trackers show that progress has been made by all pupils with SEND in reading.	All pupils with SEND made progress in reading.
E	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 £500	See individual year group data	Varied impact in this area. Gaps have diminished in some cases but not others. This continues to be tracked on an individual pupil level, eg through termly Pupil Progress meetings and reviews of intervention	Staff have seen an impact on pupil vocabulary and comprehension skills. Weaknesses in phonic knowledge are being addressed. Pupils are tracked individually.	Individual pupil tracking has shown that pupils are improving their phonics knowledge.

						groups. Adaptations are made as and when necessary and as soon as they are needed.		
F	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.	£900	School tracking sheets	No impact at this stage in the year as these have not yet taken place (dates are in the diary for two visits in January 2019)	Visits took place during January and strategies are being implemented.	Progress has been made by these pupils following advice being implemented from specialists.
G	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	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 £100	SIMS data	Analysis of Autumn Term 2018 attendance data shows improvement of attendance of Pupil Premium children and a diminished gap between attendance of Pupil Premium and non Pupil-Premium children.	Analysis of Spring Term data shows across the school year attendance is in line with the minimum target for the school. The percentage of PP pupils late for school is lower than non-PP pupils.	Pupils continue to be tracked on an individual basis. Requests for holiday in school time are refused.

		<p>Individual letters sent to parents when attendance drops</p> <p>Late book and appointments in school time to be monitored so that attendance is maintaining highest possible standard.</p>				<p>The number of late marks has also decreased – no Pupil Premium children are now consistently late.</p>		
H	<p>A TA to be trained in Listening Matters/Connecting with Children to identify and 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</p>	<p>3 training sessions for TA £1000</p> <p>1 session per week for pupils with TA £820</p> <p>Lego sessions per week with TA £500</p>	<p>Reports regarding behaviour and well being of pupils</p>	<p>Unable to comment on impact of Listening Matters/Connecting with Children as this programme is due to start in January 2019 (staff member completed their training during Autumn Term 2018)</p> <p>Teacher assessment and feedback from parents, during SEND Support Plan</p>	<p>Listening Matters has been rolled out. Staff reported that it gave pupils a positive and supportive space to express themselves. It has helped emotional and social needs as it has given the opportunity to talk about feelings and concerns which would not</p>	<p>Pupils receiving the Listening Matters program have shown a more positive attitude and have been calmer in school.</p> <p>Lego therapy for KS1 children has shown a growth in confidence of a</p>

			in accelerated progress. Decrease in parent concerns regarding individual children.			reviews and Pupil Progress meetings, confirm that Lego Therapy sessions are having a positive impact on pupils with social and emotional needs.	been appropriate in the classroom. The impact of lego therapy – it has continued to give structured opportunities for pupils to interact with peers and improve their self-confidence.	child whose parents expressed great concern at the start of the year.
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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	£6500
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	Staff training on new assessment to measure small steps of progress. Additional time for assessment	£600
E	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.	£600
F	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)	£1000
G	Increased attendance through working with parents – explain the impact of taking holiday in term time.	£200
H	Staff trained to use the Listening Matters program and implement it beginning in the Spring Term. (Inc Lego Therapy)	£3500
Total Budget Spent		£19,500

Additional Funding Supporting Provision

There are some overlaps with SEND funding as 4 of the 13 Pupil Premium children also have SEND.

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor – Mrs Shaw and Mrs Dolphin

Pupil Premium Committee Meeting No separate Pupil Premium Committee meeting (regular agenda item on Finance and Premises and Data Committee meetings)	Autumn: Finance and Premises Committee – 22.11.18 Data Committee – 22.11.18	Spring: Data Committee – 17.01.19 Finance and Premises – 28.02.19 Data Committee – 04.04.19	Summer: Finance and Premises – 19.06.19 Data Committee – 11.07.19
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Autumn Summary

Updates on Pupil Premium spending and impact of this provided during Finance and Premises and Data Committee meetings. Additional Data Committee also planned for 17.01.19. so Autumn Term data can be analysed.

Data committee discussed outcomes for PP pupils at committee meeting 17.01.19 – 1 pupil did not achieve age related (this child had SEND)

Meeting with staff Pupil Premium lead (Anne Brown) and Annie Dolphin (Governor Pupil Premium lead) on 23.01.19. Progress of Pupil Premium pupils and impact of use of spending were discussed. **(Focus on those who are not achieving expected standard and how these are being targeted - Mrs Dolphin also saw TAs working with 2 of these pupils and could see progress being made by pupils as they worked.)**

Spring Summary

Staff governor attended training on PP.

Meeting with staff Pupil Premium lead (Anne Brown) and Annie Dolphin (Governor Pupil Premium lead) on 23.01.19. Progress of Pupil Premium pupils and impact of use of spending were discussed. (Focus on those who are not achieving expected standard and how these are being targeted - Mrs Dolphin also saw TAs working with 2 of these pupils and could see progress being made by pupils as they worked.)

Summer Summary

Discussions were held informally at the end of the year. Progress of SAT pupils was discussed and agreed that results for these children were very good.

Review Date	Termly
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Last updated 11.09.19