

# Pupil Premium Strategy Statement (Alford Primary School)

1. Summary Information					
<b>School</b>	Alford Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget: £176,880</b>		<b>Dare of most recent PP Review October 17 – Peer Review Focus</b>	LA Review: March 2015 HMI: May 2015 OFSTED: May 2016
<b>Total number of pupils</b>	366	<b>Number of pupils eligible for PP</b>	139	<b>Date for next internal review of this strategy</b>	November 2017

2. Current attainment (Yr 6: July 2017)		
	<i>Pupils eligible for PP (27 pupils: 33% SEND) (27 non PP pupils:26% SEND)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	41%	%
<b>reading progress score</b>	-3.69	0.33
<b>writing progress score</b>	-0.5	0.17
<b>maths progress score</b>	-1.68	0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	On entry speech and language skills and baseline performance of PP pupils in EYFS: 67% PP below expectation for speaking in 2016/17 compared with 25% below expectation for non-PP
<b>B.</b>	Higher SEND proportions of PP pupils: 63% of SEND are PP (August 2017)
<b>C.</b>	Higher level vocabulary skills (as expected in new standards) are underdeveloped in school.
<b>D.</b>	Staffing changes in KS1 linked to maternity and recruitment.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	Attendance of PP pupils overall attendance in 2016/17 – 95.51%; PP attendance – 94.5% Non PP attendance – 96.12% There a few families having a significant impact on overall attendance, all are PP. Targeted support has been given but this had little impact – more robust support will be required in 2017/2018.	
<b>E.</b>	High numbers of families needing social care and TAC support – currently 12 families for which our PSA is Lead professional.	
<b>F.</b>	Lack of parental support for reading activities and other school related activities within the PP cohort	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve attendance for the PP cohort. (OA)	96% attendance for PP pupils
<b>B.</b>	Improve communication and language skills in EYFS. (TS)	PP pupils make better than typical progress in CL.
<b>C.</b>	In KS2, improve the understanding and use of ambitious vocabulary to impact on KS2 comprehension and to encourage children to speak with confidence. (QTfor A)	Reading attainment for Yr 6 PP cohort to improve on 52% (2017 figure for PP attainment at expected). Rates for reading progress for PP pupils to continue to match non PP pupils across the school.
<b>D.</b>	Improve phonics attainment for the PP cohort in KS1. (QTfA)	No gap between phonics attainment for the PP cohort in Yr 1 and national figure for 2018. Progress through phonic stages should be the same for the PP cohort and non-PP cohort i.e. same rate of progress from starting point.
<b>E.</b>	PP pupils who have specific barriers will receive targeted support and so make accelerated progress in this area of need. (TS)	Initial and final assessments show accelerated progress.

## 5. Planned expenditure

**Academic year**      **2017/2018**

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?
<p>Expected progress in reading, writing and maths for all PP pupils to be at least 90%. At least 10% making better than expected progress in each year group. Combined R,W and M %age to increase in 2018.</p>	<p>Additional support in lessons as well additional 1 to 1 time focussing on giving as timely feedback as possible – preferably on the same day for English and Maths.</p>	<p>EEF foundation cites timely and clear feedback as being an effective, efficient intervention.</p>	<p>All support and interventions are identified on provision grids for pupil premium pupils, which are updated each term in light of assessments. Observations and pupil feedback, as well as work scrutinies inform us about the quality of feedback – pupils’ ‘purple penning’ shows responses to support and work in books show progress being made.</p>	<p>All teaching staff – Teachers identify PP pupils who need feedback sessions in the afternoon by looking closely at English and maths work following morning sessions.</p>	<p>Each long term following key assessments.</p>

Improved phonic outcomes in EYFS and KS1 with PP pupils making at least expected progress from their starting points and similar percentage to non-PP making at least expected progress.	Ratio of 1.2 TAs per class means phonic teaching groups can be small and/or support given to targeted children within the teacher's group.	Good evidence that early fluent phonic decoding is essential building block for confident reading.	Phonics Tracker will show progress, Provision maps will show what specific support is being given. %age of Children's passing phonic screen will improve on the 2017 score of 75% and move nearer to the national percentage for 2017 (81%).	All teaching staff.	Each long term but there will be movement between groups depending on attainment in lessons as and when needed.
To build on the progress made in 2016/17 with the initiative to improve maths reasoning skills for all pupils.	CPD for all to review progress from the previous year and give teachers and TAs the time to decide on the most effective ways of encouraging pupils to apply reasoning skills. To implement the WRH planning using the appropriate level of support for pupils.	Maths Lead has taken feedback from Maths Cluster sessions about the positive impact of using maths reasoning within all lessons - the use of the White Rose Hub supports this approach.	Pupils' books. Feedback from pupils. Lesson observations conducted by the HT. Reasoning scores will improve on the previous year for PP pupils. This will form part of staff appraisal system.	All teaching staff. HT to complete lesson obs.	Work Scrutinies each short term. Feedback from pupils during lesson observations. Assessments each LT. All will inform progress of this type of approach and discussion at training sessions will assess approach.
<b>Total budgeted cost</b>					£96,331

<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve reading, spelling scores, SALT skills, maths skills, coordination skills for targeted PP pupils.	1:1 or small group support in each of these areas.	1 to 1 support in reading has shown to be effective in supporting pupils to make accelerated progress in both reading fluency and reading comprehension, language skills Salford tests and maths skills measured by the Sandwell Test.	Feedback from assessments and progress measured by pre and post assessments.	Team Leaders analyse and feedback to DHT and HT.	Depends on length of interventions.  £3,960

SEND/PP pupils' specific barriers will be correctly identified. SENDCO regularly meets with staff to make sure PP pupils with SEND issues are receiving appropriate support in class and with interventions.	STAPS team employed to complete assessments of identified pupils.  SENDCo	Researched backed assessments proven to identify key issues. External agencies provides expertise in suggesting appropriate interventions.	Written reports and recommendations are used by teaching staff to ensure identified needs are being addressed	SENDCo	£1363  £9,523
Yr 6 PP pupils make accelerated progress.	DHT organises teaching support for PP Yr 6 pupils, teaching for .33 of the TT and ensures all PP pupils receive high quality targeted support. The DHT in her role as Assessment Lead monitors progress of PP pupils and identifies any concerns.	High quality teaching in small groups using timely feedback is effective in terms of impact on progress.	Assessment results and pupil books show good progress in learning is being made.	HT and DHT analyse assessments and monitor work scrutinies.	£17,186
<b>Total budgeted cost</b>					£180,277
<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance of PP pupils so improving learning outcomes. Both targeted to reach 96%.	Learning Mentor meets with pupils whose attendance is dipping and liaises with parents, putting actions in place to allow improvements to be made. Rewards and incentives in place.	Improved attendance improves learning outcomes and emotional support/ talking time improves wellbeing.	Attendance monitoring and regular meeting between the HT and the LM.	HT and LM	£27,934

PP families with factors affecting wellbeing are supported through the TAC arena.	PSA employed to dedicate time to families and to bring together professionals to support them.	Supporting families to resolve difficulties improves outcomes for the children in that family.	Regular meetings to review the range of support in place for families.	PSA and HT	£8000
Pupils are well nourished and so concentrate better in lessons.  Children escorted onto school premises ensuring punctual attendance.	Breakfast Club: staffing and the cost of breakfasts for an average of 22 PP pupils a day.  Walking Bus staffing	There is evidence to show that children find it difficult to concentrate when hungry. Children receive a well-balanced, plentiful breakfast.	Register kept and is noted within Provision mapping so that staff are aware which PP pupils are getting this.	LM	£8160  £1020
Children with significant emotional issues receive 6 dedicated sessions of counselling.	Counselling Service	Talking time has been shown to improve children's ability to make sense of their emotions.	Referrals kept and SENDCO liaises with staff to identify pupils who may need this support.	SENDCO	£1800
PP pupils access the Yr 5/6 London trip and so the additional cultural and educational opportunities it provides.	Enhancing the curriculum.	Stimulating learning experiences improve children's attitude to learning.	Feedback from pupils has confirmed that this is something they value.	DHT/ Yr 5/6 Team Leader.	£5000
<b>Total budgeted cost</b>					

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016/2017 £189,478</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve writing skills including SPaG for PP pupils so that progress is in line or	Staff released to work with PP pupils each long term to identify areas for	Pupils are proud of their work and are meeting the challenges of the new curriculum. Pupils know what they need to do to improve their writing as evidenced in Pupil Interviews.	This approach is having an impact on narrowing the attainment gap in writing overall.	£ 8,277 (Deputy Head Covering and supply)

<p>better than all pupils (where there is an attainment gap).</p>	<p>improvement specifically in writing for this academic year.</p>	<table border="1" data-bbox="730 97 1171 384"> <thead> <tr> <th></th> <th colspan="2">Writing</th> </tr> <tr> <th></th> <th>DPP</th> <th>Non-DPP</th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>95% 5%</td> <td>95% 5%</td> </tr> <tr> <td>Yr 2</td> <td>92% 16%</td> <td>97% 37%</td> </tr> <tr> <td>Yr 3</td> <td>100% 21%</td> <td>95% 11%</td> </tr> <tr> <td>Yr 4</td> <td>96% 27%</td> <td>92% 23%</td> </tr> <tr> <td>Yr 5</td> <td>93% 43%</td> <td>93% 17%</td> </tr> <tr> <td>Yr 6</td> <td>93% 37%</td> <td>93% 26%</td> </tr> </tbody> </table> <p>Expected Better than Expected</p> <p><u>Progress in Writing</u></p> <p>Support in SPaG (taught within writing sessions and discretely) over the last 3 years is now having an impact on the attainment of PP pupils as evidenced in Year 6 SATs results. 9% increase for expected attainment. 13% increase for the higher attainment band. Our PP cohort have outperformed 'national all' for Greater Depth Attainment.</p>		Writing			DPP	Non-DPP	Yr 1	95% 5%	95% 5%	Yr 2	92% 16%	97% 37%	Yr 3	100% 21%	95% 11%	Yr 4	96% 27%	92% 23%	Yr 5	93% 43%	93% 17%	Yr 6	93% 37%	93% 26%	<p>However, the Yr 2 PP cohort (2017) were substantially adrift for attainment from their peers and this group will need enhanced support in Year 3.</p> <p>Continue to focus on PaG skills both discretely and as part of quality first teaching across all subjects.</p>	
	Writing																											
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<p>To improve outcomes for PP pupils in reading comprehension skills, writing (as above) and maths, as well as science and other foundation subjects if pupils or staff have identified this work as a concern.</p>	<p>TAs used in the afternoons to work with PP and any other vulnerable pupils to address misconceptions from the morning's learning.</p>	<p>Pupils are proud of their work and are meeting the challenges of the new curriculum. Pupils understand when and why they have made errors and are able to address these.</p>	<p>Continue to provide 1 to 1 support in order to address misconceptions – use the thumbs up – sideways method for identification as well as teachers looking at books during the lunch time break.</p>	<p>TA Costs: £44,090 (afternoon support) 35% of pm TA cost to reflect 5age of PP pupils throughout the school.</p>																								

To improve reasoning in maths.	White Rose hub. Focus for lesson obs and pupil interviews.	Evidence is clear in books and during feedback from pupils to show that reasoning has been a much more integral part of the lesson with challenge for all abilities being a feature.	2017 end of year mental maths score to be used as base line for tracking progress next year.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve reading and phonics scores, spelling scores, SALT skills, maths skills, coordination skills for targeted PP pupils.	Across the school a range of interventions are in place for PP pupils delivered by TAs during lesson time and if necessary during the afternoon.	<p>Pupils make accelerated progress in targeted areas.</p> <p><b>Phonics</b> Yr 1(20 PP pupils – 7 (35%) of whom are SEND: 38 non- PP pupils- 5 (13%) of whom are SEND.  <b>70%</b> of PP achieved expected standard. <b>79%</b> of non- PP achieved expected standard.</p> <p>Yr 2 Phonics 14 resits: 8 of them PP (50% SEND), 6 non PP (33% SEND). 11 of the 14 passed. <b>79%</b> 6 of 8 PP pupils passed:<b>75%</b> 5 of 6 non-PP pupils passed: <b>83%</b></p> <p><b>Reading</b> Year 1 reading: 21 PP pupils received additional reading sessions and on average made <b>12</b> months progress over a 9 month period.  Year 2 reading: 25 PP pupils received additional reading sessions and on average made <b>14</b> months progress over a 9 month period.</p>	<p>For some of the least able pupils, progress was less than expected so a review of organisation for phonics teaching has been completed and it has been decided to have larger groups with TAs supporting within the teaching group. This will allow them to support these targeted pupils to maintain concentration during the teaching session, which will be led by teachers and HLTAs. Move to QTA section.</p> <p>Results show that on average accelerated progress is made by this approach and as reading is a key underpinning skill, this intervention will continue.</p>	TA Costs for ams only £44,090 35% of am TA cost to reflect 5age of PP pupils throughout the school.

<p>To integrate PP pupils with significant behavioural issues with their peers and to support</p>	<p>LT support for PP child with e and b issues.</p>	<p>Year 3 reading 17 PP pupils received additional reading sessions and on average made <b>21</b> months progress over a 9 month period.</p> <p>Year 4 reading: 11 PP pupils received additional reading sessions and on average made <b>18</b> months progress over a 9 month period.</p> <p>Year 5 reading: 4 PP pupils received additional reading sessions and on average made <b>18</b> months progress in reading fluency over a 4 -9 month period.</p> <p>Year 6 reading: 5 PP pupils received additional reading sessions and on average made <b>14</b> months progress in reading fluency over a 9 month period.</p> <p>Year 6 reading: 13 PP pupils received additional reading sessions and on average made <b>18</b> months progress with reading comprehension over a 9 month period.</p> <p>Maths Support 1<sup>st</sup> Class in Number – progress measured by the Sandwell test.</p> <p>3 Yr 3 pupils on average made <b>15</b> months progress in a 6 month period.</p> <p>6 Yr 4 pupils on average made <b>18</b> months progress in a 6 month period.</p> <p>3 Yr 6 pupils on average made <b>8</b> months progress in a 6 month period.</p> <p><b>Fewer entries into the behaviour book at the end of the year compared with the start of the year.</b></p>	<p>To continue.</p>	<p>£316.</p>
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<p>them in their learning so that they made at least expected progress.</p> <p>The SENDCo works with the STAPs team to ensure children whose learning is causing concern are rigorously assessed and areas for improvement addressed. LAC and Post LAC pupils receive 1 to 1 support in targeted areas and other support such as music tuition.</p> <p>To improve outcomes in R, W, SPAG and maths for targeted Yr 5/ 6 pupils.</p>	<p>Classroom support for PP children with significant e and b issues.</p> <p>Classroom support for high numbers of PP pupils within particular year groups.</p> <p>Targeted reading support in Yr 2</p> <p>SENDCo support for PP/SEND pupils</p> <p>STAPS support</p> <p>LAC/Post LAC pupils</p> <p>Targeted support for Yr 5/6 pupils - .3 of a full week for the Deputy Head.</p>	<p><b>Expected progress made by both these children by the end of the year and far fewer times when they needed to be withdrawn from the classroom.</b></p> <p><b>Support in Yr 1 and 3 where both Year groups were at PAN and have significant numbers of PP/SEND pupils.</b></p> <p><b>14 months progress made on average by the PP group over a 9 month period.</b></p> <p><b>All SEND pupils supported by the SENDCo with behavioural issues and phonics and reading made good progress as measured on the Emotional Literacy measure and the Lexia measure.</b></p> <p><b>The STAPS team completed 21 assessments allowing targeted interventions to be applied.</b></p> <p><b>All LAC and Post LAC pupils made at least expected progress in English and Maths.</b></p> <p><b>Yr 5 / 6 more able PP pupils were supported in key areas including English, SPAG and maths.</b></p>	<p>Targeted support will be applied if similar issues emerge in the 2017/2018 academic year.</p> <p>This formula is now set up so that all classes have at least 1 TA per class with additional support to target specific areas.</p> <p>DHT now assigned to class teaching in Yr 6 so support will be focussed on the Yr 6 cohort in order to improve outcomes. See above.</p>	<p>£3,536</p> <p>£11,570 (2TAs)</p> <p>£3,129</p> <p>£9123</p> <p>£1787</p> <p>£5814</p> <p>£17,855</p>
<b>iii.</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

PP pupils attend school on time and regularly.	The LM Attendance	19 pupils' attendance improved as a result of targeted intervention.	A few families are bringing attendance of the PP cohort down. High priority placed on dealing with these families in an even more robust way by pushing to TAC as soon as any issues emerge. Otherwise the approach used by the LM will continue in the same way – making calls to ps, collecting pupils if absolutely necessary, discussing any emotional issues with pupils if these underpin the attendance problem.	£19,871
Barriers to parenting problems are removed and support given so that PP pupils are given consistent boundaries.	Support for Parents	24 families have received support from the PSA and 26 pupils have accessed a range of emotional support via a range of programmes from either the Learning Mentor or our Parents Support Advisor.	The number of TACs is increasing so the PSA will focus just on coordinating these and supporting the work needed around them. The Learning Mentor will provide any programmes around wishes and feelings, supporting pupils in managing behaviour and anxiety or anger.	£7,049
Pupils are prepared well for their school day.	Walking Bus	10 PP pupils regularly access the Walking Bus and so get to school on time.	To continue – gets pupils in on time.	£751
	Breakfast Club	20 PP pupils regularly attend a fully or part subsidised breakfast club so that they are ready to apply themselves to their learning.	To continue – gets pupils in on time. Have extended the session by half an hour by starting earlier – 7:45 a.m. start.	£6,540
Finance is not a barrier to PP pupils attending residential breaks with their peers. They access the range of team building and challenging activities.	Educational Visits	40 PP pupils were supported in attending residential trip which supports team building, resilience and facilitates secondary school readiness.	This will continue on a need basis.	£2,915
PP pupils feel well supported with their anxieties.	Jigsaw Counselling	7 PP pupils accessed this counselling, helping them to deal with a range of more severe emotional issues.		£1800

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## 7. Additional Detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

*Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)*

Year on year rates of progress for reading, maths and writing were similar or better for PP when compared to non-PP.

Progress Report for PP and non- PP pupils for 2016/2017.

Progress EP BTEP	Reading		Writing		SPaG		Maths	
	DPP	Non-DPP	DPP	Non-DPP	DPP	Non-DPP	DPP	Non-DPP
<b>Year 1</b>	95% 10%	95% 16%	95% 5%	95% 5%	95% 5%	92% 3%	100% 0%	92% 16%
<b>Year 2</b>	88% 12%	91% 23%	92% 16%	97% 37%	92% 28%	74% 46%	76% 12%	80% 37%
<b>Year 3</b>	93% 0%	89% 13%	100% 21%	95% 11%	100% 14%	97% 16%	93% 7%	92% 5%
<b>Year 4</b>	92% 27%	96% 19%	96% 27%	92% 23%	92% 20%	96% 15%	92% 24%	93% 30%
<b>Year 5</b>	100% 14%	100% 0%	93% 43%	93% 17%	93% 21%	90% 28%	93% 14%	97% 7%
<b>Year 6</b>	96% 42%	96% 36%	93% 37%	93% 26%	96% 19%	93% 7%	96% 31%	93% 32%