

Ashton Vale Primary Pupil premium strategy statement

1. Summary information					
Academic Year	2018-2019	Total PP budget	£44196	Date of most recent PP Review	
Total number of pupils	192	Number of pupils eligible for PP	40	Date for next internal review of this strategy	June 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP</i>
% achieving EXS in reading, writing and maths			67%		50%
Progress score in reading			-2.1		-3.5
Progress score in writing			-1.3		-0.5
Progress score in maths			-4.3		-3.7
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Poor oral language skills and poor vocabulary on entry.				
B.	To ensure resources and strategies are in place which will foster enjoyment of and engagement in reading.				
C.	To ensure pupils are exposed to a mastery approach in maths so that pupils have an I depth conceptual understanding, and are able to reason and problem solve.				
D.	To ensure pupils are able to develop their 'learning powers' e.g. managing distractions. This could be addressing issues such as weak short term memory.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Attendance and lateness				
F.	Lack of access at home to good quality reading material and an environment conducive to home reading				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	All pupils read a variety of books for pleasure. All pupils achieve EXS outcomes at end of KS1 and KS2 for reading.			All pupils achieve EXS outcomes at end of KS1 and KS2 for reading.	
B.	All pupils have a deep understanding of NC maths concepts and can undertake reasoning and problem-solving tasks. All pupils achieve EXS outcomes by end of KS1 and KS2 for maths.			All pupils achieve EXS outcomes by end of KS1 and KS2 for maths.	
C.	All pupils have a broad vocabulary and are able to use a variety of sentence structures competently. They are able to construct interesting and engaging texts in a variety of genre All pupils achieve EXS outcomes by end of KS1 and KS2 for writing.			All pupils achieve EXS outcomes by end of KS1 and KS2 for writing.	
D.	Disadvantaged pupils have opportunities to access a wider range of opportunities in music, sport, performance arts in order to raise aspirations and self-confidence.			Percentage of disadvantaged pupils taking up extra-curricular activities matches that of non pupil premium pupils.	

E.	All pupils to develop 'oracy' skills through the Voice 21 Oracy Programme	All pupils improve their 'thinking together' skills and are able to communicate with more confidence and knowledge.
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5. Planned expenditure

Academic year	2018-2019
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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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils read a variety of books for pleasure. All pupils achieve EXS outcomes at end of KS1 and KS2 for reading.	Development of Power of Reading Texts and teaching strategies. Provide good quality texts both in the classroom and in the school library. Improve teacher knowledge of children's literature in order that they can recommend books and enthuse pupils. Develop tracking system that enables teachers to keep a closer track of pupils' reading habits in KS2.	The strategy will be supported through sharing of good practice and CPD in staff meetings. The strategy will be monitored via learning walks, book looks and pupil conferencing. Reading test scores will be monitored at progress meetings.	LG JW LB JH	June 2019 £9000 – school library
All pupils have a deep understanding of NC maths concepts and can undertake reasoning and problem-solving tasks. All pupils achieve EXS outcomes by end of KS1 and KS2 for maths.	Embedding across the school of 'Mastery Maths' through the 'Maths No Problem' programme. Maths Coordinators to work with Boolean Maths Hub to develop understanding and share good practice in maths mastery. TV to attend MNP one day course. Maths coordinators to work with Rebecca Westcott (mastery specialist) to help embed MNP across the school through team planning and teaching. Introduction of MNP assessment papers	Reports from Rebecca Westcott. The strategy will be monitored via learning walks, book looks and pupil conferencing. Reading test scores will be monitored at progress meetings. Maths No Problem Assessments	JW LB JH	Ongoing - July 2019 £2000 team teaching £941 MNP Assessment papers
All pupils have a broad vocabulary and are able to use a variety of sentence structures competently. They are able to construct interesting and engaging texts in a variety of genre All pupils achieve EXS outcomes by end of KS1 and KS2 for writing.	Use of 'power of reading' as a stimulus to writing. Development of 'talk for writing' pedagogy. Undertake a review of writing across the school in order to ascertain areas for development. Use of descriptosaurus in order to expand vocabulary. Introduction of Alan Peat's Sentence structure resources	The strategy will be supported through sharing of good practice and CPD in staff meetings. The strategy will be monitored via learning walks, book looks and pupil conferencing. Assessment of pupils' written work.	LG JW LB JH	Ongoing - July 2019

All pupils to develop 'oracy' skills through the Voice 21 Oracy Programme	LG attending one year Oracy Pioneers Programme and train staff through INSET and staff meetings. Class teachers to implement programme throughout the school.	Baseline assessments taken. Impact monitored through learning walk observations, pupil conferencing and video.		Training plus supply cover £1500
Total budgeted cost				£13,441
ii. Targeted support				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils read a variety of books for pleasure. All disadvantaged pupils achieve EXS outcomes at end of KS1 and KS2 for reading.	Implementation of 'booster groups' for targeted pupils in Y5 and Y6. These groups encourage engagement and prepare children for SATs	Ensure that all support staff have access to relevant staff training. Monitoring through learning walks, book looks and pupil conferencing. Progress meeting data checks.	All staff	July 2019
All disadvantaged pupils have a deep understanding of NC maths concepts and can undertake reasoning and problem-solving tasks. All pupils achieve EXS outcomes by end of KS1 and KS2 for maths.	Implementation of 'booster groups' for targeted pupils in Y5 and Y6. These groups will enable targeted support using MNP resources.	Ensure that all support staff have access to relevant staff training. Monitoring through learning walks, book looks and pupil conferencing. Progress meeting data checks.	All staff	July 2019

<p>All disadvantaged pupils have a broad vocabulary and are able to use a variety of sentence structures competently. They are able to construct interesting and engaging texts in a variety of genre All pupils achieve EXS outcomes by end of KS1 and KS2 for writing.</p>	<p>Implementation of 'booster groups' for targeted pupils in Y5 and Y6.</p>	<p>Ensure that all support staff have access to relevant staff training. Monitoring through learning walks, book looks and pupil conferencing. Progress meeting data checks.</p>	<p>All staff</p>	<p>July 2019</p>
<p style="text-align: right;">Total budgeted cost</p>				<p>£3864</p>

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
All pupils read a variety of books for pleasure. All disadvantaged pupils achieve EXS outcomes at end of KS1 and KS2 for reading.	LSA led, small group and 1:1 interventions e.g. during guided reading Year 1 -6 Equipment for PP pupils	Ensure that all support staff have access to relevant staff training. Monitoring through learning walks, book looks and pupil conferencing. Progress meeting data checks.		July 2019
All disadvantaged pupils have a deep understanding of NC maths concepts and can undertake reasoning and problem-solving tasks. All pupils achieve EXS outcomes by end of KS1 and KS2 for maths.	LSA led, small group and 1:1 interventions as part of mastery maths lessons. Year 1 -6 Equipment for PP pupils	Ensure that all support staff have access to relevant staff training. Monitoring through learning walks, book looks and pupil conferencing. Progress meeting data checks.		July 2019
All disadvantaged pupils have a broad vocabulary and are able to use a variety of sentence structures competently. They are able to construct interesting and engaging texts in a variety of genre All pupils achieve EXS outcomes by end of KS1 and KS2 for writing.	LSA led, small group and 1:1 interventions during class writing activities. Year 1 -6 Speech and language support Equipment for PP pupils	Ensure that all support staff have access to relevant staff training. Monitoring through learning walks, book looks and pupil conferencing. Progress meeting data checks.		July 2019
	Liaison with outside agencies, meetings, cover and training.			July 2019
		Total Budget Cost		£39156.24

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils have opportunities to access a wider range of opportunities in music, sport, performance arts in order to raise aspirations and self-confidence.	All staff offer extra-curricular opportunities for all pupils. Pupils have access to music instruction, and where appropriate supported to access music lessons. School subsidises 'performance arts' opportunities in order to increase access of disadvantaged pupils. Two sports clubs are running which PP can access with funding support. Children are supported to attend visits and school residential trip. Pupils are also supported to attend 'breakfast club'	Staff monitor who in their class is accessing extra-curricular activities.	All staff	July 2019
Total budgeted cost				£2374.50

This is a review of the previous year, so the outcomes and success criteria will be different to above.

6. Review of expenditure				
Previous Academic Year		<p>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</p>		
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
			<p>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</p>	
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

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

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