

Allanson Street Primary School

Pupil Premium Strategy 2017-18

School Strategy

The Headteacher and Governing Body have agreed the following Pupil Premium Strategy to guide the use of funds, ensure value for money and promote maximum impact.

Overview

The Pupil Premium was introduced in April 2011 and is paid to school by means of a specific grant based on the school census figures for pupils who are, or have been, registered for free school meals within the last 6 years. Pupil premium is also calculated for Children Looked After and children whose parents are currently serving in the armed forces. The Pupil Premium is additional to the main school delegated budget and is used by school to support provision for the eligible pupils as indicated below. The Pupil Premium Strategy is reviewed and published annually.

Objectives for spending of Pupil Premium

- 1 The Pupil Premium will be used to provide additional educational support to raise achievement and attainment for eligible pupils.
- 2 The Pupil Premium will be used to narrow the achievement gap between eligible pupils and their peers.
- 3 The Pupil Premium will be used to improve the educational experiences of eligible pupils so as to have significant impact on their education and raise aspirations.
- 4 The Pupil Premium will be used to remove barriers to learning for eligible pupils and raise achievement and attainment.

Potential Barriers to Learning

- 1 Poor/inconsistent attendance.
- 2 Social and emotional difficulties.
- 3 Limited access to resources to support home learning or to explore wider opportunities.
- 4 Speech and language difficulties.
- 5 Low prior attainment.

Impact

All intervention work funded through pupil premium will be aimed at accelerating the progress and achievement of eligible pupils to ensure they reach and, where possible, exceed age related expectations.

Monitoring

- The progress of all pupil premium children will be discussed in depth by the head teacher, class teachers, pupil premium/interventions leader and SENDCo at termly pupil progress meetings.
- Progress will be discussed with parents/carers by class teachers at parents evening where the head teacher, pupil premium/intervention leader and SENDCo will also be on hand to answer questions/advise parents as necessary.
- All staff, including support staff, will have access to progress and attainment records and other important documentation through the use of red files and Pupil Passports.
- The lead teacher for Pupil Premium and Interventions will report annually to governors on the outcomes of the Pupils Premium Strategy.

Accountability

The Headteacher, school leadership team and lead teacher for Interventions and Pupil Premium will rigorously monitor, evaluate and review the Pupil Premium income, expenditure, provision and impact report annually to the Governing Body.

Pupil Premium Provision 2017-18

Provision:	Estimated Cost:	Proposed Impact:	Outcomes:
Pay an additional TLR responsibility point for the leadership and management of PP and Interventions.	£3,000	Dedicated Lead Teacher to lead and manage provision and continue to drive improvements across school.	All class teachers were aware of who the PP pupils in their classes were. Appropriate provision was made for individual pupils and monitored through discussion with individual staff members and analysis of pupil passports.
Employ two Pupil Mentors to support the social and emotional aspects of learning from EYFS to the end of KS2 with PP pupils.	£36,000	Pupil's health and well-being needs are met removing barriers to learning. Families are supported and able to provide a nurturing environment to facilitate learning. Targeted pupils make good progress and reach at least age related expectations.	The most vulnerable pupils within our setting were made to feel safe/secure at school with a named extra person to talk to when needed. Specific focus groups were set up both during lunchtime and throughout the school day to provide support for vulnerable pupils and target specific needs.
Employ 1 additional L3 TA to support intervention and early reading development in the Early	£18,000	Children's attainment and confidence in communication, language	Increase in percentage of children reaching GLD within EYFS.

Years with PP children.		and reading is improved Targeted children make good progress and reach age related expectations.	Improvements were seen in both Communication and Language and Literacy.
Employ a Family Support Worker to support the social and emotional needs of PP/LAC children and their families throughout school.	£24,000	Pupils and their families are fully supported socially and emotionally. A designated member of staff is on hand each day to offer a range of support including counselling, help with paperwork/children's homework, arbitration and signposting to appropriate additional support e.g. 'Triple P' courses.	A named family support worker offered both pupils and families pastoral support in order to reduce/remove barriers to learning. Links with external services were forged to provide personal support packages for various vulnerable families. Specific interventions were delivered and needs met through work both in school and signposting to further external support where appropriate.
Employ a qualified counsellor to support children/families with specific complex needs.	£6,000	Pupils and their families are fully supported and receive the specialist support they need in order to facilitate children's engagement with their learning.	Specific, focused interventions were delivered and needs met.
Provide extra small group tutoring for PP pupils within Y5 and Y6 from Teaching staff and L3 TAs including extra after school support.	£16,000	PP pupils catch up quickly. They make at least good progress and some make accelerated progress. Targeted pupils make age related expectations.	All Y6 pupils were offered specific (aiming to exceed, meet or develop end of year expectations) extra small group support in English and Maths.
Provide extra teaching support for Y6 maths (2 teachers x 5 mornings) for PP pupils. Provide extra teaching support for Y6 English (2 teachers x 5 mornings) for PP pupils.	£60,000	Misconceptions are addressed in small groups and targeted pupils make good progress. Pupil's confidence and independence in lessons improves. Targeted pupils catch up quickly and make age related expectations.	PP pupils attained age expectation as follows: Reading 71%. Writing 69% and mathematics 55%. Teaching of English and Maths across KS2 was strengthened and the results of end of year assessments closely analysed in order to drive forward improvements next academic year.
Provide an intervention team consisting of 6 L3 TAs supported by the lead teacher for interventions. Facilitate L3 support staff (x6) to become 'experts' in specific intervention fields to further support children and their	£108,000	Staff are able to signpost others to the resources/support for specific learning needs/diagnostic assessments (e.g. beat dyslexia, Sandwell maths	More staff were trained in specific English/Maths intervention programs and now plan to take the lead in rolling out this training to other TAs next academic year. Personalised interventions (e.g.

colleagues.		test). Pupil's confidence and independence improves. Targeted pupils make good progress.	Beat Dyslexia) were offered on a needs basis.
Provide all PP pupils with a homework kit to facilitate access to homework tasks and additional independent learning.	£3,000	PP pupils are well supported to extend their learning at home. They make good progress with home learning tasks.	All kits were distributed thus ensuring each PP pupil had the required materials to assist them in completing tasks.
Provide all PP pupils with a free PE kit to facilitate access to the curriculum.	£2,500	PP pupils are well supported and encouraged to take part in activities where they might excel and learn valuable skills and grow in confidence.	Full participation in PE lessons increased. PP pupils felt more confident/comfortable taking part thus encouraging more to volunteer for ASC activities.
Continue to update/improve the use of 'Pupil Passports' to track the academic/pastoral provision accessed by all PP pupils and monitor outcomes.		Progress, attainment and well-being of all PP pupils is rigorously monitored and the impact evaluated.	A clear pathway was/is in place which enabled the lead teacher/governors to track the progress of individual pupils and groups.
Release Lead Teacher for Interventions and PP to provide leadership and management time to drive improvements in outcomes.	£2000	Lead teacher is able to monitor and evaluate provision and outcomes and adjust accordingly. Lead Teacher is able to report accurately to Governors and Leadership team.	Governors, SMT and class teachers were fully aware of the progress made by pupils and gaps in attainment were discussed alongside strategies to improve.
Employ the services of an EWO to track the attendance of PP children.	£1,500	Staff are aware of children/groups who need to be targeted and action is taken immediately to ensure they are in school engaged with the curriculum.	Direct contact was made with families to ensure concrete steps to improve attendance were taken.
Total	£283,000		

Additional Provision

- Free cultural visits as part of our 'Cultural Pathway' are provided for every year group from Nursery to Y6 to help children broaden their horizons and raise aspirations.
- Free music tuition (keyboard, guitar and flute) is offered to all PP pupils from Year 3 onwards to widen their educational experiences and further develop potential.

Pupil Premium Allocation

2017 - 2018

- Total amount of Pupil Premium funding received: £298,625

Data

2017 - 2018

EYFS	GLD		
All pupils	57%		
Pupil Premium pupils	33%		
Other pupils	76%		
KS1 ARE	Reading	Writing	Mathematics
All pupils	68%	56%	71%
Pupil Premium pupils	68%	52%	71%
Other pupils	68%	61%	71%
KS2 ARE	Reading	Writing	Mathematics
All pupils	77%	72%	57%
Pupil Premium pupils	71%	69%	55%
Other pupils	89%	78%	61%
KS1-KS2 Progress	Reading	Writing	Mathematics
All pupils	-0.3	-0.7	-2.6
Pupil Premium pupils	-0.5	-0.9	-2.7
Other pupils	0.3	-0.2	-2.4

ARE = Age related expectation

Progress measure: 0 = expected progress