

# Pupil premium strategy statement 2016 - 2017



1. Summary information					
<b>School</b>	Aiskew, Leeming Bar Church of England (VC) Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£17,560	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	61	<b>Number of pupils eligible for PP</b>	26	<b>Date for next internal review of this strategy</b>	March 2017

2. Current attainment and progress 2015 - 16		
	<i>Pupils eligible for PP (1)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	SUPP	53%
<b>Progress measure in reading from KS1 to KS2</b>	SUPP	1.72
<b>Progress measure in writing from KS1 to KS2</b>	SUPP	1.73
<b>Progress measure in maths from KS1 to KS2</b>	SUPP	1.46

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>	Emotional and social needs which affects children's learning
<b>B.</b>	The number of pupils in receipt of Pupil Premium are also vulnerable e.g. SEN or Young Carers
<b>C.</b>	Low attainment on entry to reception and progress from starting points
<b>D.</b>	Staffing turbulence – the school has experienced a considerable number of staff changes over the last year
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	High mobility factors for service pupils
<b>F.</b>	Lack of routine (sleep, food, homework,)
<b>G.</b>	Low aspirations and expectations of what children could achieve

#### 4. Outcomes

	<b><i>Desired outcomes</i></b>	<b><i>Success criteria</i></b>
	Children are happy at school and their emotional and social needs have been well supported by teaching staff and assistants	<p>Pupils feel happy and they enjoy school</p> <p>Pupils feel the staff know and understand them and provide support when they need it</p> <p>Staff know they 'make a difference' to the children in their care</p> <p>The school provides a safe and nurturing environment for children</p>
	All pupils have received the best support possible which has enabled them to make at least expected progress in reading, writing and maths	<p>The new RWI spelling programme has accelerated children's progress in spelling</p> <p>Additional teaching assistant support in the two youngest classes has ensured that all PP pupils make at least expected progress in RWM</p> <p>Intervention programmes have ensured that targeted PP pupils have accelerated in progress and narrowed the attainment gap with their peers</p> <p>PP children have narrowed the attainment gap in Y1 phonics and reading, writing and maths at the end of KS1</p> <p>PP children have narrowed the attainment gap in reading, writing and maths at the end of KS2</p>
	Service pupils have received excellent pastoral support and have benefited from a wide range of activities organised for them	<p>All new service pupils to the school have integrated and settled quickly</p> <p>Pupils have opportunities to share thoughts, feelings and concerns and have an organised emotional support system</p> <p>Pupils have had the opportunity to attend the Military Kids Club run by new teaching assistants to the school</p> <p>Pupils have attended a range of service events and enjoy their involvement with service pupils from other school</p>
	PP families are showing increased engagement with their child's learning	<p>All PP families attend pupil consultation evenings and other school events organised to help them support their child</p> <p>The school enjoys a positive relationship with all PP families</p>

		The school has been effective in providing outreach support for PP families
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### 5. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>	<b>£17,560</b>
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This enables us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

<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>
<b>Children are happy at school and their emotional and social needs have been supported and met</b>	<p>Provide teaching assistant support in the two youngest classes</p> <p>Ensure members of staff are always available for children during breaks and lunch-times and can provide 1:1 support</p>	Vulnerable children who feel well supported in an emotionally safe ethos and have staff to resolve or address any issues/fears that occur are happier in the classroom, their learning outcomes improve and they make progress in line with their peers. This teacher will also be aware of concerns early on before they become a catalyst for anger and frustration.	<p>The welfare and needs of the pupils will be reviewed half-termly in our intervention progress meetings</p> <p>The involvement of staff with children during breaks and lunch-times will be monitored</p> <p>Ensure timetabling and training of TAs enables them to provide the very best support for pupils</p> <p>Survey pupils about the care and assistance of staff</p> <p>Appoint new staff to the team who show a genuine commitment to children and their needs. Provide training where necessary.</p>	SS/CMo	Half-termly
<b>Total budgeted cost</b>					£6000
<b>All pupils have made at least expected progress in reading, writing and maths and attainment gaps in EYFS, phonics and</b>	<p>Appoint skilful ATA and GTAs who have the expertise and skills to make a difference to the pupils they support</p> <p>Provide training for ATAs and other teaching</p>	In 2016 attainment was either below or well below the national average in reading, writing and maths at both KS1 and 2. Phonics results and GLD were also below the national average. We want children to receive the interventions which are most	Intervention progress meetings will take place every half-term. They will review the impact of the interventions in helping pupils to accelerate in their progress. The intervention timetable will be regularly reviewed to ensure	SS/CMo	Termly July 2017

<p><b>KS1 and 2 have been narrowed</b></p>	<p>assistants in interventions e.g. Success@Arithmetic which are relevant to the children's needs</p> <p>Ensure the intervention timetable always responds to the areas where children need to accelerate their progress</p> <p>Provide specific phonics intervention for targeted groups to support them in reaching the Y1 standard</p>	<p>appropriate to their needs in helping them to catch up.</p> <p>We have a very effective ATA who can deliver high quality interventions to pupils.</p> <p>There were some very good maths and English interventions that TAs had not been trained in.</p>	<p>we respond quickly to those children that need to catch up.</p> <p>The ATA will receive 3 ½ hours non-directed time to plan and assess each week</p> <p>Regular up-dating of Target Tracker will be used to monitor the progress of all children, including those who are catching up or falling behind. Children not on track to meet their end of year target will gain support from intervention</p> <p>Monitoring of the delivery of the interventions will take place and drop ins to lessons will assess the impact of the interventions in helping pupils to transfer skills to their classroom work.</p> <p>TAs will receive intervention and phonics training from the LA, EMS or in-house, including support from Burneston</p> <p>Pupil progress meetings will take place with the older pupils.</p>		
<b>Total budgeted cost</b>					£9000
<p><b>The attainment gap in spelling has been narrowed</b></p>	<p>Purchase the Read Write Inc. Spelling programme</p> <p>Implement and deliver the RWI programme to small ability groups Y2-6 for 20 minutes each morning</p>	<p>There has been a steady improvement in the children's spelling over the last three years, however GPS results show that spelling remains the weakest element. Our collaboration school, Burneston are also implementing the RWI programme which will provide opportunities to share good practice.</p>	<p>Careful tracking of pupils' progress in their spelling through assessments and looking in books</p> <p>Monitoring the delivery of the RWI spelling programme</p> <p>Meetings with counterpart subject leader at Burneston to discuss good practice and impact.</p>	<p>CMo</p>	<p>April 2017</p>
<b>Total budgeted cost</b>					£1000

<p><b>Service pupils have received excellent pastoral support and have benefited from a wide range of activities organised for them</b></p>	<p>Service pupils are quickly integrated and information about them and their parents' work is placed on the service information board</p> <p>Induction of the new TA to lead the Military Kids Club which is run for service pupils</p> <p>Pupils attend a range of armed forces events</p>	<p>As a school we have always done a lot for our service pupils, however we are in a period of transition with many new staff and an influx of new but much younger service pupils.</p>	<p>A newly appointed TA will take responsibility for the pastoral support of the service pupils and the running of the Military Kids club</p> <p>Pupils will have the opportunity to celebrate special days organised for the armed forces e.g. Red, White and Blue Day and attend LA armed forces events e.g. remembrance service</p> <p>Maintain close correspondence with the Service pupils champion</p>	<p>SS/NS/HP</p>	<p>July 2017</p>
<b>Total budgeted cost</b>					<p>£1000</p>
<p><b>PP families are showing increased engagement with their child's learning</b></p>	<p>PP families are informed of all school events and occasions e.g. parent consultations and assemblies and are positively encouraged to attend</p> <p>Learning activities are explained</p> <p>Outside agencies are involved in increasing the engagement of PP families with school</p>	<p>We work very hard to engage our PP families and involve them as much as possible in school life. Some families need encouragement and support to engage with and take an interest in their child's learning.</p> <p>A number of our PP pupils produce an insufficient amount of homework</p>	<p>Monitor and record attendance at school events and intervene and encourage where necessary.</p> <p>Keep a regular check of the children's school attendance and submittance of homework</p> <p>Ensure outside agencies are used where possible to increase families' engagement with school.</p> <p>Ensure PP children have access to clubs, visits and residential.</p>	<p>SS/CMo</p>	<p>May 2017</p>
<b>Total budgeted cost</b>					<p>£500</p>

6. Review of expenditure				
Previous Academic Year		2015/2016 £12,960		
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
<b>All vulnerable pupils have made at least expected progress</b>	<p>Ensure the class structure creates smaller class sizes and a narrower range of year groups.</p> <p>Ensure that vulnerable children receive high quality support from all adults in lessons</p>	<p>Good: Smaller classes/groups ensured that service and disadvantaged pupils received good support. Most pupils (83%) made at least expected progress in reading, writing and maths with the majority of these pupils making progress that was better than expected, particularly in reading. Our LAC made exceptional progress in all core subjects.</p>	<p>Staffing turbulence had an impact on this action and changes in teaching staff meant that it was vital to maintain consistency of teaching assistants in classes.</p> <p>Changes in staffing meant temporary staff were not aware of pupils needs and the identification of appropriate interventions was slower than usual.</p>	£6000
<b>Teaching assistants provide high quality support for pupils</b>	<p>Needs assessment is conducted</p> <p>Teaching assistants are provided with excellent training opportunities from the LA and our collaboration school</p>	<p>Very good: Teaching assistants regularly attended high quality training sessions (see evaluations). Responses were very positive and identified how they would improve their practice as a result.</p> <p>Monitoring by the school and LA showed that TAs were very effective in their support of pupils including those with SEN.</p>	<p>The TAs knowledge of our pupils was vital in ensuring that the children had consistency in their school day. Their understanding of the pupils, academically and socially was significant in supporting any teachers who were temporary.</p>	£500
<b>Effective delivery of interventions has accelerated progress and closed any existing gaps</b>	<p>TAs are trained in interventions appropriate to the children's needs and that of the school</p> <p>ATAs deliver interventions programmed by Richmond EMS e.g. Better Reading Support Partners and Dynamo Maths</p>	<p>Very good: EMS Records of Visit and language and speech therapists regularly commented on the good progress pupils made in their interventions delivered by TAs.</p> <p>Pupil self-assessment sheets evidenced the growing confidence and self-belief children felt.</p> <p>Pupils who completed the Success@Arithmetic intervention performed well in the Y6 SATs calculation paper and the parent of a child who received Dynamo Maths commented on the astounding progress she felt her child had made.</p>	<p>We hold intervention progress meetings every half-term to review the progress and impact of interventions. Interventions that are not working for the child are revised. Decisions about other interventions we might offer or try also take place at these meetings. This approach is very successful in ensuring all interventions are always under review.</p>	£2000

<b>Very good support for our LAC has ensured their progress has accelerated narrowed the gap with other pupils</b>	1 to 1 support for a disadvantaged child who joined in November 2014	Very high: The child made exceptional progress (14 points on TT and a rapid increase of their standardised score in reading and maths) as a result of 1 to 1 support in maths and English and interventions e.g. Dynamo Maths and Success@Arithmetic.	High quality teaching assistant support was in place to enable the child to progress rapidly. The TA was skilled in their knowledge of particular interventions which would support the child. The school must maintain a similar calibre of staff to provide this type of support.	£2000
<b>The school has the resources to facilitate the delivery of new interventions</b>	Purchase of resources to enhance quality of intervention support e.g. Dynamo Maths	Good: The school is well resourced with interventions that are researched and appropriate to the needs of the pupils. High quality delivery has helped pupils to grow in confidence and make rapid gains.	Movement of Staff has meant that TAs who have been trained to deliver particular interventions have left. This limits the school's ability to offer the interventions the children need. To attract and appoint new TAs who are skilled in different interventions is challenging.	£500
<b>Service pupils have enjoyed their involvement with the Military Kids Club</b>	Military Kids Club is provided for all service pupils run by an ATA	<p>High: Pupils have really enjoyed being part of the Military Kids Club and speak fondly of visits to other schools and events. They have been very keen to include civilian children in their group such is the strength and cohesion of the community at ALB.</p> <p>Service pupils feel well supported and parents in surveys say that the school offers good support to children from service families.</p> <p>Extra support for KS1 and 2 pupils has been particularly effective in meeting their pastoral needs.</p>	Changes of staff have also threatened to limit the school's ability to offer this club. We ensure as much as possible that new staff who take over the leadership of this club have the opportunity to shadow and work alongside existing staff.	£1000
<b>Children have attended a range of events organised for service pupils</b>	Engage with personnel who organise service pupil events e.g. Ripon Cathedral, Thorpe Perrow and Armed Forces Day and organise transport	Very High: Pupils enjoy the profile they have in school – this has been achieved through celebrating special days e.g. Red, Blue and White Day and attending: HMS Heroes club meetings; special Armed Forces services at Ripon Cathedral and an Armed Forces Day at Catterick Garrison. We ensure all pupils, service and non-service, are able to enjoy these events.	Through the commitment of all staff, we will continue to attend and support these events.	£300
<b>Pupils have an area in the school grounds where they can sit quietly with friends or have time on their own</b>	Create a quiet/reflective area in the school grounds and involve the children's ideas in its development	Medium: Unfortunately, safety issues have put this area out of bounds for a significant proportion of the year. When children have been able to use it they like the quiet and the opportunity it creates for them to sit and talk with friends.	The issues with health and safety have been frustrating and this has held back our development and use of this area. Children are still not sure how to use this area properly. Further work will be carried out in 2016-17, with the aim of helping pupils to have better ownership of it.	£700

**7. Additional detail**

The school has experienced a high turnover of staff over the last year which, at times, has affected the school's ability to implement the PP strategy to the best advantage of our pupils.