



AISKEW, LEEMING BAR

CHURCH OF ENGLAND PRIMARY SCHOOL

'A bright beginning, a shining future'

Aiskew, Leeming Bar CE Primary School

Pupil Premium Strategy Statement - 2018/19 Academic Year

Summary Information			
Total Number of pupils	29	Total Pupil Premium Budget	£12,960 (£6060 PP + £6900 PLAC)
Number of eligible pupils for pupil premium	6 FSM 1 Service pupil 1 Ever 6 service pupil (Ever 6 service pupil included in FSM) 3 Post LAC pupils (2 Post LAC are included in the FSM) Total number of pupils = 8	Date of next internal review of this strategy July 2019	The £6060 was based on: 3 FSM £3960 7 Service pupils £2100



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The proportion of pupils who achieved the expected standard or better at the end of Key Stage 2 in 2019:

End of Key Stage 2 Results 2019	School results 2019 for pupil premium children	School results 2019 for children not eligible for pupil premium
Reading	Due to only having 1 pupil, the results are not published.	
Writing/SPAG		
Maths		
Reading, Writing and Maths combined		

NB: The school has taken note of the Education Endowment Foundation's 'Teaching and Learning Toolkit' to inform its Pupil Premium Strategy. References in green text refer to the strategies referenced in these research pieces that have informed this strategy. For further information, please refer to:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

Issue/Barrier to learning	Action	Cost	Projected Impact
1. Service pupil may need social and emotional support during time of transition and deployment	Support for pupil when parent deployed e.g. being involved in celebrating military based events, time spent investigating where dad is, photocopy off work to take home to celebrate so it can be shared with dad	£100	Service pupil is well supported at times of transition and deployment and make good progress and achieve at least as well academically as their peers Has made better than expected progress in R, W and M. Has secured 'greater depth' in all three areas.
2. Some pupils need additional support to develop skills for reading; decoding	Reading comprehension strategies including training for teachers and teaching assistants; Paired Reading; Phonics intervention;	8 x £5 reading eggs subscription = £40	Pupil premium pupils make good progress and achieve as well as their non-pupil premium peers in developing



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<p>and reading comprehension skills.</p>	<p>Additional classroom support from teachers and teaching assistants to access quality first teaching.</p> <p>Hear pupil premium EYFS/KS1 children read x5 per week.</p> <p>Teaching reading skills 2 hours per week and bought appropriate scheme Prime-Ed comprehension skills</p> <p>Time spent on Reading Eggs</p> <p>TA taking bespoke phonics groups</p> <p>KS2 SAT preparation - reading comprehension strategies and how to answer questions in the test</p> <p>1:1 support for writing by teacher (Y1, Y3, Y6)</p> <p>1:1 support for writing by TA (Y5)</p>	<p>£12.5 per hour TA time x2 £25 per week, £975 £100 Prime-Ed resources Phonics group daily TA 30 mins per day = £1218.75</p> <p>Daily reading in EYFS/KS1 4 hours per week £60 = £1872</p> <p>TA 1 hour per week after school x 13 = £162.50</p> <p>(Y3, Y6) £1420 15 mins x3 per week (x2 children) (Y1) £877.50 15 mins x 4 per week (1 child) (Y5) 30 mins x 5 per week (1 child) £1218.75</p>	<p>early reading skills, phonics and reading comprehension skills.</p> <p>Reading EYFS PP 1 child made expected progress/1 didn't. 1 children attained GLD/1 child didn't. Y1 PP attained expected standard in phonics and made expected progress in reading Y2 PP attained GD and made better than expected progress Y3 PP made better than expected progress Y5 PP made better than expected progress Y6 PP didn't make expected progress</p> <p>At expected progress, with the exception of EYFS, PP/Non PP pupils make similar progress. At better than expected, Y2-Y5 PP children are either making the same amount of progress as their peers or are doing better.</p>
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<p>3. Some pupils need additional support to develop secure numeracy skills; mental skills.</p>	<p>Digital technology - time spent on Mathletics</p> <p>One to one support for homework</p> <p>SAT preparation - how to answer questions in the test and filling gaps in learning</p> <p>1:1 support for maths by teacher</p> <p>1:1 support for maths by TA (Y5)</p>	<p>8 x £5 Mathletics subscription = £40</p> <p>30 mins per week for children to access additional time on Mathletics during playtime/use this time to have support with homework (teacher) = £429</p> <p>13 x 1 hour session per week after school with teacher £390</p> <p>(Y6) £877.50 15 mins x 4 per week (Y1) £1097 15 mins x 5 per week (1 child) (Y5) 30 mins x 5 per week (1 child) £1218.75</p>	<p>Pupil premium pupils make good progress and achieve as well as their non-pupil premium peers in developing early number skills and numeracy and maths skills at expected or better standard.</p> <p>EYFS PP EYFS PP 1 child made expected progress/1 didn't. 1 child attained GLD/1 child didn't. This was a similar balance to PP/Non PP. Y1 PP Didn't make expected progress Y2 PP attained GD and made better than expected progress Y3 PP made better than expected progress Y5PP Made expected progress Y6PP Didn't make expected progress.</p> <p>Child in Y1 has had an application for an ECHAR submitted due to lack of progress and 1:1 support. Y6 has improved on Y6 baseline but still not made sufficient progress from KS1.</p>
<p>4. Some pupils need support to manage their behaviour and</p>	<p>1:1 and small group support focussed on social and emotional needs. Training for</p>	<p>£243.75 (1/2 an hour per week for TA to work with children</p>	<p>Social, emotional and behavioural needs of pupil premium children are met so that they make good academic</p>



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<p>social and emotional issues around attachment and relationships before they can settle to make academic progress.</p>	<p>staff on attachment issues. Supportive liaison between home and school. All staff to undertake the 'Compass Buzz' Level 1 training programme.</p>	<p>on behaviour/emotional issues in 1:1/small groups and complete 'Golden Book'). Compass Buzz training free of charge - staff meeting time and implementation time however TA staff overtime for staff meeting 4 hours x £12.5 = £50.00</p>	<p>progress and achieve as well as their non- pupil premium peers. School is better equipped to respond to pupils' emotional and mental health issues in school.</p> <p>Four children who are PP who have emotional needs have been well catered for and the amount of incidents on CPOMs has reduced. Children are happier in themselves - observed by adults and they are needing to use the emotional check in board less frequently. When used, it is not just to show negative emotions.</p>
<p>5. Time during the school day is spent documenting incidents and sharing with relevant parties. This could be done more efficiently and effectively.</p>	<p>In order to ensure there are clear lines of communication between all staff and that behavioural incidents are fully documented and stored securely, CPOMS has been purchased.</p>	<p>£350 for an annual subscription</p>	<p>Patterns of behaviour better analysed. All incidents recorded accurately. That there is a drop in incidents because they as being dealt with appropriately.</p> <p>All staff use CPOMS well so that incidents are clearly communicated by staff and that they are acted upon appropriately and in a timely manner.</p>
<p>6. Some children come to school unsettled</p>	<p>A trial of a breakfast club. To provide a settled start to the day from 8.00am where</p>	<p>£350 for 1 month's trial.</p>	<p>Children have a settled start to the day and therefore are in a better</p>



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and without having sufficient food	children can have access to sufficient, nutritious food.		mindset to start learning. Children can concentrate because they are not hungry and therefore make better progress within lessons. 5/8 PP children accessed breakfast club. All but 1 had a more settled start to the school day.
		£13,030.50	

Ofsted commented June 2019 that Pupil Premium money, 'Is used effectively so these pupils achieve well.' Also that, 'Pupil premium funding has been used to provide additional support for the disadvantaged pupils.'

About the governors responsibility for ensuring Pupil Premium funding is well spent, Ofsted said, 'There are a small number of disadvantaged pupils in the school, some of whom have additional needs. Governors have directed funding to provide well-matched support in the classroom and assistive technology for individual pupils. Overall, this has had a positive impact on the progress of these particular pupils.'