

Pupil premium strategy statement (primary)

Pupil premium spending 2019-20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2020 (On-going termly)
Total number of pupils:	707	Total pupil premium budget:	£161,040
Number of pupils eligible for pupil premium:	122	Amount of pupil premium received per child:	£1,320

STRATEGY STATEMENT

A focus on assessment and interventions for our Pupil Premium pupils last year has worked well as Pupil Premium children are now more closely monitored. We have provided our children at APS with opportunities both inside and outside of the curriculum. The links made with Griffin Park Learning Zone have helped our children immensely with their confidence and motivation.

We are diminishing the difference in some areas of the school and we need to ensure that good practice is disseminated so that there is a more consistent approach to provision for Pupil Premium pupils. There is still a need to increase the attainment of our More Able Pupil Premium pupils. Progress is being made in this area and development in the last few years has seen an improvement as data suggests.

Currently, we provide in-class support for our Pupil Premium children through Quality First Teaching and additional support from Class teachers, Higher Level Teaching Assistants and Teaching Assistants. This has enabled Pupil Premium to catch up with their peers in the curriculum, especially in Reading and Maths in KS2. We ensure that Pupil Premium children have the opportunities given to them to enable them to thrive. School funds PP children attending residential and class trips ensuring inclusion for all.

- The overall aims of our pupil premium strategy are:
 - To reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points
 - To raise the in-school attainment of both disadvantaged pupils and their peers

Assessment information 2019

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
	(5 children)	School Average	National average
Good level of development (GLD)	80%	71%	71%
Reading	80%	81%	78%
Writing	80%	80%	76%
Number	80%	84%	80%
Shape	80%	80%	81%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
91% of PP children passed the Phonics screening check	82% of Non-PP children passed the Phonics screening check)	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
2018-19	11	School average	National average
% achieving expected standard or above in reading, writing and Maths	36%	77%	65%

END OF KS1			
% making expected progress in reading	45%	86%	75%
% making expected progress in writing	36%	77%	69%
% making expected progress in Maths	45%	77%	76%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
<i>2018-19</i>	School average	School average	National average
% achieving expected standard or above in reading, writing and Maths	68%	71%	65%
% making expected standard or above in reading	72%	86%	73%
% making expected standard or above in writing	84%	90%	78%
% making expected standard or above in Maths	68%	82%	79%

OFSTED key findings related to disadvantaged pupils	What the school needs to do to improve
<p>Increase the rates of progress for the most able and the most able disadvantaged pupils by:</p> <ul style="list-style-type: none"> – carefully analysing their progress – identifying any underachievement and putting in place appropriate and timely support – ensuring that teachers consistently challenge the most able pupils with work that is well matched to their abilities 	<p>The pupil premium grant is spent effectively. As a result, the progress that most disadvantaged pupils make is increasing in reading, writing and mathematics. However, the most able disadvantaged pupils make inconsistent progress.</p> <p>Progress for most groups of pupils is carefully analysed by leaders. However, progress for the most able pupils is not checked with the same accuracy. Consequently, the most able pupils, including the most able disadvantaged pupils, do not always make the progress of which they are capable.</p>

Inspection judgements (Leadership and Management)	
Work set for the most able pupils, including the most able disadvantaged pupils, does not always demand enough of them. Too often, the most able pupils waste time doing work that is too easy, before they start more challenging tasks. Consequently, this slows these pupils from making consistently good progress	EYFS: Disadvantaged children make good progress from their different starting points. This is because leaders provide effective support for them if they are falling behind in their learning. Therefore, the pupil premium funding is spent effectively.

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2018-19				
Total amount: £157,080				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>A</p> <p>-Training on current assessment procedures</p> <p>-Development of tighter pupil monitoring</p>	Identified gaps are addressed and met by a robust assessment system and an effective broad and balanced curriculum	<p>Spreadsheet set up for teachers to add interventions and provision made for PP children as a record. This has led to tighter pupil monitoring and awareness of PP children. In some year groups in the school, PP children are outperforming non-PP children.</p> <p>For reading, In Years 1 and over KS2, more PP children are working at the expected standard than non-PP.</p> <p>In Writing in Year 5, 3 and 1, more PP children are working at the expected standard than non-PP</p> <p>In Maths, PP children are working close to their peers. In Year 5, slightly more PP pupils are working at the expected standard for Maths (+3%).</p> <p>Children who are receiving an intervention and are PP children have been identified.</p>	<p>Continued monitoring needs to be in place. Not just begun at the beginning of the year/term and not on-going, therefore needing to be more purposeful and inform intervention provision, as in the model for SEND.</p> <p>Success criteria was met as there are procedures in place now and they were not before.</p> <p>We will continue with this idea of provision mapping but base it on the model of the SEND provision mapping for each class. This can then feed into pupil progress sessions.</p>	DHT time

<p>B</p> <p>More Able pupils - In school training -Resources new curriculum -learning from best practice</p>	<p>Curriculum delivery and lesson delivery is better matched to the needs of More Able pupils across the school.</p>	<p>There still remains a need for an increase in the number of More Able pupils working at the exceeding standard. Year 3 PP in Reading were only 6% below Non-PP for the exceeding standard. They had an additional intervention of Reading Plus, which non-PP children did not receive.</p> <p>In Year 5, more PP children achieved the exceeding standard than Non-PP.</p> <p>Overall, there were some year groups where no PP children achieved the exceeding standard for their year group.</p>	<p>More Able PP children need to be more of a focus for all year groups. Are they being given the same challenge as Non-PP? Are social and emotional difficulties preventing the children from achieving the exceeding standard?</p>	<p>TA support Staff support</p> <p>£6,272 54 children £56 per child for the year for PPG children or £10.46 for 287 children for the year.</p>
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<p>C</p> <p>Development of language across the curriculum -Exposure to quality and engaging texts. -In-school training and modelling</p>	<p>Assessment system identifies issues with pupil language development and curriculum is developed to match and meet needs of pupils.</p>	<p>The development of oracy skills is of utmost importance in our school community.</p> <p>School has ensured that children are receiving good role models via their key core texts that we have introduced in English and cross curricular links are made where viable. This means that the children are regularly revisiting and building upon skills developed via these texts rather than standalone extracts.</p> <p>School encourages staff to support their children in being able to talk through their writing. INSET time has been devoted to vocabulary development through an outside provider. This will enable staff to include new strategies in their lessons and has raised awareness in the different types of vocabulary we teach our children.</p>	<p>We need to be sharing examples of good practice where vocabulary development is particularly rich. (Y6 PP children are 2% above Non-PP children)</p> <p>Investigation of impact of key core texts in lessons to be explored as we have taught the newly developed curriculum at APS.</p> <p>Talk for Reading (MC and JM attending a course in Nov on this) and Talk for Writing to be encouraged and the need for children to rehearse and revise their language, which will then feed into their writing.</p> <p>Junior Book award with Hounslow library included ---PP pupils.</p>	<p>£7500 (Book resources)</p> <p>£1,187 for PPG children</p> <p>£201.32</p>
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<p>D</p> <p>Currently 27% (29 pupils) of the PP pupils across the school have an attendance of below 97% - 8% of the PP children (9 pupils) have an attendance of below 91%</p> <p>-ELSA to support social and emotional needs of this group. -Jo Bird -Pastoral Behaviour Support/ Family Engagement Officer</p>	<p>Increased attendance rates for pupils eligible for PPG</p>	<p>Attendance has improved across the school. Incentives such as mufti days and certificates have increased the amount of children wanting to attend and work as a team to gain a reward.</p> <p>30 children out of 90 (33.3%) have an attendance of 97% or below.</p> <p>ELSA has been introduced again. 2 out of 11 pupils receiving ELSA are PP children. <i>Is there a greater need for PP children to be identified where it is necessary?</i></p>	<p>We offer many different types of provision such as ELSA, Flourishing minds, Drawing and Talking and Young Carers to ensure that children are 'ready' to learn and are not being distracted by other factors.</p> <p>ELSA: 2 out of 13 are PP children Drawing and Talking: 3 out of 6 are PP children Young Carers: 6 out of 18 are PP children Flourishing Minds – 2 out of 5 are PP</p>	<p>£8,000 in total support</p> <p>£2,600 for PP children</p>
<p>D</p> <p>-GPLZ after school club to boost self-esteem and contribute to raising attainment. (See above.)</p>	<p>Self-esteem and raising attainment of those attending clubs and provision from GPLZ.</p>	<p>Case studies show that many children enrolled on the different programs such as Focus 40 and the After School club have made a marked improvement in their behaviour and attitudes to learning.</p> <p>11 PP children attended the after school club 1 child attended Focus 40 Behaviour programme</p>	<p>Continue with provision from GPLZ. Tie all case studies and feedback together. Publicise clubs more for PP children to take the opportunity.</p>	<p>£4320</p> <p>£400</p>
				<p>£167,911</p>

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/Maths)

A	Pupil Premium children achieving expected standard in Writing and Maths at KS1 and Pupil Premium children achieving the greater depth standard in Writing at KS2.
B	Assessment system identifies issues with pupil language development and curriculum is developed to match and meet needs of pupils. Children's starting points need to be considered to ensure vocabulary development leads to higher attainment.
C	To develop the reading culture within school in terms of opportunities to read and the quality of experiences taking place.
D	High mobility means that there are gaps in children's prior learning (previous educational experience, lack of schooling, language barriers)

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Consistency of learning opportunities outside school (home reading, routines, homework support);
E	Parental confidence to support learning due to language barriers and different educational experiences outside of the UK;
F	For some pupils, lack of access to rich resources such as books, libraries and life experiences would be a barrier;
G	Children's 'readiness' to learn, ensuring that their social, emotional and behavioural needs are met to enable pupils to learn;

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Set more challenging tasks from the beginning of the lesson so that 'no time is wasted'. Reading skills applied to writing.	<ul style="list-style-type: none"> -Pupils exceed age-related expectations; -Work in books shows challenge in the activities set. -Reading skills developed and applied to writing. -Writing opportunities provided across the curriculum to enable children to apply their skills.
B	Disadvantaged pupils develop oracy skills quickly and are well supported in class.	<ul style="list-style-type: none"> -Pupils achieve (or exceed) age-related-expectations in writing and make good or outstanding progress; -Pupils encouraged to talk through their work; -Vocabulary development via work of staff development – tiered vocabulary.
C	To develop the reading culture within school in terms of opportunities to read and the quality of experiences taking place.	<ul style="list-style-type: none"> -Reading skills explicitly taught to ensure all pupils have strategies to develop their skills further with the 8 reading strategies; -Phonics to continue to be explicitly taught in EYs, KS1 and through intervention for catch-up LKS2; Spelling lessons in KS2 to reflect development of Phonological skills. -Teachers to read to their classes daily through Whole class reading sessions and class texts; -Resources and books ordered to be exciting, engaging and stimulating. Core key texts for every year group integrated into English lessons and cross-curricular links where viable. -More opportunities for 1:1 and small group reading (Contingent talk)
D	Gaps in learning are identified and filled quickly	<ul style="list-style-type: none"> -Pupil Progress Meetings occur termly and gaps are identified and swiftly acted on through regular on-going assessment. -Clear communication between teams to ensure challenge and progression; -Repeated assessment to ensure accelerated learning takes place; -More pre-learning to fully support the work in classrooms using PiXL strategies and therapies; - Use of support staff and teachers reviewed to ensure there is effective learning;
E	Pupils will be supported at home through improved home-school links	<ul style="list-style-type: none"> -Overall absence of disadvantaged pupils will decrease; -Parents will have positive relationships with teachers & support staff; -Parents access workshops and support through school
F	To broaden the range of extra-curricular opportunities available at school	<ul style="list-style-type: none"> -Disadvantaged pupils will have opportunity to access extra opportunities, e.g. GPLZ, Rugby workshop, Cricket; -School clubs monitored to ensure disadvantaged pupils access them; -Opportunities for pupils to attend extra cultural events;
G	To ensure physical, behavioural, emotional and social needs are met to enable pupils to learn;	<ul style="list-style-type: none"> -Continue ELSA provision to provide 1:1 opportunity for support; -Disadvantaged pupils continue to receive targeted support in class;

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all (<i>improve classroom pedagogy</i>)					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
DHT to designate named TAs to support Pupil Premium pupils within year groups in liaison with YGLs.	For all staff members to provide "Quality First" Teaching	TAs work with Pupil Premium pupils within each year group. However, this is not always consistent or it is not made explicitly clear. TAs will be more aware of the pupil premium children in their year group. High quality focused support from TAs will help to diminish the difference in attainment and progress. Class teacher to support with this where necessary.	TA support -provision will be continuously evaluated. Fortnightly meetings with DHT to discuss progress and highlight any extra provision or support needed. Logged by DHT to show a continuous professional discussion to ensure school is accounting for all pupil premium pupils and filling any gaps immediately.	DHT-JM	Feb
Each class teacher to identify gaps in learning through PPMs and QLA from PiXL. YGLs to co-ordinate.	For PP pupils to make good or better progress	Highlighted learning gaps will allow for more effective 1:1 and small group support. PiXL assessments will highlight gaps in learning so that we can find the gap and ensure provision allows us to fill the gap.	PPMs and assessment cycle will continuously evaluate provision and phase leaders and DHT will ensure learning gaps are being addressed.	Teachers, YGLs, DHTs	Termly PPMs and as per assessment cycle
Challenge activities to ensure that children's work is not 'too easy' and that children begin work immediately on developing skills rather than practicing what they already know.	For PP pupils to exceed age-related standards.	Ofsted (July 2017) reported that too many disadvantaged children were set work that was 'too easy.' Therefore, staff need to take more risks with children's learning.	Staff CPD Book monitoring	Teachers, YGLs, SLT, SLG	Subject leaders book monitoring

Targeted support (provide targeted support)

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
ELSA – specialist TAs	For pupils to have their basic needs met to ensure they are ready physically, mentally, and emotionally ready to learn.	To ensure identified pupils have at least one session a week to have time out to explore their emotions etc.	ELSA leader monitors ELSA supervision termly	ELSAs DHT SENDCO	March 2020 and July 2020
<p>Varied interventions (according to need) to be provided before, during and after school, including 1:1, small group and class support.</p> <p>The use of members of staff from across the school.</p>	For identified gaps in learning to be addressed	Gaps identified in formative assessment allow for targeted support for each pupil.	Booster provision termly will continuously evaluate provision and YGLs, DHTs will track pupil progress.	Ta's CTs DHTs	Termly December 2019 April 2020 July 2020
<p>Target More Able PP children by looking at their starting points to current level of attainment.</p> <p>Provision mapping for PP children – system set up to ensure that all PP children have been considered with interventions.</p>	<p>Increase the amount of PP pupils achieving the exceeding standard.</p> <p>Assessment of PP children. Gaps identified termly and provision is made to fill the gaps.</p>	<p>Ofsted reported that disadvantaged children do not always make the progress of which they are capable.</p> <p>Assessment of all children is considered and planned for. However, PP children need to be tracked more closely.</p>	<p>Assessment of PP children tracked using Scholar Pack.</p> <p>PP children discussed as a focus group at pupil progress meetings.</p> <p>Children identified who could receive extra support or who are identified as a potential higher achiever.</p>	DHT – JM YGLs	Termly December 2019 April 2020 July 2020
				Total budgeted cost:	

Other approaches (support whole school strategies)

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Pupils participate in a range of sporting and non-sporting after-school clubs. Pupils trips are subsidised. Pupils are provided with opportunities to experience off site activities and events they would not normally enjoy, e.g.: Y6 school journey</p>	<p>For pupils to access a range of social, cultural, sporting experiences, visits and activities.</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences. Pupils take part in all school trips and do not miss significant trips due to cost. Pupils benefit from taking part in a variety of experiences they would not normally access.</p>	<p>Reviewing attendance of clubs and trips. Feedback from pupils and parents. Impact of activities on self-confidence and academic progress.</p>	<p>DHT</p>	<p>July 2020</p>
<p>Trips and clubs to further enhance the learning in the classroom.</p>	<p>-To enthuse pupils' attitude to learning via an after-school club -To further enhance their Literacy, Numeracy and ICT skills and apply their skills from the classroom to another environment outside of school</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences via GPLZ after school club and workshops provided across the school year.</p>	<p>Regular feedback from GPLZ and communication on the progress of the children. Feedback from pupils and parents. Impact of activities on self-confidence and academic progress.</p>	<p>DHT GPLZ staff</p>	<p>Termly</p>
<p>Total budgeted cost</p>					

EVIDENCE GATHERED FROM THE FOLLOWING AREAS:

- Analyse School Performance and other internal assessment and reporting software (Scholar Pack)
- LA school profiles
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report