

## **Summer 2017 Pupil Premium Strategy - Progress Report**

At Athelstan School we ensure that teaching and learning opportunities meet the needs of all our pupils. Appropriate provision is made for pupils who belong to any vulnerable group, including the needs of socially disadvantaged pupils whose needs are effectively addressed. Currently there are 57 pupils eligible for pupil premium from EYFS through to Year 6. Children have access to a wide range of interventions and in class targeted provision dependent upon level of need.

The Pupil premium was used to provide support to pupils through the following:

### **Teaching Assistant Support**

The school has increased the number of hours available from support staff in order to further improve the adult to pupil ratio in all classes. The increase of additional support hours aims to enhance quality first teaching and further assists pupils in overcoming barriers to learning. As well as class support for quality first teaching we also provide specifically targeted intervention programmes e.g. speech therapy, reading intervention, First Class @ Number 2, Write Away Together and bespoke personalised intervention programmes.

Within the Foundation Stage we have also increased the number of adults. Our base line assessments show that children come into school well below age related expectations (ARE), additional support will enable staff to give more focused adult teaching time to each child by challenging them to achieve their next steps more rapidly and aiming that more children achieve or exceed their targets (ARE) by the end of Foundation Stage. An increase in teaching assistant hours within the foundation stage has enabled the school to increase the adult to pupil ratio to provide support for the vulnerable and disadvantaged pupils.

### **Pastoral Support**

We recognised that some of our children have emotional and behavioural issues which they can bring into school, this can have a negative impact on their readiness to learn and thus how they can achieve and progress. Many of our children have benefited by having someone on site dedicated to specifically addressing emotional and behavioural issues and problems, as and when they arise. Our pastoral support assistant works with children to develop coping strategies, build self-esteem and acts as a link to home and other agencies who might be working with the child. Through this provision we ensure our children are prepared emotionally, and are able to learn. The support for children is personalised and support programmes include Worry box, Fireworks and Its ok to be me, along with specific counselling. The school is working within the STAR Alliance The school is engaging in the STAR Alliance's closing the Gap project which it is hoped will add further to the programmes of support offered to our children.

## **Extended curriculum**

As other strategies have proved successful and the gap between the attainment of PP children and others has decreased the school has consciously increased the amount of Pupil Premium we have allocated to extended services and curriculum enrichment. This is because as a staff we have identified that one of the main barriers to learning for all our children (and this is especially acute with children in receipt of Pupil Premium) is their lack of knowledge of the world. By increasing our children's ability to access clubs, holiday clubs, visits and enrichment activities, we are addressing a recognised need. The school has continued to facilitate this through a continued partnership with the Tadcaster Family of Schools, allowing our pupils in receipt of pupil premium access to a wide variety of opportunities, both in and out of term time.

## **School uniform and resources**

The school has continued to provide our children in receipt of Pupil Premium with a voucher up to the value of £30.00 to purchase school uniform and resources. This voucher will ensure that children have the same uniform and sports clothes as their peers, increasing their self-esteem and self-confidence. This has been greatly received by our families.

During the Summer 2017 term we have been fortunate to implement a range of interventions addressing areas of need in maths, literacy, emotional literacy and reading. These have been implemented by both general teaching assistants and advanced teaching assistants under the direction of both the inclusion manager and class teachers. Teaching assistants have this term, taken ownership of the intervention/programme they have delivered and completed a written report with supplementary evidence if available to support their judgements. Interventions carried out this term are not limited to but include:

1: 1 Reading

Reading inference and comprehension

Magic Belt

Phonics Year 1 and 2

SALT (Speech and Language Therapy)

Memory Booster

Write away Together

Dynamo Maths

Handwriting Programme (EMS)

Social skills

K Barton Summer 2017

Touch typing

Year 2 Spelling

First Class @ Number 2

Personalised maths intervention

Pastoral support implementing a variety of interventions such as: Volcano in my Tummy, Fireworks, social therapy and bereavement Counselling.

### Progress across Year Groups

#### Year 1

	W	Pebbles	Essentials	All	R	Pebbles	Essentials	All	M	Pebbles	Essentials	All
Concern		0%	0%			0%	0%				12.5%	
Good or better than good progress		0%	100%			0%	100%				87.5%	

**Writing** - For those children following the Essentials National Curriculum- 100% of children made good or better than good progress.

**Reading** – 100% of the children following the Essentials curriculum made good or better than good progress.

**Maths** – In maths 12.5% of children are a cause for concern with 87.5% making good or better than good progress.

#### Year 2

	W	Pebbles	Essentials	All	R	Pebbles	Essentials	All	M	Pebbles	Essentials	All
Below Good Progress		-	33.3%	33.3%		-	33.3%	33.3%		-	11.1%	11.1%
Good progress		-	66.7%	66.7%		-	66.7%	66.7%		-	88.9%	88.9%

#### Pebbles Curriculum

Children following the Pebbles curriculum made good progress in reading and writing and were transferred to the Essentials Curriculum

**Writing** - For those children following the Essentials National Curriculum- 33.3% of children in writing made below good progress whilst 66.7% made good progress.

**Reading** – For those children following the Essentials National Curriculum- 33.3% of children in writing made below good progress whilst 66.7% made good progress.

**Maths** – In maths 11.1% of children made below good progress, interventions such as First Class @ Number and Dynamo Maths were implemented for the Spring term alongside targeted provision in class with good results. 88.9% of the children made good progress.

### Year 3

	W	Pebbles	Essentials	All	R	Pebbles	Essentials	All	M	Pebbles	Essentials	All
Below Good Progress		0%	42.9%	33.3%		0%	0%	0%		0%	42.9%	33.3%
Good or better than good progress		100%	57.1%	44.4%		100%	100%	77.8%		100%	57.1%	44.4%

**Pebbles Curriculum** – all children following the Pebbles curriculum made 100% good or better than good progress.

**Writing** – Of those children following the Essentials National Curriculum for reading 42.09% are a cause for concern. Children following the Essentials National Curriculum made 57.1%.

**Reading** – Children following the Essentials National Curriculum for reading made 100% good or better than good progress.

**Maths** – For children following the Essentials National Curriculum for maths 42.9% made below good progress with 57.1% making good or better than good progress.

### Year 4

	W	Pebbles	Essentials	All	R	Pebbles	Essentials	All	M	Pebbles	Essentials
Below Good Progress		0%	28.6%	-		0%	28.6%	-		0%	42.9%
Good or better than good progress		0%-	57.1%	-		0%	57.1%	-		0%	57.1%

### Pebbles Curriculum

There are currently no pupil premium children in Year 4 following the Pebbles curriculum.

**Writing** – Of those children following the Essentials National Curriculum 28.6% of pupils made below good progress with 57.1% making good or better than good progress.

**Reading** – 28.6% of children are a cause for concern with 57.1% making better than good progress. To combat this reading interventions have been put into place for the summer term such as: 1: 1 Reading, Reading inference and comprehension and Magic Belt.

**Maths** – 42.9% of pupils eligible for pupil premium are a cause for concern, 57.1% made good or better than good progress. Children have been targeted and are currently being supported in class by teaching assistants in smaller groups.

### Year 5

	W	Pebbles	Essentials	All	R	Pebbles	Essentials	All	M	Pebbles	Essentials
Cause for concern		0%	28.6%	-		0%	0%	-		0%	0%
Good or Better than good progress		-	71.4%	-		-	100%	-		-	100%
		-		-		-		-		-	

### Pebbles Curriculum

There are currently no pupil premium children in Year 5 following the Pebbles curriculum.

**Writing** –In writing 28.6% of children following the Essentials National Curriculum are a cause for concern. A further 71.4% made good or better than good progress. Children causing a concern have either had prolonged periods of absence due to illness, cultural reasons or have been identified as having possible dyslexic tendencies or are SEND.

**Reading** - In reading 100% of children following the Essentials National Curriculum made good or better than good progress.

**Maths** - 100% of pupils eligible for pupil premium made good or better than good progress.

### Year 6

	W	Pebbles	Essentials	All	R	Pebbles	Essentials	All	M	Pebbles	Essentials
Below Good Progress		0%	33.3%	-		0%	16.7%	-		0%	33.3%
Good progress		0%	66.7%	-		0%	83.3%	-		0%	66.7%

**Writing** – In writing 33.3% of children following the Essentials National Curriculum are a cause for concern. 66.7% of children are making good or better than good progress.

**Reading** – In reading 16.7% of children following the Essentials National Curriculum are a cause for concern. A further 83.3% made good or better than good progress.

**Maths** –33.3% of children following the Essentials National Curriculum are a cause for concern with 66.7% of children making good or better than good progress.

### **Summer 2017 Pupil Premium Budget**

<b>Use of funding</b>	<b>Cost</b>	<b>Breakdown</b>
Teaching assistant Intervention Inference, reading comprehension, targeted phonics ,memory booster, fine motor skills work, word attack, Teodorescu writing programme, Phonics Codebreaker, Dynamo Maths, Magic Belt, Write away Together and number bond/multiplication workshop for Pupil premium and LAC children	£2261.	Summer 17 @£9.50 per hour
ATA Level support	£441.00	Summer 17 42 hours@£10.50
GTA support within the classroom for KS2 pupil premium pupils	£2,660	Summer 17 20 hours @ £9.50
GTA support for KS1 Pupil premium pupils within the classroom	£1995	Summer 17 15 @ £9.50
GTA support within KS1 to reduce the pupil: teacher ratio	£2,660	20 hours per week @ £9.50 per hour to support 3 classes
Pastoral Support ,mentoring and counselling	£1249.50	Whole school including families
Additional GTA support within KS1 and KS2 for Lac and Pupil premium children	£1,995	15 hours per week @ £9.50 per hour
GTA support to reduce the pupil teacher ratio within Early Years to meet the needs of disadvantaged pupils	£4,780	30 hours across Early Years FS2 ratio 1:12 FS1 ratio 1:10
GTA support within FS supporting EYPP pupils and LAC Pupils	£1852.50	15 hours per week @ £9.50 per hour
Extended services and curriculum enrichment for pupil premium and LAC children inc school uniform	£555.75	After school clubs, holiday clubs and residential support through the family of schools fund.
Letterbox	£516.60	
Cool Milk	£56.54	FSM pupils
<b>Total Spend</b>	<b>£20467.14</b>	