



## Athelstan Community Primary School statement of Pupil Premium Strategy

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We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential and “*Be the best that they can be* “. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish. We recognise that not all pupils, who are academically or socially disadvantaged are registered for free school meals, we therefore reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage. In order to meet the above requirements, the Governing Body of Athelstan Community Primary School will ensure that provision is made to secure the teaching and learning opportunities and meet the needs of all pupils.

**Our priorities at Athelstan Community Primary School are:**

- To narrow the gap for those pupils currently not on track to achieve the age expected standard at the end of KS2.
- To ensure early identification of children with additional needs and to promote and implement early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To ensure that the needs of the more able pupils are met.
- To ensure that pupil premium allocated enables access to after school clubs, holiday clubs, visits and enrichment activities
- To prioritise the use of pupil premium for the most vulnerable, ensuring that it has the biggest impact on the life chances and education of our children.

**To enable all children to be ‘*The best that they can be*’ the following provision will be implemented**

- Provide pastoral support for individual pupils and families.
- Provide targeted intervention in maths and literacy within classes, including those pupils within Early Years.
- Provide targeted additional group interventions for maths and literacy.
- In Early Years, provide early intervention and assessment of speech and language acquisition.
- Ensure that attendance is a high priority.
- Provide financial assistance for school visits, after school clubs and school uniform, including those pupils within Early Years
- To provide places at breakfast ,after school club and holiday clubs

# Pupil premium strategy statement 2018-2019

1. Summary information					
School	Athelstan Primary School				
Academic Year	2018-2019	Total PP budget	£94,333	Date of most recent PP Review	June 2019
Total number of pupils	429	Number of pupils eligible for PP	62	Date for next internal review of this strategy	June 2020

2. Current attainment		
Achievement at the end of Key Stage 2 2017- 2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60%	76%
% making progress in reading	80%	85%
% making progress in writing	70%	85%
% making progress in maths	80%	82%

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Issues relating to general level of emotional and personal / social maturity or self-esteem and negative self-image
<b>B.</b>	Multiple and combined learning difficulties inhibit progress
<b>C.</b>	Low levels of attainment, below age-related expectations, particularly in writing and spelling
<b>D.</b>	On entry low levels of speech and language particularly early acquisition
<b>E.</b>	The number of children who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues, Mobility
<b>F.</b>	Children who have specific social and emotional needs which affect their learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	Participation in off-site and extra-curricular activities due to cost implications for families
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Children frequently experience social and emotional issues that affect learning. These can be brought from home, spill over from incidents on the playground, or arise as ongoing worries. These issues reduce the capacity for sustained concentration and present as a barrier to effective learning. By supporting the development of positive self-image and self-esteem, children are in a calmer emotional state more conducive to learning. We will support and monitor through the schools pastoral support assistant working closely with the Inclusion Manager and class teachers.	Pupils learning is less affected by issues and they are prepared emotionally to learn Pupils report increased happiness and confidence in school An Improved resilience and well-being amongst pupils
<b>B.</b>	Low executive functioning skills inhibit access to all areas of the curriculum. Raising staff and pupil awareness of these issues, and developing strategies to overcome them including metacognition, self-regulation, peer collaboration and increased resilience will improve learning and progress. This will be measured in relation to age-related expectations and using standardised testing.	Progress scores in in school data indicate progress is higher than expected Spelling ages improve Higher % pupils attain ARE at each stage
<b>C.</b>	Essential learning in the basic skills in English and maths reduces access to the curriculum and inhibits progress generally. Ensuring that the school vision for Children <i>“To be the best that they can be”</i> is promoted will be beneficial for all pupils. Providing targeted support and intervention such as Write away together, Magic belt and SALT will improve achievement and diminish the difference between vulnerable pupils and the broader cohort. Individualised teaching will also help to ensure that the more able pupils make good progress. Access to Letterbox resources for identified pupils to provide stimulation and motivation to read	Higher percentage of pupil progress recorded from interventions Progress scores in writing and spelling are higher than expected Pupils report positively upon their individual support
<b>D.</b>	Upon entry, some children are well below Age expected in their comprehension of language, expressive language and speech sound system; they therefore have poor social communication skills, which will present a significant barrier to learning. Regular meetings between SENCO, Teaching staff and SALT. Children will be screened on entry and will undergo repeat screening. The use of support plans will be personalised for key children in need of interventions.	Pupils will be screened for S&L difficulties on entry into EYFS. A greater number of children will be at ARE in S&L (CLL) which in turn will have a positive impact on their phonics, reading and writing.
<b>E.</b>	Data tracking systems will be used to monitor progress and attainment of these children. Regular meetings will be held with the Inclusion Manager to ensure that class provision and interventions meet the needs of pupils. Pupil progress meetings and book scrutinises will have a key focus on these vulnerable groups. Children will have increased confidence, self-esteem and resilience and will have access to support outside the classroom via the pastoral support assistance, which will ensure that positive relationships are built across school.	Pupils are identified and their profile raised across the school. Data systems are in place to carefully track the progress of these Children. Increased progress for pupils, closing the gap between non-pupil premium and pupil premium pupils. A greater number of pupils will be at or above ARE with improved progress from starting points. All pupils will benefit from improved relationships and an increased level of wellbeing, confidence and self-esteem.

<b>F.</b>	To have a Pastoral Support Assistant to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. The Pastoral Support Assistant will deliver targeted behavioural interventions for identified students. Attendance monitoring of all groups will take place termly and be reported to the Inclusion Manager and Head teacher. Concerns with attendance will be addressed immediately to ensure that pupils are safe at all times.	Staff meetings will ensure early identification of children with behavioural issues. Weekly safeguarding meetings, where whole school emotional and behavioural issues are raised with necessary actions put into place for key individuals. Observations of learning and behaviour of pupils through learning talks. Case Studies of pupils Regular liaison with external agencies
<b>G.</b>	Pupils do not always access the full breadth of the wider and richer curriculum. Low attendance in after-school activities inhibits social development and impairs the aspirations of pupils. Providing financial support to access these activities increases achievement and, knowledge of the wider world, promoting improved self-esteem and resilience.	All PP children will have the opportunity to attend at least one after-school club every term Full participation in educational visits and wider experiences every term

## 5. Planned expenditure

<b>Academic year</b>	<b>2018-2019</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all including EYFS

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who have struggled with difficult life events are supported to help them re-engage with life and learning.	Embed the Thrive approach across school so that the children who need 1:1 support receive it.	This is a research-based approach proven to move children on emotionally and socially by plugging developmental gaps.	<ul style="list-style-type: none"> <li>• Organise training £1290 +£1850 supply</li> <li>• Licence to practice £1729</li> <li>• Teachers complete whole class assessment</li> <li>• KB to identify children for 1:1 support.</li> <li>• Whole school to receive bespoke training from KB</li> <li>• All staff to use VRFs</li> </ul>	KB	June 2019 Children have been screened and are accessing either individual 1-1 Thrive action plans or are participating in whole class weekly Thrive activities

<p>The continued implementation and assessment of Speech and Language provision for EYFS Children</p>	<p>To provide support and resources for those children who identify as having a specific need, either externally or internally</p>	<p>Children are joining the school with poor speech, language and comprehension.</p>	<p>A lead Practitioner has been identified to monitor and ensure rigorous assessments are being carried out. The lead Practitioner also works closely with external agencies to ensure delivery of specific individualised programmes. £3,467</p>	<p>KOD CH and KB</p>	<p>June 19 All children are making good progress and transition is carefully tailored to ensure that programmes continue when necessary.</p>
<p>Improved progress in spelling and the incorporation of more adventurous Tier 2 and 3 vocabulary</p>	<p>The implementation of the non-negotiable spelling list which will tackle major spelling concerns. Spelling journals introduced from Y2 and the continuation of Word Attack. Children will also be exposed to more Tier2/3 words On a weekly/daily basis.</p>	<p>This will promote greater levels of independence within KS1 and KS2 when applying spelling rules and also ensures that spellings are integrated in all areas of the curriculum which will in turn raise standards in spelling across the whole school. Explicitly teaching and children vocabulary is vital as it:</p> <ul style="list-style-type: none"> <li>• It enables students to articulate their thinking and learning</li> <li>• It improves students' ability to read well and write with precision</li> <li>• Evidence suggests that students with a wider vocabulary make better progress and achieve more.</li> </ul> <p><i>Beck, McKeown &amp; Kucan (2002) Bringing Words to Life</i> <i>Lemov. D (2016) Reading Reconsidered</i> <i>Marzano R.J. (2005) Building Academic Vocabulary</i></p>	<p>Monitoring pupil progress and and book scrutinises. Analysis of data with the Literacy coordinator and Inclusion manager to ensure that Pupil premium pupils are making progress.</p> <p>List of Tier 2 and 3 words which pupils across Key stages will be created and updated as required..</p> <p>190 hours of intervention for spelling and assessment</p>	<p>KOD and Teaching Staff + Literacy Coordinator and Inclusion Manager</p> <p>£20,900</p>	<p>June 2019 All classes have ambitious vocabulary wall displays which children are encouraged to incorporate routinely into their writing. Book scrutinises have shown that tier 2 and tier 3 vocabulary has been adopted by the children. Single word spelling Assessments have shown an improvement in spelling across school. This will continue into 19-20</p>

<p>Providing in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate</p>	<p>Trained Teaching Assistants 's to be allocated to each class, who work in partnership with class teachers who then deploy as required personalised learning for targeted pupils</p>	<p>Pupils report that they value the support that they receive in class and that this helps their learning Learning can be personalised for vulnerable groups or individuals to ensure that adequate progression is being made.</p>	<p>Inclusion Manger to monitor the impact and deployment of teaching assistants both in and out of the classrooms to ensure that targeted support is effective. Half-termly meetings held with Teaching Assistants to address issues and implement any new strategies. Pupil voice interviews to be held termly with CH and KB</p> <p>4180 hours of Targeted TA support during morning teaching 34.5 hours Intervention during the afternoon</p>	<p>Inclusion Manager Deputy Head KOD</p> <p>£555</p> <p>£41,800</p> <p>£13,100</p>	<p>June 2019 A more strategic targeted approach will be implemented from September 2019. This will ensure that vulnerable groups and those children working below the expected standard receive more support. In addition those children working above the expected standard will be challenged more</p>
<p>Booster groups Spring term</p>	<p>This has been targeted at those pupils who have been identified as needing additional input to achieve their targets.</p>	<p>The success of this programme in previous years means that we are now looking to support much younger children</p>	<p>Monitor progress for pupils to evidence the closing of the gap between non-pupil premium and pupil premium pupils Estimate £2000-Actual £1400</p>	<p>KOD</p>	<p>June 2019 Booster groups continue to be effective and staff working to support the children have reported an increase in self-esteem and understanding of concepts taught</p>
<b>Total budgeted cost</b>					<b>£84,691</b>

**ii. Targeted support**

<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>
<p>Ongoing access to emotional and social interventions and support for vulnerable families.</p> <p>Pastoral Support worker to achieve accreditation in:</p> <ol style="list-style-type: none"> <li><b>CACHE LEVEL 2 Certificate in understanding Children and Young Peoples' Mental health.</b></li> <li><b>CACHE Level 2 Certificate in Understanding Autism</b></li> </ol>	<p>Targeted support driven by analysis of need; Pastoral Support Assistant delivery in 1:1 or small groups as required. Attendance will be monitored and analysed.</p>	<p>Evidence shows that support for children who have emotional issues and concerns increases resilience and confidence enabling children to be ready to learn, and engage in their lessons. The school has provided pastoral support for a number of years and is proactive in developing this role for our pupils and families .Children continue to be happy to access support offered.</p>	<p>A purpose built room has been provided and resourced to create a quiet, calming environment. Training and support is ongoing and will continue to be provided ,alongside staff welfare and development £10,655.</p>	<p>Inclusion Manager and Pastoral Support Assistant</p>	<p>June 2019 All courses have been accredited and The work of the Pastoral Assistant is embedded within school. This is a valuable asset which will continue, however as need has risen the Inclusion Manager is looking to direct additional support during the afternoon sessions.</p>
<b>Total budgeted cost</b>					<b>£10,655</b>
<b>iii. Other approaches</b>					
<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>
<p>Access to activities and resources</p>	<p>Funded places on trips £578 ,music tuition £350 and residential visits £400, uniform</p>	<p>Successful inclusion in previous years</p>	<p>High levels of attendance and participation</p>	<p>Inclusion Manager SBM</p>	<p>June 2019 This benefit is valuable to families and allows all</p>

	£892 ,free milk £740 and after school clubs £591 = <b>£3551</b>				children equal access to opportunities
Resources	Additional books for reluctant readers and children with dyslexic characteristics .Provided through sponsorship free of charge	Successful previous interventions have shown increased academic performance and resilience	Monitoring and analysis of data	Inclusion manager	June 2019 Continue to seek sponsorship and best value for a wider range of differentiated resources
Thrive Training (Individual practitioner training & Whole school training)	This is a research-based approach proven to move children on emotionally and socially by plugging developmental gaps	This is a research-based approach proven to move children on emotionally and socially by plugging developmental gaps	£4869(cost of 1 person to be trained ,includes licence to practice and staff costs ) <b>See section 1</b> above	KOD Inclusion Manager	June 2019 The Thrive Approach has been adopted by the whole school and is evident. Early assessment data shows that it is having a positive impact. Licence to be renewed 2019-2020
Yoga	This is an approach proven to support the children emotionally and socially <b>£270</b>	This is an approach supporting the children emotionally and socially to further improve resilience	Feedback from class teachers Pupil Voice	Inclusion Manager	June 19 Yoga has become embedded through the school with children reporting positively
<b>Total spend</b>					<b>£3,821</b>
<b>Total</b>					<b>£99,167</b>

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
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
Improved progress in spelling , writing and maths  Providing in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate including EYFS	Mixture of teacher and Teaching Assistant in and out class support. More effective marking and feedback. Release staff to deliver structured phonics interventions	The progress of Pupil Premium pupils in reading and writing was Good. All pupils made at least good or better than good progress. Phonics progress and attainment improved considerably. This expenditure had notable impact upon individual pupils Pupil feedback has been positive in relation to the support given in and out of the classroom by teaching Assistants. Intervention/support within class Teaching	The additional gains made in literacy indicate that there would be value in repeating this strategy in future. Single word spelling assessment repeated termly showed whole school improvement whilst also highlighting areas still requiring improvement which have been addressed during interventions.	£59,773
Booster groups Spring term	This has been targeted at those pupils who have been identified as needing additional input to achieve their targets.	Children who accessed the booster groups made good progress and achieved expected or targeted levels	To continue with booster sessions for those children who require additional support to close the gap and reach their potential	£1,400
<b>Total Budgeted Cost</b>				<b>£61,173</b>
ii.Targeted support				
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

Access to emotional and social interventions.	Targeted support driven by analysis of need	There continues to be a reduction in the number of playtime and in-class incidents throughout the year. A reduction in the number of exclusions. Individual pupils reported that they found sessions highly effective and had developed strategies to help them deal with issues. The instruction of the Chill Out Zone in the playground allowed children time to reflect and consider their actions during unstructured times. £1287	The number of pupils accessing support has risen. In order to provide a more co-ordinated and effective response we will now have a more structured response with internal referral and monitoring alongside support and training from compass buzz. The Inclusion Manager is looking into further training and support for staff via the Thrive approach (Whole School)	£11,416
<b>Total Budgeted cost</b>				<b>£11,416</b>
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Access to activities and resources	Funded places on trips ,music tuition and residential visits ; uniform ,free milk and after school clubs	The success criteria were met effectively. An increase in the number of Pupil Premium children attending at least one after-school activity during the year, and all were able to participate in trips and curriculum activities	This had a notable impact upon social and emotional development. This was a highly effective strategy, which will continue in future. Closer monitoring by the Inclusion Manager will ensure that clubs continue to be accessed throughout the year, and pupil voice interviews used to evaluate the impact	£2285
Resources	Letterbox £1550 Dynamo Maths £355 Numicon £199.00	The success were met for those children accessing the interventions.	The cost of letterbox has become prohibiting and the school will look into sponsorship for future years. A greater impact has been seen using Numicon therefore Dynamo maths will not continue into 18-19	£2,104

Young Minds Whole school training.	Resilience training in how to improve the resilience of pupils	Staff implemented a whole school approach to resilience in all areas of the curriculum. Children have a greater understanding of their own resilience and strengths.	After reviewing the Young Minds approach it has been decided to adopt the Thrive approach in line with the school Vision and Aims to provide a more child centred creative approach.	£1250
			Total Budget Cost	£5,639
			Total Spend	<b>£78,228</b>