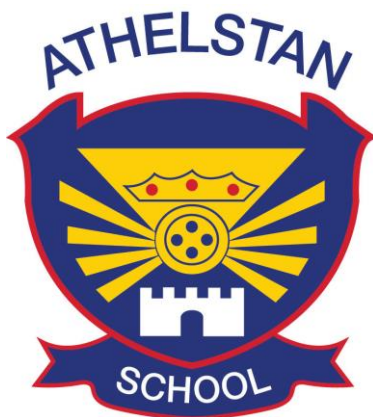


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Pupil Premium Strategy: Autumn 2016

Please note: as part of commitment to ensure that all our pupil premium children achieve the best possible outcomes, we update this strategy termly

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 39 pupils eligible for pupil premium. 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 maths and wave 3 support.

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 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 Autumn 2016 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

Phonics CodeBreaker – recommendation form EMS

SALT (Speech and Language Therapy)

Fine Motor Skills Workshop

Memory Booster

Write away Together

Narrative through Story and Rhyme

Dynamo Maths

Word Attack

3rd Space Maths – specific targeted maths intervention for x2 Y6 children.

Number Bond/Multiplication Workshop

Teodorescu Writing Programme

Social skills

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

Progress across Year Groups

Year 2

| | W | Pebbles | Essentials | All | R | Pebbles | Essentials | All | M | Pebbles | Essentials | All |
|---------------------------|---|---------|------------|-----|---|---------|------------|------|---|---------|------------|------|
| Below Good Progress | | 0% | 50% | 40% | | 0% | 0% | 0% | | - | 100% | 100% |
| Good progress | | 100% | 50% | 60% | | 100% | 100% | 100% | | - | 0% | 0% |
| Better than good progress | | - | - | - | | | 25% | 20% | | - | 0% | 0% |

Pebbles Curriculum

Children following the Pebbles curriculum made good progress in reading and writing; there are no pupil premium children following the Pebbles curriculum for maths.

Writing - For those children following the Essentials National Curriculum- 50% of children in writing made below good progress whilst 50% made good progress.

Reading – 100% of the children following both the Pebbles and Essentials curriculum made good progress. Of these children 25% made better than good progress following the Essentials curriculum with 20% of children following both the Pebbles and Essentials curriculum.

Maths – In maths 100% of children made below good progress, to combat this interventions such as First Class @ Number and Dynamo Maths have been arranged and implemented for the Spring term alongside targeted provision in class.

Year 3

| | W | Pebbles | Essentials | All | R | Pebbles | Essentials | All | M | Pebbles | Essentials | All |
|---------------------------|---|---------|------------|-----|---|---------|------------|-------|---|---------|------------|-------|
| Below Good Progress | | 100% | 0% | 25% | | 100% | 16.7% | 37.5% | | 100% | 16.7% | 37.5% |
| Good progress | | 0% | 100% | 75% | | 0% | 83.3% | 62.5% | | 0% | 83.3% | 62.5% |
| Better than good progress | | - | 100% | 75% | | - | 50% | 37.5% | | - | 66.7% | 50% |

Pebbles Curriculum

Children following the Pebbles curriculum in writing, reading and maths made below good progress. However it must be taken into consideration that these children, (comprising of 2), are currently being referred for Educational Health Care Plans due to their high complex needs.

Writing - Children following the Essentials National Curriculum made 100% good or better than good progress.

Reading – Of those children following the Essentials National Curriculum for reading 16.7% made below good progress with 83.3% making good progress. Of these children a further 50% made better than good progress.

Maths – For children following the Essentials National Curriculum for maths 16.7% made below good progress with 83.3% making good progress. A further 66.7% made better than good progress.

Year 4

| | W | Pebbles | Essentials | All | R | Pebbles | Essentials | All | M | Pebbles | Essentials | All |
|---------------------------|---|---------|------------|-----|---|---------|------------|-----|---|---------|------------|-----|
| Below Good Progress | | 0% | 16.7% | - | | 0% | 0% | - | | 0% | 50% | - |
| Good progress | | - | 83.3% | - | | - | 100% | - | | - | 50% | - |
| Better than good progress | | - | 66.7% | - | | - | 66.7% | - | | - | 50% | - |

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 16.7% of pupils made below good progress with 83.3% making good progress and 66.7% making better than good progress.

Reading – Children made 100% good progress with 66.7% making better than good progress.

Maths – 50% of pupils eligible for pupil premium made below good progress, 50% made good progress with 50% making better than good progress.

Year 5

| | W | Pebbles | Essentials | All | R | Pebbles | Essentials | All | M | Pebbles | Essentials | All |
|---------------------------|---|---------|------------|-----|---|---------|------------|-----|---|---------|------------|-----|
| Below Good Progress | | 0% | 33.3% | - | | 0% | 33.3% | - | | 0% | 50% | - |
| Good progress | | - | 66.7% | - | | - | 66.7% | - | | - | 50% | - |
| Better than good progress | | - | 33.3% | - | | - | 50% | - | | - | 50% | - |

Pebbles Curriculum

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

Writing – In writing 33.3% of children following the Essentials National Curriculum made below good progress. A further 66.7% made good progress with 33.3% making better than good progress.

Reading - In reading 33.3% of children following the Essentials National Curriculum made below good progress. A further 66.7% made good progress with 50% making better than good progress.

Maths - 50% of pupils eligible for pupil premium made below good progress, 50% made good progress with 50% making better than good progress.

Year 6

| | W | Pebbles | Essentials | All | R | Pebbles | Essentials | All | M | Pebbles | Essentials | All |
|---------------------------|---|---------|------------|-----|---|---------|------------|-----|---|---------|------------|-------|
| Below Good Progress | | - | 100% | - | | - | 66.7% | - | | - | 100% | 83.3% |
| Good progress | | - | - | - | | - | 33.3% | - | | 100% | - | 16.7% |
| Better than good progress | | - | - | - | | - | 16.7% | - | | - | - | 0% |

Pebbles Curriculum

Currently there is one child following the Pebbles curriculum for maths with progress reported as good.

Writing – In writing 100% of children following the Essentials National Curriculum made below good progress.

Reading – In reading 66.7% of children following the Essentials National Curriculum made below good progress. A further 33.3% made good progress with 16.7% making better than good progress.

Maths – 100% of children following the Essentials National Curriculum made below good progress.

Autumn 2016 Pupil Premium Budget

| Use of Funding | Cost | Breakdown |
|---|-------------------|---|
| 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 | £3753 | Autumn16 150 hours @£9.50 |
| ATA Level support | £262.50 | Autumn 16 25 hours@£10.50 |
| GTA support within the classroom for KS2 pupil premium pupils | £2,660 | Autumn16 20@ £9.50 |
| GTA support for KS1 Pupil premium pupils within the classroom | £2,205 | Autumn 16 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 | £3,185 | 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 | £2,113 | 15 hours per week @ £9.50 per hour |
| Extended services and curriculum enrichment for pupil premium and LAC children from September 2015- Dec 2016 | £744.00 | After school clubs, holiday clubs and residential support through the family of schools fund. |
| 3rd Space maths intervention and cost of programme delivery. | £628.00 | Delivery and purchase of a specific targeted maths intervention for x2 PP pupils. |
| School Uniform allowance | £233.00 | £30 per year pupil allocated |
| Cool Milk | £90.00 | FSM pupils |
| Total Spend | £25,308.50 | |