

Pupil premium strategy statement (primary) Askam Village School

1. Summary information					
School	Askam Village School				
Academic Year	2018-2019	Total PP budget	£16,400	Date of most recent PP Review	n/a
Total number of pupils	166	Number of pupils eligible for PP (free school meals from Jan 2018)	9 x £1,320 E6FSM - £11,800 2x CLA – tbc expected £4,600 approx. Total = £16,400	Date for next internal review of this strategy	Jan 2019

2. Current attainment (end KS2 2018) (1 pupil in this cohort)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	0%	67% (2017)
% national expectation in reading	0%	
% national expectation in writing	0%	
% national expectation in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children who have identified special educational needs do not make as much progress as their peers, very often this is due to the associated special educational need and/or other difficulties children encounter (social and emotional for example)
B.	Oral language skills including vocabulary can slow achievement in the reading, reasoning in mathematics and in creative writing/ terminology in SPAG.
C.	Children need to build up stamina and enjoyment in reading
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Children may be unlikely to access provision out of school e.g. trips, visits and other experiences.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gape in achievement between PP and Non-PP pupils closes in reading and writing in particular.	An increase in the percentage of children achieving the expected standard in reading/writing make accelerated progress to close the gaps between them and their non-PP peers.
B.	A whole child approach is used to meet the needs of children who are in receipt of pupil premium.	As a large proportion of the children who are in receipt of pupil premium also have special educational needs and/or child in need/child protection needs. Therefore, it is important a whole child approach is used to support the children and their families. This will be achieved through Early Help or similar and referrals to involve other professionals as needed.

5. Planned expenditure					
Academic year	2018-2019				
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					
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?
Increase percentage of children working at greater depth in reading, writing and mathematics.	Staff meetings to consider differentiation.	End of Key Stage 2 results and in other year groups demonstrates we do not meet national percentages for children working above the expected standard.	Included in all improvement planning and shared with all staff, through monitoring activities and focus on more able and how this groups of children can be stretched to achieve their potential.	KS2 TLR	Termly
Boys, including those eligible for PP make better progress in reading and writing	Staff meeting time allocated to how boys learn best and share good practice through school. Further opportunities for reading throughout the school day.	There is evidence through pupil tracking that the progress of boys varies from cohort to cohort, this also links to special educational needs.	Through senior leadership monitoring timetable	Headteacher English subject leader	Termly
Children develop more sophisticated language and vocabulary.	Use of quality materials for children to develop reasoning skills in mathematics. Dedicated weekly/fortnightly reasoning lesson. Word of the week/ various class approaches to promote extending vocabulary.	In general children find the reasoning element of mathematics more challenging and children benefit from modelling how to use their mathematical knowledge. In reading and writing children are limited due to their low levels of vocabulary.	Leadership monitoring through work scrutiny, speaking to children and lesson observations.	Maths and English subject leaders	Termly
Total budgeted cost					£1,00

ii. Targeted support					
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?
Often children who are in receipt of pupil premium may also have special educational needs and/or other needs e.g. child protection.	TAC meetings to support the child and their family. Referral to other agencies e.g. Action for Children and Children's Services. SERIS (Supporting Emotional Resilience in Schools) worker.	Children may not be in the best frame of mind to learn and achieve their potential due to outside factors and these need to be addressed.	Head and SENCo will co-ordinate TAC and family plans are implemented where required.	SENCO	Termly and periodically as TAC meetings progress.
Children in receipt of pupil premium make at least progress in line with their non-pupil progress peers.	Opportunities to complete homework, support in their learning. Targeted opportunities for focus groups depending on the needs of the individuals.	The needs of the children in receipt of pupil premium are wide and varied and a one approach fits all does not work.	SENCO and classteachers meet to consider the needs of individuals and support allocated as appropriate.	SENCO	Formally termly due to
Children in receipt of pupil premium are able to access the same opportunities as non-pp children.	School will use some pp funding to allow children opportunities such as out of school learning opportunities, theatre visits etc.	Children consider they will not be able to access all the opportunities available.	When planning any opportunity take into account children in receipt of pupil premium e.g. music lessons.	Head	As opportunities arise.
Total budgeted cost					£4,600 CLA + £9,800
iii. Other approaches					
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 develop more sophisticated language associated with reasoning in Mathematics and for reading and writing.	Screen the language of children entering school provision in Nursery and Reception classes. Staff speech and language training (EYFS staff).	Children can be identified and specific interventions put in place where necessary. There are also opportunities for whole class targeting where appropriate.	The specific language programme measures progress.	EYFS leader	
Total budgeted cost					£1,000

6. Review of expenditure				
Previous Academic Year				
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
Children with special educational needs make better progress.	Pupil progress meetings.	Significant improvement in the percentage of children achieving the national expectation in reading due to accelerated progress.	Whole school approach to reading stars impacted on the frequency children are reading. Some children receive more support at home than others and therefore this needs to be addressed in the next academic year.	£2,000 – SENCO time to collate data, hold meetings.
Boys, including those eligible for PP make better progress.	Staff meeting time allocated to how boys learn best and share good practice through school.	There remain differences between the attainment of boys and girls in some classes in reading, all classes in writing and a small number in mathematics. Specific work to focus on boys writing to be implemented in 2018-2019. In some classes there has been accelerated progress in reading, most classes in writing and some classes in mathematics.	As data suggests there has been variable success in this first year. We will continue many of the approaches adopted as there are other factors impacting on some of the children which are limiting their progress (this includes specific special educational needs and	Training costs.
Children develop more sophisticated language associated with reasoning in Mathematics.	Use of quality materials for children to develop reasoning skills in mathematics. Dedicated weekly/fortnightly reasoning lesson.	End of key stage 2 expected standard exceeds national, end of key stage 1 are skewed by pupils who have significant special educational needs.	The approach, along with other strategies to continue to develop language and vocabulary will continue. A long term approach to build up age appropriate language needs to be continued to impact in the longer term.	

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
Children with special educational needs make better progress.	Specific actions and tight intervention plans, pupil progress reviewed. Some children will benefit from 1:1 assessments/recommendations from outside agencies. Staff training for specific areas of need including Dyslexia/ ASD.	The nature of the special educational needs means this can limit achievement. There can also be other outside factors which impact on achievement/readiness to learn. Dyslexia and other reading training was beneficial for staff.	It has been important to work with other agencies to address both specific needs and needs around the whole child/family.	£18,500
Boys, including those eligible for PP make better progress in reading and writing.	Specifically targeted texts for boys to engage in reading and writing.	There remain differences between the attainment of boys and girls in some classes in reading, all classes in writing and a small number in mathematics. Specific work to focus on boys writing to be implemented in 2018-2019. In some classes there has been accelerated progress in reading, most classes in writing and some classes in mathematics.	Continue as proven to have impact and this should be developed over time.	
Children develop more sophisticated language associated with reasoning in Mathematics.	Teaching assistant support to work with children in 'follow-up' groups to close gaps.	Achievement in mathematics has risen in both key stages 1 and 2.	This work to continue as it can be the more complex mathematics reasoning questions which more able children also find a challenge and this is an area for development.	
iii. Other approaches				
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
Children develop more sophisticated language associated with reasoning in Mathematics	Screen the language of children entering school provision in Nursery and Reception classes. Staff speech and language training (EYFS staff).	Significant impact with the use of Wellkom, a systematic programme of assessment and teaching.	Yes, this will continue for children within EYFS and those with language difficulties.	

7. Additional detail

This document is held in school and is cross referenced to the whole school improvement plan as well as subject specific plans (reading, writing, Mathematics and special educational needs).