



Pupil premium strategy statement:

1. Summary information					
School	Ashton Hayes Primary School				
Academic Year	2017/18	Total PP budget	£8,800	Date of most recent PP Review	N/A
Total number of pupils	135	Number of pupils eligible for PP	7*	Date for next internal review of this strategy	April 2018

* 1 PP, 4 Ever 6 FSM, 1 Ever 6 Service, 1 PP LAC adopted from care

2. Current attainment: End of KS2 (note – data for Disadvantaged children – 1 FSM)		
Attainment for: 2017	Pupils eligible for PP (2)	All pupils (13)
Progress Score: Reading	+5.09	+2.23
Progress Score: Writing	-1.49	+1.84
Progress Score: Maths	-3.10	-1.18
% achieving expected standard or above in Reading, Writing and Maths	100% (National – 67%)	82% (National – 61%)
% achieving expected standard or above in Reading	100%	82% (National – 71%)
% achieving expected standard or above in Writing	100%	91%
% achieving expected standard or above in Maths	100%	82% (National – 75%)

1. Current attainment: End of KS1				
Attainment for: 2017	Pupils eligible for PP (1)	National – other pupils	All pupils (21)	National
% achieving expected standard or above in Reading	100%	79%	82%	76%
% achieving expected standard or above in Writing	100%	72%	77%	68%
% achieving expected standard or above in Maths	0%	79%	73%	75%

2. 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.	Behaviour and lack of work ethic – issues when in unstructured times and with specific individuals	
B.	Low self-esteem and lack of confidence for some PP children	
C.	Not wanting to be perceived as being different and therefore reluctant to extra support	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Erratic home life and support at home	
E.	Events of the past that have a psychological effect on the individuals	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are more confident and have greater self-belief. Children will be able to recognise their achievement and strengths	Children are positive about their education and their home-life Children need less support in class time to resolve friendship issues Reduced meltdowns and emotional outbursts, both in school and at home
B.	Children make expected or better progress and attainment – measured through progress and attainment report	Children talk about their learning with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children make expected progress in Reading and Maths
C.	PP children's Reading and Maths improves in line with other children – measured through progress and attainment report	PP children make better progress in Reading and Maths Children enjoy reading and can talk enthusiastically about books they are enjoying PP children achieve in line with other children.

4. Planned expenditure					
Academic year	2017/18				
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?
<p>Attainment for PP children is brought in line with that of other children – diminish the difference</p> <p>Children eligible for PP make as much progress as other children with similar starting points</p>	<p>Continue to develop the teaching of reading and writing through the development of a consistent approach. Training and review of phonological awareness. Review of procedures in guided reading with specific focus on teachers new to the school. Develop a consistent model of the teaching of English that builds on talk for writing opportunities in the early years, high-quality teaching of phonics in small groups, strategy for inference and progression in exciting sentences.</p>	<p>High-quality staff training will benefit all children across the school as well as enabling better outcomes for children eligible for pupil premium.</p> <p>Consistency of approach and communication between all stakeholders enables all pupils to receive quality first teaching in a structured and systematic method.</p>	<p>The implementation, development and monitoring of these approaches are detailed in the strategic school development plan and link to a appraisal targets for subject leaders.</p>	<p>MH – HT / PP / SENDCo / Literacy Lead (distribute to BC, new Literacy Lead)</p>	<p>July 2018 and on-going</p>
<p>Attainment for PP children is brought in line with that of other children – diminish the difference</p> <p>Children eligible for PP make as much progress as other children with similar starting points</p>	<p>Training and implementation of new approach to teaching maths (White Rose Small Steps Strategy) including approaches to reasoning and problem solving.</p> <p>Introduce new Calculation Policy – Concrete, Pictorial and Abstract</p> <p>Parental Engagement – training to support children at home – Maths Consultant</p>	<p>Evidence suggests that mastery of the curriculum in mathematics is achieved by a strong focus on the core objectives and good opportunities to reinforce learning. Also, although KS2 results for meeting age-related expectations were well above average, analysis suggests that there are still gaps with some children in lower year groups. Achievement in EYFS and KS1 in Maths is highlighted as part of the strategic school development plan.</p> <p>Less children in KS2 achieved the higher level of Greater Depth in the Expected Standard. Reasoning and deeper thinking opportunities</p>	<p>The implementation, development and monitoring of these approaches are detailed in the strategic school development plan and link to a appraisal targets for subject leaders.</p>	<p>JG – Maths Lead</p>	<p>July 2018 and on-going</p>

4. Planned expenditure					
Academic year	2017/18				
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?
		need to be embedded in order to support children achieving the higher level.			
Behaviour of specific children during unstructured times to be improved so that is not a barrier to their or others' learning.	Regular PSHCE lesson and Circle Time to support children's understanding of appropriate play. Implement Conscious Discipline model for behaviour management. Review and implementation of new core values, promoted across the whole-school community. Link Core Values to learning powers throughout the curriculum.	All children, but these children specifically, require support in order to understand themselves and how their actions affect others. Quality circle time and PSHCE support in a structured way.	Learning reviews Lesson observations Behaviour learning walks – outside and learning behaviours in the classroom	MH / JG	On-going
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?
Children are able to talk about their feelings in a controlled, supported environment Reading attainment for	Regular PSHCE lessons Circle times Social Skills Beanstalk Reading Programme	Beanstalk supports children to: Achieve targets. Enrich learning and help every child fulfil their potential. Make the best use of time and resources and demonstrate value for money - £214 per pupil for the whole academic year meaning that all PP	Close liaison with Beanstalk Reading providers – class teachers + SENDCo / PP Lead Observation of PSHCE lessons, Circle Time and Social Skills interventions – close focus on SMSC	Matthew Hover	April 2018

<p>PP children is brought in line with hat of other children – diminish the difference</p>		<p>children will receive Beanstalk intervention including EVER 6 Service child. Give children the time to discover the pleasure of reading.</p> <p>Beanstalk: Work closely with your school to understand the needs of each child. Provide impact data gathered by trained reading helpers to show progress. Use conversation and play to help children along the literacy path. Introduce the child to an extended range of materials.</p> <p>97% of schools would recommend Beanstalk to others 98% agreed that Beanstalk trained reading helpers helped the children they support to improve their attitude to reading. 98% agreed that Beanstalk trained reading helpers helped the children they support to increase in confidence 94% agreed that Beanstalk reading helpers enriched the learning of the children they support. 94% agreed that Beanstalk’s service was good value for money. 97% agreed that because Beanstalk carries out all the recruitment, DBS-checking, training and support of its volunteers their staff’s valuable time was saved.</p>			
<p>PP children’s Reading and Maths improves in line with other children – measured through progress and attainment report</p> <p>Children make expected or better progress and attainment – measured through progress and</p>	<p>Inference Intervention focusing on deeper thinking and inferred meaning</p> <p>1:1 after-school teaching with focus on mathematical gaps in learning or reading skills, dependent on individual child</p> <p>1:1 reading with PP pupils, daily practice</p>	<p>Inference training is a group intervention for pupils in KS2 and KS3 who decode adequately but fail to get full meaning and enjoyment from their reading. Evidence suggests one in ten pupils who decode satisfactorily, fail to get full meaning and enjoyment from reading. Comprehension material and teaching strategies in KS2 so that “echoes of learning” occur both in intervention and class settings so that pupils generalise their skills.</p> <p>Inference training is adapted from the work of Nicola Yuill and Jane Oakhill “<i>Effects of Inference</i></p>	<p>All staff are trained in delivering Inference intervention</p> <p>Observation of Inference intervention and reviews by those delivering the sessions to show impact</p> <p>Weekly feedback from 1:1 teacher to class teacher / SENDCo / PP Lead</p>	<p>MH</p>	<p>On-going at various points in the year</p>

attainment report		<p><i>Awareness Training on Poor Reading Comprehension” (1988). Subsequent work by Cain, Oakhill, Barnes and Bryant, 2001 and Cain and Oakhill 2011, shows the key role inference making plays in reading comprehension.</i></p> <p>Inference training places importance on increasing adult sensitivity to the diverse problems pupils may experience in gaining full meaning and enjoyment from text. Studies reveal that pupils with weak comprehension skills read in different ways to effective readers.</p>			
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5. Review of expenditure

Previous Academic Year	2016-2017
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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Please see separate Pupil Premium report for 2016-167

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
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Please see separate Pupil Premium report for 2016-17

6. Additional detail

PP funding also allows school to offset transport costs for class visits to ensure they are more accessible and free to eligible children. Support is sometimes given to eligible children for residential visits in order for them to be able to access these at a reduced rate.