



Pupil premium strategy statement:

1. Summary information					
School	Ashton Hayes Primary School				
Academic Year	2018/19	Total PP budget	£9,200	Date of most recent PP Review	N/A
Total number of pupils	134	Number of pupils eligible for PP	7*	Date for next internal review of this strategy	July 2019

* 2 PP, 4 Ever 6 FSM, 1 Ever 6 Service – note: one pupil arrived at school in April 2019 and therefore is deemed PP but no funding will be received

2. Current attainment: End of KS2 (note – data for Disadvantaged children – 1 FSM)		
Attainment for: 2018	Pupils eligible for PP (3)	All pupils (18)
Progress Score: Reading	-3.26	-1.98
Progress Score: Writing	-2.18	-3.42
Progress Score: Maths	-5.39	-3.29
% achieving expected standard or above in Reading, Writing and Maths	33%	63% (National – 64%)
% achieving expected standard or above in Reading	67%	89% (National – 75%)
% achieving expected standard or above in Writing	67%	84% (National – 74%)
% achieving expected standard or above in Maths	33%	68% (National – 76%)

1. Current attainment: End of KS1				
Attainment for: 2018	Pupils eligible for PP (0)	National – other pupils	All pupils (21)	National
% achieving expected standard or above in Reading	0%	79%	90%	76%
% achieving expected standard or above in Writing	0%	72%	90%	70%
% achieving expected standard or above in Maths	0%	79%	90%	76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<i>In-school barriers (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	
<i>External barriers (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, Writing 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		2018/19			
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.					
1. 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. Further 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>Develop provision for spelling through research-led implementation of supportive spelling strategy.</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 (training cost: £1000 inc. supply costs)</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>Spelling development and progression of spellings within writing opportunities (training cost: £1000 inc. supply costs)</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 (BC)</p>	<p>July 2019 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>Development of Mathematical Fluency, Reasoning and Problem Solving Policy, linked to White Rose teaching. Develop resources to support children's application of number in varied scenarios – include GM reasoning and problem solving, nRich, No Nonsense Maths.</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>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>DF – Maths Lead</p>	<p>July 2019 and on-going</p>

4. Planned expenditure					
Academic year		2018/19			
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?
	Parental Engagement – develop home-learning opportunities – links to website and supportive tools for home-learning. (£1000 training costs inc. supply costs)	Less children in KS2 achieved the higher level of Greater Depth in the Expected Standard. Reasoning and deeper thinking opportunities need to be embedded in order to support children achieving the higher level. Progress for maths was well below the national level and will need to be brought at least in-line.			
All pupils to fully understand themselves as learner and develop the skills in order to develop psychological traits and skills that enable them to engage effectively with a variety of learning challenges.	Building Learning Power – implement learning power strategy – utilise the training and learning of Guy Claxton in order to plan learning experiences that develop resilience, independence, team-work, reflection and making meaningful links.	All children, but these children specifically, require support in order to understand themselves and how their actions affect their learning. Research clearly shows that developing children's understanding of learning and themselves contributes positively to the attainment and progress of those pupils.	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 PP children is brought in line with that of other children – diminish the difference	Regular PSHCE lessons Circle times Social Skills (TA sessions - £15 per hour – 30 minutes per week – 38 weeks - £285) Beanstalk Reading Programme (£882 per year) ELSA (£600 training + one morning per week with children - £30 per week – 30 weeks - £1140)	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 - £294 per pupil for the whole academic year meaning that all PP children will receive Beanstalk intervention including EVER 6 Service child.	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	MH	July 2019

		<p>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>ELSA training - £600 – train one teaching assistant to become an ELSA:</p> <ul style="list-style-type: none"> Recognising emotions Self-esteem Social skills Friendship skills Anger management Loss and bereavement 			
PP children's Reading and Maths improves in line with other children – measured through	Inference Intervention focusing on deeper thinking and inferred meaning (TA support, £15 per hour – 0.5 hours per week – 38 weeks - £285). Two specific groups.	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	All staff are trained in delivering Inference intervention	MH	On-going at various points in the year

<p>progress and attainment report</p> <p>Children make expected or better progress and attainment – measured through progress and attainment report</p>	<p>1:1 after-school teaching with focus on mathematical gaps in learning or reading skills, dependent on individual child (£25 per hour, 35 weeks per year - £875)</p> <p>1:1 reading with PP pupils, daily practice (TA support - £15 per hour – 1.5 hours per week – 38 weeks - £855)</p> <p>Specific focused support for PP child in Y4 – intervention re. bridging the gap with mathematical learning of themselves and their peers (TA support, £15 per hour – 1 hours per week – 38 weeks - £570)</p>	<p>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 "Effects of Inference 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.</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>	<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>Support for children to ensure that they attend residential visits</p>	<p>Contribution of the school, up to 100% of the cost of the residential: 2 pupils – 1 @ £195 and 1 @ £139</p>	<p>Research has shown the benefits of residential visits and the importance of all pupils attending, irrelevant of financial situation.</p>	<p>Attendance of all pupils on residential visits.</p>	MH	July 2019
<p>Expenditure</p>	<p>£9,111</p>				

5. 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.

Indications for academic achievement 2018-19

Rec (EV6) – meeting ELG in all areas

Rec (EV6) – meeting ELG in all areas

Y4 (EV6) – significant progress in Maths but not quite meeting ARE – ARE in all other areas

Y5 (EV6) – meeting ARE in all areas

Y5 (EV6) – significant progress in Writing but not quite meeting ARE – ARE in all other areas

Y6 (EV6 Army) – WTS in all areas despite numerous interventions

Y6 (PP) – only joined in April – will potentially be WTS in all areas and make a significant impact on progress measure

