

Arreton CE Primary
Pupil Premium Strategy Statement 2017 / 2018

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

This report was compiled in September 2017 and includes a review of the 2016/17 spending for Arreton CE Primary and a statement regarding the intended spending for 2017/18.

| 1. Summary information | | |
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| Total number of pupils as at September 2017 | Number of pupils eligible for PP | Total PP budget 2017/18 |
| 172 | 20 | £30,780 |

| 2. Current attainment (KS2 SATS Summer 2017) | | | |
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| Age related expectations (ARE) | Total 22 pupils, 12 boys, 10 girls 3 SEN (14%) | Pupils eligible for PP 2 pupils (9%) | Pupils not eligible for PP 20 pupils (86%) 3 SEN, (14%) |
| % Achieving ARE in reading, writing and maths | 12 pupils (54.5%) <i>National average: 61%</i> | 1 pupil (50%) | 11 pupils (50%) |
| % Achieving ARE in reading | 15 pupils (68%) <i>National average: 71%</i> | 1 pupil (50%) | 14 pupils (64%) |
| % Achieving ARE in writing | 16 pupils (72%) <i>National average: 76%</i> | 1 pupil (50%) | 15 pupils (68%) |
| % Achieving ARE in maths | 15 pupils (68%) <i>National average: 75%</i> | 2 pupils (100%) | 13 pupils (59%) |
| Expected Progress or Better | 22 pupils with KS1 data which allows progress to be measured | 2 pupils with KS1 data. | 20 pupils with KS1 data |
| % making expected or better progress in reading | 15pupils (68%) | 1pupils (50%) | 14 pupils (64%) |
| % making expected or better progress in writing | 16 pupils (72%) | 1pupils (50%) | 15 pupils (68%) |

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| % making expected or better progress in maths | 10pupils (45%) | 0 pupils (0%) | 8 pupils (36%) |

| 3. Barriers to future attainment | | | | |
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| Barrier | Action | Evidence and rationale for action | Predicted costs | Staff Lead |
| Increasing levels of SEND which require effective differentiation and targeted support. | <p>Improve teacher task design linked to tight learning intentions.</p> <p>Improve TA skills so that they are better able to support pupils with identified needs.</p> <p>Improve early identification of SEND so that specific details of need can be understood and supported as quickly as possible.</p> <p>For pupils with more complex SEMH needs continue to be provided with appropriate support.</p> | <p>Work with Hampshire Advisory team has confirmed this as an area for development this year.</p> <p>EEF research has informed this new training programme for TA's.</p> <p>An increasing number of pupils in the school with SEND and more complex emotional and behavioural needs</p> | <p>Hants advisory days (RI,CC,RR): £3,000</p> <p>External Consultancy training for TA's (SC,SM): £3,000</p> | <p>Maria Herbert</p> <p>Laura Bosworth</p> |
| Mental health issues affecting pupils' readiness for learning. | Counselling and therapeutic work for pupils identified with need in this area. | <p>We have a number of pupils with significant emotional needs and issues. These are proving to be a barrier to learning as they are having a negative impact on readiness to learn.</p> | <p>Part funding of a full time Family and Inclusion Lead to co-ordinate work: £2,250</p> <p>Counselling: £3,415</p> <p>Bridges for Learning: £1,462</p> | <p>Suze Keynes</p> <p>Maria Herbert</p> |
| Ability to maintain rate of progress from Entry, | <p>Additional targeted support.</p> <p>Higher expectation of the pupils and greater challenge.</p> <p>Increased opportunities to apply skills and</p> | <p>Our data shows that the majority of our pupils make at least good progress from their starting point through to the end of KS1. This progress is not maintained as</p> | <p>Targeted support from TA's and teaching staff.</p> <p>Apr 17 – Aug 17 - £8,133</p> <p>Sep 17 – Mar 18 -</p> | <p>Maria Herbert</p> <p>Laura Bosworth</p> |

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| through KS1 and to the end of KS2. | knowledge. Robust assessments at all milestone points. Early identification of gaps and the implementation of effective interventions. | they move into and through to the end of KS2. | £10,574 | |
| Increasing levels of attendance | Attendance officer working closely with Family Inclusion Officer and EWO | | 2 hours per week of Attendance Officer along with a proportion of EWO costs: £925 | Sara Ball Maria Herbert |

4. Desired outcomes

- Increase the numbers of pupil premium pupils who are reaching ARE especially in writing by the end of KS2. Closer to National average.
- All pupil premium pupils are making expected progress from their starting points and most are getting closer to ARE by the end of the year.
- Teachers and teaching assistants will be providing more effective support for pupils with SEND who are also pupil premium so that they are achieving better outcomes.
- More parents/carers will be providing effective support for their children and having a positive impact on their child's progress and attainment.
- Pupils will have positive attitudes to learning, have good self-esteem and self-confidence and will be able to persevere when learning is more challenging.

5. Measuring the impact

All teachers keep updated a pupil premium provision map which identifies every pupil premium pupil and the interventions and support they are receiving. Teachers carry out a half termly review and planning activity to ensure the interventions and support strategies that pupils are accessing are having a positive impact. Some assessments are about qualitative judgements but these are supported by academic assessments and mental health assessments. The senior leadership team monitor pupil progress using the Hampshire Assessment model which involves teacher assessment against national age expectations. They also carry out work sampling, pupil progress meetings and observational activities.

In this way there is an ongoing review of the School's pupil premium strategy throughout the year so that changes can be made as appropriate. The Governing Body monitors the work through the Learning Committee and receive a review report in the Summer Term

6. Review of expenditure in 2016/17

Summary

In the 2016 to 2017 financial year, primary schools received £1,320 for pupils in reception year to year 6 for each child registered as eligible for free school meals at any point in the last 6 years

Schools also received £1,900 for each pupil identified in the spring [school census](#) as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Children who had been in local-authority care for 1 day or more also attracted £1,900 of pupil premium funding. Funding for these pupils was managed by the [virtual school head \(VSH\)](#) in the local authority that looked after the child.

For 2016/17 Arreton CE Primary received £25,660 Pupil Premium Funding based on 18 pupils registered as eligible for Pupil Premium Service Pupil Premium, plus £3,657 for 2 children who are or had been in local authority care. Total income £29,317.

Total Income: £29,317

Less Expenditure: £31,574

Funded from School Budget: £2,257

| Barrier identified | Strategy used | Cost | Intended outcome | Evaluation |
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| 1. Poor motivation for learning and/or under-developed basic learning skills. | <u>Meta-cognition and self-regulation</u> Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) which aim to help learners think about their own learning more explicitly. We used an outside consultant to train staff to develop effective strategies to help pupils identify clear success criteria and teach pupils key skills which make them effective learners, in particular we looked at developing their independence as learners. We also began to work with Early Excellence to develop | £442 Costs were calculated to reflect a pro-rata percentage of consultant and training costs reflecting the number of pupil premium pupils who would | Pupils will continue to develop their basic learning skills beyond the reception year so that they can become more effective independent learners. They can self-regulate and manage their own motivation towards learning. They can persevere when learning gets 'tough'. According to the Education Endowment Foundation who have looked at different strategies to improve pupil progress: | We have seen a significant improvement in positive attitudes to learning from identified pupils including those with high anxiety and self-esteem difficulties across the school. The outcomes across all the assessment areas show significant improvement although they are all still below national average. SpaG and in particular spelling are the areas of greatest concern and will be a focus in the coming academic year. Outcome's for Pupil Premium pupils are good with 1 out of 2 reaching ARE IN reading, writing and SpaG and 2 out of 2 pupils reaching ARE in maths. In KS1 the number of children reaching ARE in reading and writing remained constant at 62% and 45% but the maths results were disappointing at 65,5%. <u>Next steps:</u> |

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| | enquiry based learning approaches across the school which will ensure we continue to develop pupils' characteristics of effective learning beyond the Reception year. | benefit. | 'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.' | This initiative should continue next year with a particular aim to improve outcomes in writing where pupils with high anxiety really struggle due to committing themselves to paper. Tightly focused pupil specific learning journeys will further develop this work. |
| 2. Certain classes have been identified as having a significant number of children with SEN needs that makes it very challenging for teachers to meet the needs of every pupil especially those who need to be on 'catch up' to reach or get close to ARE. | <u>1:1 support from class teachers and teaching assistants</u> As research shows that intervention by trained teachers is the most effective, we provided release time on a weekly basis for teachers in Years R – 6 to work on a 1:1 basis with pupil premium pupils who needed more intensive individual support. We also allocated teaching assistant hours to every class to reflect the level of identified need for additional regular intervention – this was both academic and behavioural support. | £24,141 | Pupil premium pupils with identified additional needs will receive appropriate and effective individual support to help them get closer to ARE. | Across all of the assessment areas there is an improving picture for Pupil Premium children. A greater percentage are reaching ARE in maths, reading and writing. Additional support has been targeted at this group of pupils with positive results. Teachers are now better equipped to identify need and plan appropriate and effective interventions. Training in behavioural management has allowed behave issues to have a reduced impact on the learning of others. <u>Next steps:</u> Teachers to design tasks better linked to identified needs. Teaching assistants to be better able to support individuals with identified needs through appropriate questioning and support informed by teacher planning. |

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| <p>3. High numbers of pupils with significant and complex social, emotional and mental health difficulties which negatively impact on their ability to access learning.</p> | <p><u>Behaviour and Mental Health support</u> For pupils with identified social, emotional and mental health needs (SEMH) we provided a range of support strategies including 1:1 support and specific interventions such as self-esteem and social skills groups, anxiety management with Heartmath programme and counseling provided by a variety of outside agencies as appropriate.</p> | <p>£4.006</p> | <p>Pupil premium pupils with identified social, emotional and mental health needs will receive appropriate and effective individual support to help them get closer to ARE.</p> | <p>At the start of the year we had 3 pupils who were unable to access the normal classroom environment. At the end of the year 2 of the 3 were in the classroom for the majority of the time and strategies had been implemented that allowed situation to be defused quickly without minimal fuss and disruption. The third pupil was spending increasing amounts in the classroom and his behaviour had shown a massive improvement. Pupils with significant social and emotional issues related to their early childhood experiences have received additional support this year in the form of counselling . Significant improvement in emotional well-being have been achieved .This has had a positive impact on progress and learning.</p> <p><u>Next steps:</u> These support strategies continue to be effective and should continue.</p> |
| <p>4. Limited activities outside of school lead to under-developed literacy skills and poor social and emotional skills.</p> | <p><u>Targeted extra-curricular activities</u> Pupils were targeted for activities where they had shown some degree of natural talent and/or activities which supported their learning and social and emotional skills.</p> | <p>£750</p> <p>Costs have been calculated to reflect a pro-rata percentage of staffing and running costs reflecting the number of pupil premium pupils who</p> | <p>Pupils will develop their language and communication skills through enrichment activities. Self-esteem and self-confidence will improve through succeeding at something they enjoy. They will have a wider range of opportunities to apply their learning from the classroom.</p> | <p>We have supported 3 pupils to access residential trips this year. This has had a positive impact on their social interaction and sense of belonging to the class. It had a negative impact on one pupil initially, forcing him to face emotions that were difficult but with support this has now had a positive impact on his social and emotional development. Pupils who have accessed extra-curricular activities have shown improved attitudes to learning. Where activities have enabled pupils to apply their learning from class this has had a positive impact – this has been seen particularly through increased ability to work as a team and social interaction..</p> <p><u>Next steps:</u> We need to continue the extra-curricular activities as</p> |

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| | | will benefit. | | they develop language skills and social and emotional skills which improve outcomes for pupils in the classroom. |
| 5. Heightened anxiety in the pupil premium children inhibits their learning. | <u>Foundation Stage additional support</u> TA's in the EYFS provision were employed to ensure that our PP children get the additional support they may require. | £593 | Pupils will improve from their starting points so that they get closer to age expectations. | The majority of pupils that enter reception are working at ARE in most areas. This year we had a small number of pupils who entered at a lower level. The additional support provided allowed those pupils to make good progress from their starting points. <u>Next steps:</u> Early discussions regarding the new intake identified need for additional adult support again this coming year. |
| 6. | <u>Attendance Support</u> Our attendance officer and Family Inclusion officer will work together to identify early on pupils at risk of poor attendance and put individual family strategies in place to support improved attendance. Where strategies do not work there will be quick intervention by referral to EWS | £1,642 | To improve the school attendance figures and provide support to pupils and their families with low than expected attendance. | The majority of pupils will reach and exceed the expected level of attendance. Support will be provided to pupils and their families where attendance falls below the expected levels. |