Ash Croft Primary Academy pupil premium strategy statement 2018 - 2019

1. Summary information					
School	Ash Croft Primary Academy- THE HARMONY TRUST				
Academic Year	2018 - 2019	Total PP budget	£108,240	Date of most recent PP Review	May 2016
Total number of pupils	209 (FS2-Y6)	Number of pupils eligible for PP	76 (FS2 – Y6)	Date for next review of this strategy	Spring 2019

2018 - 2019

2. Current attainment		
	Reigate PP	**National PP**
% attaining ARE in Reading, Writing and Maths	KS2 Reading 43%	KS2 Reading 77%
	KS2 Writing 36%	KS2 Writing 81%
	KS2 Maths 57%	KS2 Maths 80%
	KS2 R,W,M 36%	KS2 R,W,M 67%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A	Barriers to PP pupils learning at Ash Croft Primary Academy include, EAL, poor attendance, low language skills on entry and social depravation. This means that a large majority of our PP pupils face multiple deprivation factors, which can contribute to a vocabulary gap and a lack of experience of how to manipulate words for effect.

B	Poor oral English language skills of learners. 69% of children in FS2 are at age related expectations in terms of Speaking and Listening at the start of the academic year. If oracy skills are not improved in our Early Years setting, our future PP children will not achieve their full potential throughout their school life. 45% of PP pupils also have English as an additional language.
C	Attendance of PP children is historically not at National. 2018 PP attendance was 93.75% Non PP is 95.89% National is 96% This means that PP children at our school are not having full access to all the opportunities and learning provided.
D	Analysis of the Index of Multiple Deprivation shows that Pupils in our school are living in one of the 20% most deprived areas nationally Most children do not access sporting and/or cultural (theatre, dance, music) opportunities outside of school.

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Raising attainment of PP children	-The proportion of PP pupils achieving age-related expectations (S or S+ in their year group) increases, compared to the end of 2017-18 proportion of PP pupils achieving age-related expectations. -The proportion of PP pupils achieving 'Expected' or above in the end of KS2 SATs increases. -PP pupils' progress in reading is more than 'expected' (more than 6 subgrades on average) in all year groups.

B	Develop and improve the language skills of PP learners Teachers are well trained in oracy pedagogy and know strategies to support learners through quality first teaching. Teaching assistants are well trained to deliver focussed interventions that have an impact on the development of PP pupils 'communication and language skills	There is an improvement in the language skills of Ash Croft PP learners		
			July 2018	**July 2019**
		Needs **considerable** amount of support	32%	
		Needs **a significant amount** of support	15%	
		Requires **ongoing support** to access the curriculum	28% (EAL)	
		Requires **some /occasional support** to access complex curriculum material and tasks	17%	
		Operates **without support** across the curriculum	8%	

C	Attendance of PP children increases		**Attendance 2017-18**	**Attendance 2018-19**
		National All	96.0%	
		School all	95.23%	
		Disadvantaged	93.75%	
		Non disadvantaged	95.89%	

D	Children have access to cultural (theatre, dance, music) opportunities through enrichment activities provided by Ash Croft Primary Academy.	ALL Y4 PP pupils receive high quality Music teaching- by music specialist teachers. ALL PP pupils have regular access to the school library and are actively encouraged to join and use the local library. ALL FS2 -Year 6 PP pupils have access to a range of enrichment experiences and opportunities through school trips, visitors to school and enrichment activities.

5. Planned expenditure- 2018/19- how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome A	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?
Raise PP pupils' attainment in Reading	**Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role:** -Training on Oracy and Vocabulary -Training on teaching Whole Class Reading -Training on phonics delivery, assessment and using the planning and materials. - Training on Accelerated Reader -additional staffing to support KS1 reading strategies (developing phonic skills, fluency and comprehension skills)	EEF- Improving Literacy in KS2 recommendations (April, 2017) Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.	Termly Pupil Progress Meetings- led by Head of Academy will monitor progress of individual PP children, to ensure pupils on track for personal targets and so support is re-deployed accordingly. Half-termly review of interventions, with new targets set and interventions planned- based on gap analysis of summative and/or formative assessments. Full programme of monitoring of teaching and learning throughout 2018-19, including: Lesson observations and follow up support by SLT Learning walks and subject leader drop in sessions Book and pupil work monitoring by SLT, plus MLT monitoring Assessment weeks Pupil progress meetings with Head of Academy SLT data/SEF/ SDP review meetings SLT data analysis at SLT meetings and Performance Management meetings termly Moderation of assessments for accuracy and to set next steps and targets- internal (led by SLT) and externally (cross-Trust/school moderation)	SLT SLT SLT SLT/ML SLT SLT English team SLT and all teachers	Termly PPMs- led by SLT – See Key dates Teacher & TA evaluate effectiveness of interventions half termly Phonics lead to review progress, groupings and deployment of staff half termly
	Delivery of impactful interventions: -Additional 1:1 reading for PP pupils -Daily KS2 phonics intervention -Additional KS1 phonics intervention -Reading Volunteers to support fluency for KS2 pupils -Year 6 specific resources and additional staffing to support improved end of KS2 outcomes.	EEF- Improving Literacy in KS2 recommendations (April, 2017) Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. 1:1 sessions and KS2 phonics aims to reinforce pupils' knowledge of phonics and key word recognition to enable greater fluency that allows pupils to access age appropriate texts.			

Total budgeted cost	£56,600

Desired outcome B	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?
Develop and improve the language skills of PP learners	Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role: -additional staffing in the EYFS to develop pupils' CLL skills -training for staff new to EYFS on characteristics of effective learning, the role of the adult, observations and assessments and EYFS outcomes -train staff on EAL pedagogy and practice (EAL Champion/SLE)	Poor oral English language skills of learners. 69% of children in our EYFS are at age related expectations in terms of Speaking and Listening. If oracy skills are not improved in our Early Years setting, our future PP children will not achieve their full potential throughout their school life. 45% of PP pupils also have English as an additional language.	Full programme of monitoring of teaching and learning throughout 2018-19, including Lesson observations and follow up support by SLT Learning walks and subject leader drop in sessions Book and pupil work monitoring SLT, plus MLT monitoring assessment weeks Pupil progress meetings with SLT SLT data/SEF/ SDP review SLT data analysis at SLT meetings	Head of Academy, SLT Head of Academy SLT & SENCo Head of Academy SLT and teachers SLT	See Monitoring Matrix
	Delivery of impactful interventions: - Delivery of Early Talk Boost to support PP pupils with SLCN	EEF- The Attainment Gap (January 2018) While the attainment gap has reduced a little over the past decade, it remains significant. The current slow progress in narrowing the gap means it will persist for decades. Ash Croft pupils' attainment on entry to EYFS is below national averages, so progress needs to be accelerated if pupils are to reach, and exceed, age-related expectations by the end of KS2.	Half-termly review of interventions, with new targets set and interventions planned- based on gap analysis of summative and/or formative assessments. Pupil Progress Meetings- led by SLT will monitor progress of individual PP chn, to ensure pupils on track for personal targets and so support can be re-deployed accordingly.	PP champion SENCo, all teachers and TAs SLT English and Phonics Leads	PPMs- led by SLT – see Key dates
	Support for parents to develop their skills to support home learning Parent open mornings to support home reading and to support phonics learning at home.	Children start our EYFS with low oracy skills. Just 26% of young children with SLCN made expected academic progress in the Early Years Foundation Stage compared with 69% of all children. Just 15% of pupils with identified SLCN achieved the expected standard in reading, writing and mathematics at the end of their primary school years compared with 61% of all pupils (ICAN charity 2017)	SLT to evaluate the feedback from parents and look at % of parents engaging with the open mornings. Pupil Progress Meetings will highlight the impact these have had on the PP children's progress and attainment.	English, Phonics and EYFS leads SLT	Termly review after each open morning
Total budgeted cost					£32,500

Desired outcome C	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?
Attendance of PP children increases to be in line with National.	Attendance rewards for individuals and classes weekly. First day of absence contact with parents by office managers or learning mentor. Absence meetings with parents when attendance is below 96% Attendance is discussed at parents evening.	DFE 2016 ... in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2	Monitoring of Office staff and Inclusion Manager Ensure all staff know this is a high priority for PP children, look at their attendance during PPMs. Monitor impact of parents meetings, has the % increased for that child after the meeting?	SLT Inclusion Manager SLT Teachers	Weekly monitoring Weekly Monitoring Half termly review of meetings with parents. Termly Parents Evenings
cost				**Total budgeted**	£7000

Desired outcome D	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 have access to cultural (theatre, dance, music) opportunities through enrichment activities provided	ALL Y4 PP pupils receive high quality Music teaching- by music specialist teachers School trip and enrichment activity	EEF Arts Participation (April, 2018) The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with	Monitoring of lessons, assemblies, learning walks. Monitoring of attainment and pupil progress for PP pupils	Arts Lead, Head of Academy and SLT	Dec 2018 June 2019

by Ash Croft Primary Academy.	subsidy for PP children.	improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported. Impact of Arts education on the cognitive and non-cognitive outcomes of school age children (Durham University & EEF, February 2016) Music (instrumental, music education and music integration) shows promise across all age groups. Analysis of the Index of Multiple Deprivation shows that pupils in our school are living in the 20% most deprived areas nationally	Monitoring of lessons (led and supported by music specialist) through learning walks. Regular monitoring of English planning to ensure that there are opportunities for speaking and listening and/or drama activities in all year groups every week. Monitoring of attainment and pupil progress for PP pupils Full programme of trips and visits agreed as part of long term planning	Arts Lead, Head of Academy and SLT English Lead Head of Academy/ SLT	
Total budgeted cost					£11,740