

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Aragon Primary School				
Academic Year	2016-2017	Total PP budget	£109 650	Date of most recent PP Review	Jan 2017
Total number of pupils	649	Number of pupils eligible for PP	73	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	64%	52%
average progress score in reading	-0.57%	0.37
average progress score in writing	1.92%	1.4
average progress score in maths	1.23%	-1.06

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Profile of Pupil Premium needs to be raised further with an increased emphasis on the 'More Able'.
B.	Attainment of Pupil Premium children in Years 5 & 6 is below the attainment of non-pupil premium children in reading, writing and maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Some of our PP children have emotional and social issues which have a detrimental effect on their progress.
D.	Attendance rates for Pupil Premium are lower than that of the school average (93.2.% compared to 96.1%) This reduces their school hours and can cause them to fall behind on average.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Raised awareness and profile of Pupil Premium throughout the school as part of an 'Achievement for All' approach with a focus on the 'More Able'.	Teachers can talk confidently about the PP pupils in their classes and how they are particularly extending the 'More Able'. Raised expectations of achievement and progress with 'More Able' PP children making expected or exceeded progress.
B.	Higher rates of progress across for PP children in Years 5 & 6 including the 'More Able'.	Pupil Premium children in Year 5 make at least expected progress and PP children in Year 6 make expected or exceeded progress from the end of Key Stage 1. 'More Able' PP children make expected or exceeded progress.
C.	Vulnerable children develop strategies to support their emotional and social needs.	Children successfully using strategies learned through ELSA, small group social skills and Jigsaw4u to support their emotional and social needs. Children will make academic progress in line with their peers.
D.	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP to be in line with their non PP peers. Overall PP attendance improves 93.2% to 96%.

5. Planned expenditure					
Academic year					
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?
A. Raise awareness and profile of Pupil Premium throughout the school as part of an 'Achievement for All' approach with a focus on the 'More Able'	Staff meetings Targeted discussions in Pupil Progress meetings. Update Marking and Feedback Policy	'Quality First' teaching is key to pupil progress and success. 'There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work'. John Dunford Educational Consulting- 2014 Feedback studies tend to show very high effects on learning. – <i>EEF Toolkit October 2016</i>	Vigorous monitoring of Provision Maps/Tracking Grids to ensure targeted provision. More Able pupils effectively identified and provided for Book trawls Lesson observations that focus on effective differentiation and stretching the 'More Able' Pupil Progress meetings Staff meetings: Marking and Feedback- 12.10.16 Pupil Premium- 16.11.16 Active Listening/Wave 1 Provision & Differentiation- 18.1.17	Hayley Russi Julie Legallez SLT Hayley Russi/Diane Symcox Karen Honor	Half-termly Pupil Progress Meetings Half-termly Lesson Observations Half-termly Book Trawls

<p>B. Higher rates of progress across for PP children in Years 5 & 6 in particular, including the 'More Able'.</p>	<p>HLTA employed in Autumn 2016 to provide additional support within the Year 6 cohort</p> <p>Sets for Year 6 Maths and Literacy</p> <p>Teachers to deliver small group intervention during Assembly time Assembly time moved to first thing each morning.</p>	<p>Small group intervention with highly qualified staff has been shown to be effective.</p> <p>'Evidence suggests that certain types of grouping are more effective than others. Some studies show that reducing the size of the lowest attaining groups and assigning high –performing teachers to these groups can be effective, as can providing additional targeted catch up support.' –<i>EEF Toolkit October 2016</i></p>	<p>Pupil Progress Meetings</p> <p>Book Trawls</p> <p>Vigorous monitoring of Provision Maps and Pupil Premium Tracking Grids</p>	<p>SLT</p> <p>Hayley Russi</p>	<p>End of year results- July 2017</p> <p>Termly review of Provision Maps/Tracking Grids</p>
<p>Total budgeted cost</p>					<p>£12 189.00 (Budget for B included below)</p>

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?
B. Higher rates of progress across for PP children in Years 5 & 6 in particular, including the 'More Able'	<p>HLTA employed in Autumn 2016 to provide additional support within the Year 6 cohort</p> <p>Sets for Year 6 Maths and Literacy</p> <p>Writing support groups with Year 6 teachers during assembly times 3x a week (includes support groups and more able)</p> <p>Targeted reading support with HLTA and CT in Year 6</p> <p>Weekly small group writing support with Yr 5 class teachers.</p> <p>Pre-teaching Maths group</p> <p>Reading Jumpstart Eddie Carron Literacy Toolbox</p>	<p>Small group intervention with highly qualified staff has been shown to be effective. -<i>EEF Toolkit October 2016</i></p> <p>The DISS project (Deployment and Impact of Support Staff) highlights the importance of deploying support staff to create opportunities for teachers to work with pupils with a range of needs.</p> <p>Pre-teaching of subject specific vocabulary, an approach to support learning regularly recommended by outside professionals</p> <p>Reading Intervention suggested by LBL and shown to help individual pupils make accelerated progress in reading</p>	<p>Pupil Progress Meetings</p> <p>Book Trawls</p> <p>Vigorous monitoring of Provision Maps and Pupil Premium tracking grids</p> <p>TA observations/appraisals</p>	<p>SLT Hayley Russi/ Diane Symcox</p> <p>Julie Legallez Karen Honor Amy Royle</p>	<p>Half-termly Pupil Progress Meetings</p> <p>Termly Review of Provision Maps</p> <p>Termly Analysis of Pupil Premium Data</p>
Total budgeted cost				£13 522.00	
<p>This is a more specific breakdown for Years 5 & 6. As per our Pupil Premium offer, a total of £95 320 of Pupil Premium money is spent on Curriculum support across the school.</p>					

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?
C. Vulnerable children develop strategies to support their emotional and social needs.	<p>Jigsaw4u worker for ½ a day increased to a full day in April 2017</p> <p>Two experienced TAs to receive ELSA training in order to better support children with emotional and social difficulties</p> <p>Social skills programmes in place in certain year groups</p> <p>Behaviour staff meeting lead by Bev Selway</p> <p>Introduction of 'Golden Rules' as a whole school approach</p> <p>Employment of a Learning Mentor- Summer 2017 or September 2017 to support children with emotional and social difficulties</p>	<p>According to the EEF Toolkit, 2016, 'Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning'</p> <p>'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'</p> <p>EEF Toolkit October 2016</p>	<p>Assistant Headteacher for Inclusion and SENCo to work closely together with class teachers in order to identify vulnerable children in need of support</p> <p>Assistant Headteacher for Inclusion to complete referrals for Jigsaw4u and liaise regularly with family support worker.</p> <p>Assistant Headteacher for Inclusion to monitor behaviour logs each half term.</p>	Mrs. Russi Mrs. Legallez	Half-termly and ongoing

<p>D. Increased attendance rates for pupils eligible for Pupil Premium.</p>	<p>Attendance officer working with EWO and Mrs. Russi to improve attendance and reduce 'persistent absenteeism', including weekly meetings with parents.</p> <p>Weekly monitoring and certificates for individual children.</p> <p>Free breakfast club places offered to support families with punctuality concerns,</p>	<p>Difficult to improve attainment for pupils if they are not attending school.</p> <p>'90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all'</p> <p>Hampshire County Council 2017</p> <p>'..in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2...' Department for Education 2012-2013</p>	<p>Weekly meetings with Attendance Officer and Assistant Head to monitor attendance</p> <p>Weekly meetings with Attendance Officer, Assistant Head and EWO</p>	<p>Mrs. Russi</p>	<p>Weekly tracking of Pupil Premium Persistent Absentees</p>
<p>Additional Support</p>					
<p>To ensure that Pupil Premium have equal access to opportunities</p>	<p>Swimming lessons funded</p> <p>Free milk</p> <p>Financial support with After School clubs</p> <p>Financial support towards residential trips and educational day visits</p>	<p>Increased self-confidence and improved physical fitness</p> <p>'Wider benefits on attitudes to learning and well-being have also consistently been reported'</p> <p>-EFF Toolkit October 2016</p>	<p>Reserved places for Pupil Premium children for After-School clubs</p> <p>Regular monitoring of participation at After School clubs</p>	<p>Mrs. Russi/Mrs. Walden</p>	<p>Summer 2017</p>
<p>Total budgeted cost</p>					<p>£13 680</p>

