

Statutory Information for Academic Year 2017-18

Pupil premium is additional funding provided by the Government to enhance the education of children in care, adopted children, those students entitled to Free School meals (currently or within the last 6 years).

The main barriers to educational achievement that these children in this school face:

- In some cases, pupils may have low expectations of their ability to perform well in an educational setting
 - The school should strive to achieve high expectations for all to ensure they can rapidly catch up.
- In some cases, pupils do not have sufficient access to resources at home to support their learning.
 - The school should ensure pupils are fully equipped for learning both in and outside of the classroom.
- The school should seek to encourage open communication with parents of these pupils to help support their learning.
 - Parents know their children best and are vital to the work of this school in working out the barriers which individual pupils may face.

How the school measures the impact of the pupil premium:

- The School tracks the academic progress of every individual in receipt of the Pupil Premium. Any individual not making expected progress is identified and appropriate support put in place. This could involve any range of the strategies as required by the pupil's needs.
- We require the outcomes for all our pupils in receipt of the Pupil Premium to be in line with Age Related Expectations.
- Teachers are required to report on the progress and attainment of each pupil 3 times a year – This progress is shared with parents. This data is checked through book reviews, pupil interviews and in-lesson monitoring.
- The Pupil Premium strategy for the school is overseen by an allocated member of the schools' Leadership Team, whose responsibility it is to plan for, carry out and review the needs of the individual pupils in the school's care.

How the school spends its pupil premium funding to address these barriers and the reasons for the approach chosen

The Pupil Premium funding is spent in the following areas to support Pupil Premium Pupils:

- Leadership and Management
- Literacy and Numeracy Intervention
- Attendance, pastoral and home support
- Teaching and learning
- Extra Curricular support

AWGS Pupil Premium Strategy

Allocation of money April 2017 –April 2018 - £29 340 (impact assessed January and April 2018)

The funding is allocated to schools for children from Reception to Year 6 who have registered for Free School Meals in the last six years. Additional funding is also provided for children of service personnel, known as the Service Premium. For 2017-18 the amount allocated per pupil has been set at: Pupil Premium £1320 Service Premium £300 Both these premiums are referred to in school as part of the Pupil Premium funding.

How funding is proposed to be spent	Planned Amount	Rationale	Impact assessment
Final stage of Achievement for All school support/direct input	£4 600	Working with AfA programme ensures the school puts vulnerable children first. This is an additional year following a very successful 2-year program which helped us work towards securing the best progress and outcomes for pupils in danger of underachieving. This will benefit children identified as vulnerable to underachievement and with historic slow/low progress - and all children in the school through the quality principles and practices adopted. Closing the gap, or diminishing the difference, between vulnerable and non-vulnerable learners is a key driver in the school's work.	<p>Children trained as Peer Tutors already coaching other pupils.</p> <p>TAs trained in Coaching for Progress have cascaded training to other TAs.</p> <p>TAs trained in how to support Pupil Learning by offering feedback and developing pupils "Meta cognition and self regulation".</p> <p>Impact :This will help pupils become more actively involved in their learning.</p> <p>All TAs state that they are more confident and have better skills and understanding as to how to scaffold and develop children's learning</p> <p>EEF Teaching and Learning Toolkit; Impact in months accelerated progress</p> <p>Metacognition and Self regulation +8 months</p> <p>Feedback +8 months</p> <p>1-1 tuition for 2 x Year 6 pupils-</p>

			<p>How to prepare for tests</p> <p>Strategies for managing pressure + 5 months</p> <p>Training 5x pupils as Learning Ambassadors in skills of “Peer Tutoring” + 6 months</p> <p>All teachers trained in value of Structured Conversations. Significant increase in parental engagement.</p> <p>This year over 90% of parents attended all 3 teacher consultations and 95% attended Structured Conversations and have successfully actioned positive outcomes for their children</p> <p>Parental Involvement - +3 months</p>
<p>Staffing costs for PPG dedicated support</p> <p>Targeted evidence based Interventions</p> <p>Boosting reading Boosting Reading at Primary Intervention.</p>	<p>£20 050</p> <p>Including</p> <p>£3200</p>	<p>The SENCO is a key senior leadership role which ensures pupils who may be vulnerable for a wide variety of reasons are carefully monitored and supported.</p> <p>One key element of this is through trained TA provision which supports access to learning and the curriculum, as well as catch up programmes for core skills in English and Maths. The school has adjusted provision to include a more finite intervention table to support children who fall behind/are vulnerable to fall behind in class.</p> <p>Three children per ten week session 1-1 with 2 trained TAs</p> <p>Three groups of 4 children taking part in 10 weeks of additional phonics/literacy support with 3x 20 minute sessions per week</p> <p>Three groups of 4 children taking part in 10 weeks of additional</p>	<p>Conference Attended: Igniting Learning for All - Considering the Benefits for Disadvantaged Pupils Impact – whole staff training on maximising impact- some pupils making 7.5 points progress- significantly above average</p> <p>One-to-one tuition - +5 months</p> <p>Small group tuition - +4 months</p> <p>Reading comprehension strategies - +5months</p> <p>Oral language interventions - +5 months</p> <p>Phonics - +4 months</p> <p>Early Morning Reading Increased Reading Scores</p> <p>Reading Age + 18m</p> <p>Comprehension Age +14m</p> <p>Attendance Improved and a reduction in lateness</p> <p>Reading ages have increased by as much as more than 3 years and comprehension ages by over 3 years in some cases due to targeted Reading</p>

Sound Discovery	£600	maths support with 3x 20 minute sessions per week with 2 trained TAs	interventions. Reading Ambassadors; Attendance 100% last 8 weeks From 80% 2016/17 to 94% 17/18
Closing the Gap in Maths at KS1 and KS2	£1200		Extra Reading Sessions RA +29m Comp A +35m 1 x EAL Reading Age +12m Back on Track- Impact +24 months Boosting Reading at Primary +11m Lego Therapy and Social Groups successfully enabling pupils with social interaction difficulties to interact and take turns. Social groups inside and outside in good weather. Social & emotional learning - +4 months
Back on Track			
ELSA support time within the school day.	£3500	Our 2 trained Emotional and Literacy Support Assistants support pupils with emotional and /behavioural difficulties. They children to understand their feelings and how to manage them appropriately.	Emotional resilience Questionnaire: Increase of +29 Behaviour Interventions +4 months 100% Reduction in exclusions/anger outbursts Successful reintegration into class
Ongoing training for 2 ELSAs	£200		
ELSA resources	£200	A variety of books, equipment and activities to support children understand their emotions and prepare for learning. Bespoke learning strategies both in and out of the classroom	Ofsted –behaviour and welfare graded Good
1-1 TA support	£1000	Fine Motor Skills, Lego Therapy, Social Skills.	
Small group therapy			
Parent Support Advisor available at all times through a shared cluster initiative.	£400		12 families having support for parenting, ASD management, Parenting Courses, support and attendance at meetings with school etc. Advice and support with paperwork eg DLA applications, Free School Meals etc. Feedback from parents is 100% positive Continual demand from families for support.

<p>Additional staff to support "Closing the Gap"</p>	<p>£3000</p>	<p>Support for families for families who face changing or challenging circumstances by providing practical advice and support to parents including Triple P parenting training as well as enabling greater engagement with school and wider professionals. Currently working with over 10 school families.</p> <p>Boosters are needed to support 'closing the gap' and to ensure vulnerable pupils 'over-learn' and make the progress they are capable of in all years. Additional teacher support for Phonics in Year 1.</p> <p>CPD opportunities for TAs require overtime to attend.</p> <p>Life skills programme including trips to town using real life experiences to enhance learning.</p>	<p>Teaching and Learning Toolkit: Social & emotional learning - +4 months Parental Involvement - +3 months</p> <p>Additional teacher for phonics sessions has enabled our phonics results to increase by 14% to 85% which is above both Wiltshire and National scores.</p> <p>Attendance at GUL offsite provision for one pupil including 1-1 TA support Life skills have provided some of our most vulnerable pupils with a positive experience and pupil voice reflects how much they value the opportunity</p> <p>Social & emotional learning - +4 months PPG are making significantly above expected progress PPG pupils have made 1.6 points of progress compared to expected progress of 1.0</p>
<p>Enrichment beyond the Curriculum. Motivational and experiential projects and opportunities</p>	<p>£2 300</p>	<p>All Pupil Premium children are able attend all school trips and residential trips. Where there are specific needs, the school is creative with its use of services, resources and opportunities. This includes access to equipment, food, resources, extra trips, milk and clothing. Any child in need is given the resources to access their learning alongside their peers whether food, clothing or resources are required. We also offer breakfast club.</p>	<p>We provide breakfast through the before school club to identified children. We also provide playtime snacks for individuals. Breakfast club combined with early morning reading has seen reading ages increase by 2+ years. Offering Breakfast club has helped reduce lateness by as much as 10x Positive starts to the day smooth the transition from home to school and enabled pupils to be ready to learn immediately they are in class. Research recognises that when a child is hungry</p>

			<p>he/she is not able to concentrate and his/her involvement is at the lowest level and their ability to learn reduced. An involved child concentrates his/her attention on a specific focus, wants to continue the activity and persist in it. There is evidence to suggest that an 'involved' child is gaining a deep, motivated, intense and long term learning experience.</p> <p>Residential and school trips funded.</p> <p>Outdoor adventure learning - +3 months Sports participation - +2 months</p>
<p>Music lessons and sports clubs</p>	<p>£1 020 £ 250</p>	<p>Children have piano, drumming and violin lessons. We provide access to instrument tuition which supports pupils' skills, confidence and variety of experiences. The research between music and maths suggests strong links and music skills help children with patterns, counting and number in general. It is also confidence and self-esteem building, as well as a calming strategy for children with anger issues. This is true of sports clubs and we support PPG children accessing football and other sports clubs.</p>	<p>Research finds that children from the most advantaged households benefit from significantly more spending on extra-curricular activities than their disadvantaged peers.</p> <p>Teaching and Learning Toolkit: Arts participation - +2 months</p> <p>Teaching and Learning Toolkit: Social & emotional learning - +4 months Sports participation - +2 months</p> <p>3x piano pupils- one pupil has become transformed by music when behaviour has become poor and now uses a tablet with music as part of a highly successful de-escalation plan</p> <p>3x drumming</p> <p>2x violin.</p> <p>All children take part in the Pimms and Proms concert at the end of the summer term.</p> <p>Music has been a great tool for anxiety and anger management enabling those pupils to benefit from the lessons being a real moment of calm.</p> <p>Pupils have achieved 25m swimming targets and can keep themselves safe in the water.</p> <p>Teaching and Learning Toolkit:</p>

			<p>writing: matching, or improving towards, achievement of other pupils nationally. ABOVE EXPECTED PROGRESS</p> <ul style="list-style-type: none"> ○ By July 2018, feedback from the children in receipt of pupil premium demonstrates positive changes in confidence, motivation and attitudes REDUCTIONS IN EXCLUSIONS/POOR BEHAVIOUR. Emotional Resilience thermometer reflects positive feeling of pupils at school ○ By July 2018, at least 95% of parents and carers whose children are in receipt of pupil premium, support their children's achievement through engaging with learning at school and home; attending consultation meetings . ACHIEVED
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School Priorities for Closing The Gap:

- SENCo and SLT will continue to target, support, challenge and creatively boost the learning of those pupils most at risk of under-achievement, in the focus groups and other PP children beyond
- Improvements to current practice ensure that more able children (especially those in receipt of pupil premium) are making progress towards attaining the highest standards and achieving as well as they should
- Governor committee minutes, SENCo/PPG/Link governor meeting minutes and G.I.V.E. evidence their ability to systematically challenge senior leaders about effective deployment of staff/resources and their impact upon improving outcomes for all groups of children, especially between disadvantaged and other pupils
- By July 2018, actions will secure improvement in achievement for those supported by the pupil premium, particularly in mathematics, reading & writing: matching, or improving towards, achievement of other pupils nationally
- By July 2018, feedback from the children in receipt of pupil premium demonstrates positive changes in confidence, motivation and attitudes
- By July 2018, at least 95% of parents and carers whose children are in receipt of pupil premium, support their children's achievement through engaging with learning at school and home; attending consultation meetings