

## AWGS Pupil Premium Strategy

Allocation of money April 2016 –April 2017 £36,960 (impact assessed March and July 2017)

How funding is proposed to be spent	Planned Amount	Rationale	Impact assessment July 2017																									
Final stage of Achievement for All school support/direct input	£8000	<p>Working with AfA ensures the school puts vulnerable children first. This 2 year program is helping us work towards securing the best progress and outcomes for pupils in danger of underachieving. This is central to the School Improvement Action Plan and will benefit 16 core children directly, 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 and AfA link closely with the EEF for impact/value. Comparing AWGS cohort data shows the gap reducing in school over time In KS2 literacy with work to do on KS2 maths and KS1 writing:</p> <table border="1" data-bbox="779 991 1556 1369"> <thead> <tr> <th></th> <th>2013 APS</th> <th>2014 APS</th> <th>2015 APS</th> <th>2016 SS</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>-3.1</td> <td>-4.6</td> <td>-4.1</td> <td></td> </tr> <tr> <td>KS2 (all)</td> <td>-4.7</td> <td>-4.6</td> <td>-2.5</td> <td>-7.2</td> </tr> <tr> <td>Read</td> <td>-48 (5 chd)</td> <td>+5 (2 chd)</td> <td>-19 (3 chd)</td> <td>-57% (11 chd)</td> </tr> <tr> <td>Write</td> <td>-20</td> <td>-41</td> <td>-12</td> <td>-57%</td> </tr> </tbody> </table>		2013 APS	2014 APS	2015 APS	2016 SS	KS1	-3.1	-4.6	-4.1		KS2 (all)	-4.7	-4.6	-2.5	-7.2	Read	-48 (5 chd)	+5 (2 chd)	-19 (3 chd)	-57% (11 chd)	Write	-20	-41	-12	-57%	<p>Due to the small numbers in each year group who are eligible for PPG only generalised statements will be made to avoid any risk of individual identification.</p> <p>The approach, staffing and school coach provided invaluable support throughout the school year. Less experienced teachers and TAs received coaching and support. An INSET was held on Behaviours for learning. Vulnerable pupils were taught a range of techniques to overcome anxiety, improve sleep patterns, mindfulness as well as self esteem boosting sessions. Staff moral made a noticable improvement. Behaviour support became more effective as pupils needs were put at the centre of school development. Staff were encouraged to look behind the behaviour. Regular structured conversations engaged focus children and gave the school valuable insights to which we could respond with targeted provision.</p>
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Maths	-21	+14	-53	-27%
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The 16 vulnerable learners have had progress summarised as below

AfA focus groups in Year 5 and 6 ( Year 5 are in the second year of the programme, Year 6 have had one year of focus. These children were identified as most vulnerable to underachievement ( %making accelerated progress on AfA programme in bold ACC

	Year 5	16/17	Year 6	16/17
	EXP+	<b>ACC</b>	EXP	<b>ACC</b>
Reading	100%	<b>43%</b>	75%	<b>50%</b>
Writing	100%	<b>100%</b>	100%	<b>63%</b>
Maths	85%	<b>43%</b>	86%	<b>75%</b>

AfA quality mark achieved July 2017  
Continue with programme on a reduced scale to ensure continuity.

<p>Staffing costs for PPG dedicated support</p>	<p>£25,000</p>	<p>The Cluster PSA supports parents and families with a variety of needs, this supports engagement with school and wider professional services. The TLR associated with being the AfA School Champion is a key senior leadership role which ensures pupils who maybe vulnerable for a wide variety of reasons are carefully monitored and supported. One key element of this is TA support 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. TAs also pupils with emotional and/or behavioural difficulties and our Emotional Literacy Support TA is key in this area. Booster teachers 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.</p>	<p>Our PSA has supported over 10 families this year, engaging them with wide ranging support from assisting with documentation, attending TAC meetings and My Support Plan meetings to bespoke parenting training. Parents feel they have someone to turn to. PSA mediates between school and parents, mostly eligible for PPG. Parental feedback demonstrates success as parents feel supported.</p> <p>TLR for PPG/AfA has ensured that it is high profile and children take precedent. Support to children and staff has been invaluable.</p> <p>AfA champion has been available for informal chats which as resulted in greater parental engagement and higher attendance at parents evenings and drop in sessions.</p> <p>ELSA time has reduced incidents of poor behaviour and increased self esteem. Evidenced by children's behaviour and engagement in school. Teachers can refer to our ELSA team for guidance and support. Children report that they have found the stories and support helpful.</p> <p>Meet and greet for vulnerable children has reduced incidents on non attendance and</p>
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			<p>reduced late attendance as the children willingly come in with a trusted adult.</p> <p>Boosting Reading at Primary intervention has shown pupils making gains of +12 months in 3 with an increase in both fluency and comprehension. Other interventions have been tracked and positive impact evidenced.</p> <p>Booster Maths sessions for Year 6 has significant impact on KS2 SATS results. 50% improvement on previous year. Interventions/boosters was centred on pupil engagement, learning behaviours and plugging gaps towards ARE in new curriculum. Focus on high mobility pupils.</p>
Motivational and experiential projects and opportunities	£1500	Where there are specific needs, the school is creative with its use of services, resources and opportunities. This includes access to equipment, food, resources, trips and milk. Forest schools have provided safe spaces for building self-esteem, creativity, active learning and confidence alongside team building	<p>Off-site provision for MFL days and outdoor learning through horse therapy has been possible through our PPG funding and there have been significant gains in pupils' engagement in learning as a result as well as reduced incidents of poor behaviour. Food and milk has been provided for vulnerable children. The gardening area and sensory areas have been developed. We have purchased and hatched our own bantam hens which now live in an outdoor pen. Specific children and often their families have the opportunity to care for them increasing</p>

			pupils sense of care and responsibility as well as having significant sensory and behavioural benefits, evidenced by reductions in outburst of poor behaviour.
Music lessons and sports clubs	£400 £400	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 Judo and Dance as needed.	Children have gained in confidence in some cases to perform in public both at school and externally.  Children have accessed sports lessons and as a result been able to represent the school in various sports events.
Training/courses/CPD	£750	Further upskilling (and dissemination) is needed to ensure interventions, core subject progress and support for PPG pupils is fully in place. This includes vulnerable learners.	Trained ELSAs attended supervision sessions as CPD. TAs attended training on scaffolding learning , SALT, looking behind behaviours, SWAPP ( Autism support), Literacy and Numeracy Interventions. This training has been effectively deployed in improving the progress of learners through a targeted timetable of support.
Contingency for support with trips and other activities	£900	This allocation allows the school to make decisions and fund opportunities for pupils eligible for PPG that support wider outcomes and personal development	All children have accessed trips, some residential as well as swimming lessons. Motivational trips have included British Museum, Braeside, Bath Roman Baths, Butser Ancient Farm and a Year 6 reward visit to the seaside. Children also attended

			Able and Talented days at Braeside. Spending on trips is targeted at eligible pupils from all classes.
<b>Likely spend in year:</b>	<b>£36,950</b>		<b>Actual spend: £39 663 (1/9/16- 31/8/17)</b>

**School improvement action planning 2016-17 has the following milestones for Closing The Gap:**

- From September 2016 the AfA Champion, designated coach 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
- From September 2016, 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
- From September 2016, 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 2017, 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 2017, feedback from the children in receipt of pupil premium demonstrates positive changes in confidence, motivation and attitudes
  - By July 2017, 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

**AfA development plan 2016-17:**

<b>Priority</b>	<b>Action</b>	<b>Time-frame</b>	<b>Funding/ Resources</b>	<b>Operational Lead</b>
1	Ensure all staff understand and apply the core principles of AfA. Training, action and feedback from individual staff in the use of resources will lead to small but significant changes in practice.	TD day morning 6/1/17	AfA Coach and Senco	CW
2	Enable staff to feedback successes through staff meeting and paired sharing of learning experience. To enable all staff to access the Bubble modules successfully and select a specific small unit to develop and research to feedback and share in staff meeting	Staff meeting 8/2/17	AfA Coach and Senco	CW
3	To empower vulnerable learners to develop awareness of learning across the school, leading to development of pupil self-esteem and confidence gained from visits to other classes. Vulnerable learners will be trained as learning detectives in order to confidently observe and feedback from observations of learning.	By December 2016	AfA Coach and Senco	CW
4	To develop and sustain the success of structured conversations across the whole school, by evolving all teachers in the use of the key principles of structured conversations, promoting consistency.	By April 2017	SENCO time	CW
5	Through Pupil Voice and structured conversations, collect soft evidence/data about vulnerable children which will result in a more holistic pupil profile for staff to plan from .	By April 2017	SENCO time	CW