



Pupil premium strategy statement: Alderbury & West Grimstead CEVA Primary School

1. Summary information					
School	Alderbury & West Grimstead CE VA Primary School				
Academic Year	2018-2019	Total PP budget	£21 700	Date of most recent PP Review	April 2018
Total number of pupils	174	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP KS1 / KS2</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100% / 0%	75%
% making progress in reading	100% / 33%	92%
% making progress in writing	100% / 0%	95%
% making progress in maths	100% / 33%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Pupils eligible for PP have lower starting points for maths and literacy.
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 92% (FSM 86% - below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	Parental engagement to support their children in their learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS1 & KS2 for all pupils eligible for PP.	Pupils eligible for PP make at least as much progress as 'other' pupils, across Key Stage 1 & 2 in maths, reading and writing. Measured in termly data drops, by teacher assessments and moderation across the cluster schools and KS2 optional SATs.
C.	Behavioural issues of a small group of PP addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92% to 96% in line with 'other' pupils.
E.	Parents of pupils eligible for PP are engaged and equipped to support their children with their learning	Parental attendance and engagement at Parents Evening in line with % attendance of other pupil groups. Parents report that they are able to engage with the school and support the progress of their children

5. Planned expenditure					
Academic year	2018-2019				
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?
<p>A. Improved oral language skills in Reception</p> <p>B. Improved progress for PP pupils</p> <p>Costs: 3 days INSET £200 due to Pickwick subsidy</p>	<p>Staff training on high quality feedback.</p> <p>Staff training on developing oracy for pupils in EYFS and reception Y1 from Pickwick Teaching Alliance.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>By increasing staff understanding of oracy, pupils can be supported in early language development. We have seen a 15% increase in Phonics results through working with Pickwick in 2017-2018 – this will also continue in 2018-2019</p> <p> Feedback + 8 months Oracy + 5 months Phonics + 4 months EYFS Support + 5 months</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Monitoring of the impact of the school feedback and marking policy</p>	Inclusion Leader	<p>Jan 2019 – PPG children in EYFS are currently in line with expectations for oral language skills</p> <p>&</p> <p>March 2019</p>
<p>B. Improved progress for PP pupils</p> <p>Costs: 1 day INSET £125</p>	<p>CPD on providing stretch for all pupils</p>	<p>Traditionally pupils eligible for PP are making less progress than other pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all staff in practices to provide stretch, challenge and encouragement for these pupils. This includes metacognition and mastery learning. Pupils to be taught in mixed ability collaborative pairs / groups.</p> <p> Mastery Learning + 5 months Metacognition + 7 months Collaborative Learning + 5 months</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	<p>Literacy Lead</p> <p>Maths Lead</p>	<p>Jan 2019 – INSET 4/9/18 on closing the gap & challenge for pupils. Overall PPG (non SEND) pupils have made at least expected progress</p> <p>&</p> <p>March 2019</p>
Total budgeted cost					£ 325

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?
<p>A. Improved oral language skills in reception</p> <p>B. Improved progress for PP pupils</p> <p>Costs: The Bridge £1 500 (weekly) Play Therapy £1 680 £3 360 (10 Classes/pupil)</p>	<p>1-2-1 and small group work from The Bridge in developing oracy.</p> <p>Work with Play Therapist for small group of chosen children with identified needs</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been evaluated and shown to be effective in school last year.</p> <p>The play therapist has been recommended to us by a local “outstanding” school as having provided a massive benefit to their work</p> <p> Oracy + 5 months Behaviour interventions + 3 months Small group interventions + 4 months</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Consult local school which has used the programme to identify any potential barriers to good implementation.</p>	<p>EYFS Teacher</p> <p>Inclusion Leader</p>	<p>Jan 2019 – 16/21 pupils have currently undergone The Bridge program. The impact has been increase self-confidence, most notably with increasing participation in class discussions. Improved emotional resilience reported by external professional</p> <p>&</p> <p>March 2019</p>
<p>B. Improved progress for PP pupils</p> <p>Costs: Teacher cost 1hr/Week = £792 LSA 20min/day = £180</p>	<p>Weekly small group sessions in maths, reading and writing with experienced teacher, in addition to standard lessons.</p> <p>Early morning reading club “Books before Breakfast”</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p> Small group interventions + 4 months Reading interventions + 6 months 1-2-1 support for maths / literacy + 5 months</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths co-ordinator.</p> <p>Learning Support Assistant CPD for LSAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Literacy Lead</p> <p>Maths Lead</p>	<p>Jan 2019 – PPG children have been tested for dyscalculia resulting in targeting small group and individual intervention.</p> <p>&</p> <p>March 2019</p>
Total budgeted cost					£5 832
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?

<p>C. Problem behaviour in addressed</p> <p>Costs: GUL inc transport & LSA Time & Therapy = £2 282 PSA £3 000 Alternative curriculum LSA time x 3 PM/Week = £3 393</p>	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Use parent support worker to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Development of bespoke afternoon curriculum to meet children's needs, making use of the outside learning environment</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Support and advice from the behaviour support service to devise and implement Individual Behaviour Plans (IBPs)</p>  <p>Behaviour interventions + 3 months Parental engagement + 3 months Sports + 2 months Outdoor Learning + 4 months</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>Year 4 - 6 teachers</p>	<p>Jan 2019 – 81% behaviour incidents concern PP pupils. The school is currently working with Behaviour Support / SENS and employing additional 1-2-1 LSA support to assist with these pupils. The PSA continues to work with 30% of school PPG families. 2 pupils attend GUL and 3 are following an alternative curriculum, tailored to their needs, including work at Riverbourne Community Farm. 30 children have had ELSA either in 1-2-1 or small group settings. Feedback from parents and pupils shows the positive impact this has had on self-confidence, self-expression and conflict resolution.</p> <p>&</p> <p>March 2019</p>
<p>D. Increased attendance rates</p> <p>Costs: Texting Service £500 Attendance rewards £168</p>	<p>First day response provision via text and / or phone call</p> <p>Rewards to promote attendance</p> <p>Robust system for monitoring and following up absences</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Previous experience of a text-a-parent service in a nearby school saw attendance increase by 5%</p> <p>Involvement of PSA to identify and overcome barriers to school attendance</p>  <p>Parental engagement + 3 months</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Inclusion Leader</p> <p>Headteacher</p>	<p>Jan 2019 Attendance for the Autumn Term is 97.7% (compared to 96.9% same period last year). Current FSM attendance is 95.9% (86.5%) and including Ever6 pupils this is 94.1% (92.3%). Targetted children have all improved attendance. 2 target children are now at 100%, and 15/17</p>

					PPG show an increase & March 2019
E. Increased parental engagement Costs: SPTO £1 250 Welcome Evening 7 x 1hr Teacher time £180	Parents targeted for parents evening appointments, offered outside of the “normal” hours to meet parental needs Use of online reporting tool, so that parents can access data 6 times per year Parents welcome evening (1 per class) so parents can meet the teacher and relationships can be established Use of text and email communication to engage harder to reach families Homework club after school for parents and pupils who would struggle to access homework at home	Involvement of PSA to identify and overcome barriers to school attendance Previous experience of a text-a-parent service in a nearby school saw attendance increase by 5% Previous experience of an online service in a nearby school saw parental engagement increase as parents had access to data and wanted to find out more about how their children could progress Previous experience suggests that parents are more comfortable dealing with people they know and that positive home-school relationships should be established early in the school year  Parental engagement + 3 months Support with Homework + 2 months Use of ICT + 4 months	Records of attendance at parent’s evenings shows attendance of PP parents to be in line with that of other pupil groups 100% parent contact to be established over the course of the year Homework club (lunch time and after school) being used effectively		Jan 2019 – 91.2% attendance at parents evening in the Autumn Term with 5.8% making appointments at another time. 2.9% parents did not engage. 100% PP pupils having a structured conversation (double time slot). Last year Parents evening was attended by 89.3% with a further 2.8% making alternative appointments and 7.9% of parents did not engage & March 2019
Total budgeted cost					£10 773

Miscellaneous: £4300

Music Lessons for FSM 30 mins/week £1 200 - this has improved self-esteem and coordination
 Residentials / other trips £2800 – 8 pupils have benefitted from team building activities and curriculum trips
 School Uniform £200 – has enabled integration and equality. Sports equipment has also been provided and opportunity to take part in county tournaments, building self-esteem and teamwork
 Milk £100

Contingency of £470 for the year

6. Review of expenditure	
Previous Academic Year	2017-2018 – see separate document