

# Robert Arkenstall Primary School Pupil Premium Strategy Statement September 2018 – July 2019

Summary Information						
<b>Total Budget</b>	£68560	<b>Total number of Pupils</b>	178	<b>Number of pupils eligible for PP</b>	46	
<b>Date of most recent review</b>		November 2018		<b>Date for next review</b>		March 2019
<b>Boys</b>	<b>Girls</b>	<b>SEN</b>	<b>FSM</b>	<b>Ever 6</b>	<b>Post LAC</b>	
20	17	9	29	9	8	

Attainment and progress 2018, based on end of Key Stage 2 data			
Pupils eligible for PP at Robert Arkenstall		National Pupils not eligible for PPx	
% meeting expected standard in reading	40	% meeting expected standard in reading	80
% meeting expected standard in writing	40	% meeting expected standard in writing	83
% meeting expected standard in maths	50	% meeting expected standard in maths	81
Progress measure in reading	-1.61	Progress measure in reading	0.31
Progress measure in writing	-1.92	Progress measure in writing	0.24
Progress measure in maths	1.03	Progress measure in maths	0.31
Barriers to future attainment (PP Pupils) – In school barriers			
<b>A</b>	Children with multi vulnerabilities e.g. SEBD alongside specific learning difficulties.		
<b>B</b>	Children with mental wellbeing concerns.		
<b>C</b>	Limited speech and language skills which impacts on learning.		
External barriers to future attainment (PP Pupils) – Out of school barriers			
<b>D</b>	Parental low expectations of children's attainment.		
<b>E</b>	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement		
<b>F</b>	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).		
<b>G</b>	Access to resources, such as books, libraries, life experiences (especially cultural)		

<b>Desired outcomes</b>			
<b>Gaps are narrowed between pupils eligible for PP with additional needs compared with non-PP</b>	Children will increase reading and spelling ages and close gaps. Higher percentage of PP children at the end of EYFS, KS1 and KS2 attain age related expectations in reading, writing and maths.	Summative assessment including data from KS2 tests and baselines scores from interventions will show increased compared with both chronological age and non-disadvantaged children.	
<b>Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met</b>	Children have developed strategies for coping with social and emotional difficulties. Children have increased stamina when completing tasks. Children feel equipped to use taught strategies when facing academic or emotional challenges. Identified children have improved self-esteem.	Pupils are ready to learn in class without the need for interventions to ensure pupils are ready to learn is reduced.	
<b>Vocabulary and language is not a significant barrier to children's learning</b>	English lessons and opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress	
<b>Gaps are identified and targeted teaching/interventions teach to gaps</b>	Specific interventions are used to target low performing groups. Interventions are designed with specific baseline assessments which can be measured.	Baseline assessments show progress greater than chronological age.	
<b>Pupils are exposed to a wide range of social/cultural and sporting experiences.</b>	Pupils attend events/visit places they would not usually be exposed to.		
<b>Equal opportunities for all pupils.</b>	All children given the opportunity to attend the Year 6 residential. All children have the opportunity to participate in a range of enrichment activities. All children have the opportunity to participate in swimming and other sporting activities.	PP children with poor attendance see records improve. Better concentration and engagement	
<b>Spend allocation</b>	<b>Desired outcome and details.</b>	<b>Date to be reviewed</b>	<b>Evaluation</b>
1 Additional Teaching Support, including learning support assistants, midday supervisors and CT release time.  £45980 → 03001460	Gaps are narrowed between pupils eligible for PP with additional needs compared with non-PP Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met Vocabulary and language is not a significant barrier to children's learning Gaps are identified and targeted teaching/interventions teach to gaps  Additional TA support available for identified groups and individuals in class in all core lessons, particularly in KS1.	July 2019  Termly data reviews  Interventions to be reviewed at end of each term	<b>KS2 all pupils</b> 88.4% reading Average 106 74.4% writing Average 79.1% maths Average 105  <b>KS2 non-PP</b> 92.5% Reading

	<p>Disadvantaged pupils will receive support in core areas. This support will provide interventions both in the classroom and in small groups outside the classroom from TAs: 2 TAs x 5 afternoons a week – 60 second reads, punctuation, first class at number 2; TA to prepare and deliver Lexicon intervention; Provide regular 1:1 teacher/pupil interviews for all PP pupils; Intervention support for Key Stage 1 phonics – TAs available to take additional groups for focused sessions. Flexible use of additional TAs to support children with specific emotional needs on a 1:1 basis.</p>		<p>77.5% Writing 82.5% Maths</p> <p>KS2 PP 33.3% Reading 33.3% Writing 33.3% Maths</p> <p>PP not SEN 100% Reading 100% Writing 100% Maths</p> <p>Provisional Progress data</p> <p>All pupils 0.36 Reading -1.6 Writing -0.01 Maths PP -5.88 Reading -0.66 Writing -0.58 Maths Not PP 0.54 Reading -1.69 Writing 0.03 Maths PP not SEN 1.3 Reading 0.84 Writing 2.95 Maths</p> <p>KS1 all pupils 77.8% Reading</p>
<p>£1320 01001100</p>	<p>→ Release of Pupil Premium lead to carry out termly progress meetings, monitor pupil premium actions and attend relevant CPD.</p>		
<p>£2756 07001730</p>	<p>→ Observations have shown some PP children have experienced difficulties to play cooperatively and resolve conflict at lunchtimes. Money will be used to employ a midday supervisor 4 times a week who will hold calm, productive, inside activities at lunchtime.</p>		
<p>£1614 03001460</p>	<p>→ Several of our Pupil Premium children show significant emotional difficulties, including attachment disorder, and would benefit from intervention from dedicated pastoral TA support, which will be provided in daily sessions. This time will include part of lunchtime and after lunch, in order to assist calm transition of some children back into the afternoon session.</p>		
<p>£9240 09001520</p>	<p>→ Use of additional teachers in Year 2 and Year 6 in the weeks leading up to SATs to support children in mixed year group classes.</p>		
<p>£2000 01001100</p>	<p>→ Additional time for release of English and Maths leads to support development of Year 3 maths project and KS2 Powerful Words project: both have specific Pupil Premium focus.</p>		

			<p>75% Writing 88.9% Maths</p> <p>KS1 non-PP 78.8% Reading 75.8% Writing 87.9% Maths</p> <p>KS1 PP 66.7% Reading 66.7% Writing 100% Maths</p> <p>KS1 PP not SEN 100% Reading 100% Writing 100% Maths</p>
<p>2 Subscription to Edukey - online tool for progress tracking for vulnerable groups</p> <p>£915 42537220</p>	<p>Gaps are narrowed between pupils eligible for PP with additional needs compared with non-PP Gaps are identified and targeted teaching/interventions teach to gaps</p> <p>Working alongside SENCO to track specific groups in school, target and track interventions, and measure progress.</p>	July 2019	Subscription not yet active
<p>3 Online subscriptions for Mathletics and Spellodrome</p> <p>£1898 42537220</p>	<p>Gaps are narrowed between pupils eligible for PP with additional needs compared with non-PP Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met Technologies will be accessible to all through use of class ipads</p>	Termly progress reports	<p>All pupils 79.1% maths Average 105</p> <p>PP 33.3% Maths Average 96</p> <p>PP not SEN 100% maths Average 106</p>

			<p>Average spelling score on SPaG paper: All pupils 12 PP 8</p> <p>SWST results: All pupils average progress: 0.47 PP average progress: 0.2</p> <p>Spellodrome subscription seen to not be good value for money and has now been cancelled.</p>
<p>4 Funding for PP children to attend non-residential school trips and visits.</p> <p>£500 33036150</p>	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences. Equal opportunities for all pupils.</p> <p>Some families not paying for trips and some Parents and Carers finding it difficult to speak to office staff about payments</p>	July 2019	<p>PP aided school trips this year: Prickwillow drainage museum Church Farm</p>
<p>5 Funding for PP children to attend residential visit.</p> <p>£645 33036150</p>	<p>Equal opportunities for all pupils. Pupils are exposed to a wide range of social/cultural and sporting experiences.</p> <p>Some Children displaying signs of concern about not being able to go on the trip because of payment.</p>	July 2019	<p>2 PP children attended the residential, one with assistance from the school. One PP child did not attend the residential, though not for financial reasons.</p>
<p>6 Funding for PP children to participate in swimming and sporting activities.</p> <p>£500 36241070</p>	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences. Equal opportunities for all pupils.</p> <p>Some children from lower income families do not attend swimming lessons.</p>	July 2019	<p>All children attended swimming lessons. Swimming data in Year 6: 95% of children achieved national standard by end of year 6.</p>
<p>7 Additional events within school</p> <p>£1200 20036000</p>	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences Equal opportunities for all pupils. Throughout the year we arrange visits from outside companies and agencies which will enhance the experiences of our disadvantaged pupils, e.g. visiting circus skills, pantomime</p>	July 2019	<p>10 pupil premium children were able to take an active part in the visiting pantomime. African storytellers Recorders</p>