

# Pupil premium strategy statement

1. Summary information					
School	West Ashtead Primary School				
Academic Year	2017 - 18	Total PP budget	£53,955	Date of most recent PP Review	Sept 2017
Total number of pupils	349	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD at the end of EYFS	75%	92%
% meeting the phonics threshold at the end of Year 1	50%	93%
% making the expected standard in RWM at the end of KS1	R 0%, W 0%, M 0%	R 26%, W 37%, M 22%
% making the greater depth standard in RWM at the end of KS1	R 0%, W 0%, M 0%	R 44%, W 30%, M 37%
% making at least the expected standard in RWM at end of KS2	RWM Combined 50%	RWM Combined 64%
% making the greater depth standard in RWM at end of KS2	RWM Combined 17%	RWM Combined 0%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Additional social and emotional needs
<b>B.</b>	Poor language and transcription (spelling and grammar) skills means that our PP children struggle to become well rounded writers/achieve greater depth
<b>C.</b>	Poor fluency in maths skills and difficulty in applying these skills mean that our PP children do not keep up with their peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some PP have persistent absenteeism. Some PP children have low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Additional social and emotional needs of PP children will be addressed to allow them to focus on their learning in class	PP children identified to attend ELSA sessions will show an improvement in their social and emotional needs
<b>B.</b>	PP children will achieve at least expected outcomes in Reading and Writing at the end of EYFS, KS1 and KS2	PP children with lower starting points will meet age related expectations by the end of each year and many will make better progress to work at

		greater depth. MA PP children will be supported to exceed age related expectations.
<b>C.</b>	PP children will achieve at least expected outcomes in Maths at the end of EYFS, KS1 and KS2. PP children will be supported by adults to secure their fluency and reasoning skills and ability to problem solve.	PP children with lower starting points will meet age related expectations by the end of each year and many will make better progress to work at greater depth. MA PP children will be supported to exceed age related expectations.
<b>D.</b>	PP children will have similar lateness, punctuality and attendance rates to other pupils in the school.	Children will arrive on time and ready to learn. Attendance rate will improve in line with the rest of the school population.

## 5. Planned expenditure

**Academic year**

**2017 - 18**

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?
Additional social and emotional needs of PP children will be addressed to allow them to focus on their learning in class	T/A/T support in class ELSA support both inside and outside of class	Emotional needs met enable PP children to access learning	2 x ELSA. ½ termly EP meetings	CM	Termly
PP children will achieve at least expected outcomes in Writing at the end of EYFS, KS1 (50% of PP) and KS2 (37% of PP)	Embed CPD from previous year. SL to attend SL network meetings and cross school support networks. EYs teacher to take part in Lighting Up Learning Project SL to attend SL network meetings and cross school support networks.	Data suggests that PP pupils are not attaining GLD at end of EYFS, are not reaching expected level at end of KS1 and KS2. MA PP may not be sufficiently challenged.	Learning walks, observations and book scrutinies by SLT and MLT. Termly internal school moderation and next steps. Half termly Pupil Progress meetings. SL to co-plan with year groups.	DHT	Termly
PP children will achieve at least expected outcomes in Maths at the end of EYFS, KS1 (50% of PP) and KS2 (37% of PP). PP children will be supported by adults to secure their fluency and reasoning skills and ability to problem solve.	Embed CPD from previous year. SL to attend SL network meetings and cross school support networks. SL to attend SL network meetings and cross school support networks. SL to work with TAs	Data suggests that PP pupils are not attaining GLD at end of EYFS, are not reaching expected level at end of KS1 and KS2. MA PP may not be sufficiently challenged.	Learning walks, observations and book scrutinies by SLT and MLT. Training cascaded and shared with all staff. Termly internal school moderation and next steps. Half termly Pupil Progress meetings. SL to co-plan with year groups. Support from Babcock 4s Associate	DHT	Termly

**Total budgeted cost**

£43,355

### 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?
-----------------	------------------------	---	---	------------	--------------------------------------

PP children will achieve at least expected outcomes in Writing at the end of EYFS, KS1 (50% of PP) and KS2 (37% of PP).	Children identified as not making expected progress will receive targeted interventions Fischer Family Trust Wave 3 Phonic interventions in Reception, Y1 and beyond (Bear Necessities, Dancing Bears, Beat Dyslexia), OT interventions	Carefully considered interventions show impact and accelerated progress	SLT, MLT and class teachers will identify those children not making expected progress or who are at risk of falling behind. Interventions will be tracked and outcomes reviewed. Pupil progress meetings.	DHT and English SL	July 2017
PP children will achieve at least expected outcomes in Maths at the end of EYFS, KS1 (50% of PP) and KS2 (37% of PP). PP children will be supported by adults to secure their fluency and reasoning skills and ability to problem solve.	Children identified as not making expected progress will receive targeted interventions First Class @ Number Success @ Arithmetic Number Sense Success @ Arithmetic Targeted TA support in Years 5 and Year 6 in class. Booster sessions for Year 6 (including MA PP)	Carefully considered interventions show impact and accelerated progress	SLT, MLT and class teachers will identify those children not making expected progress or who are at risk of falling behind. Interventions will be tracked and outcomes reviewed. Pupil progress meetings.	DHT and Maths SL	Termly
<b>Total budgeted cost</b>					£8,700
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional social and emotional needs of PP children will be addressed to allow them to focus on their learning in class	ELSA support for those identified as having emotional or social needs	Emotional and social needs can inhibit learning.	ELSA will provide summaries at the end of each block of sessions and review the targets set at the start. Behaviour and engagement of children will be monitored during lesson observations and learning walks	CM	Termly
PP children will have punctuality and attendance rates to other pupils in the school.	Quick follow up by office staff when absence is recorded. Continue to build positive relationships and communication with parents/carers of persistent absentees	If children are absent it is difficult to improve attainment	Regular checks of attendance figures	HT / DHT	Termly
<b>Total budgeted cost</b>					£1,900

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children will achieve at least expected outcomes in Writing at the end of EYFS, KS1 (50% of PP) and KS2 (37% of PP)	Embed CPD from previous year. SL to attend SL network meetings and cross school support networks. EYs teacher to take part in Lighting Up Learning Project SL to attend SL network meetings and cross school support networks.	100% PP children (1 ch) achieved expected in writing at end of EYFS (100% of non PP children achieved at least expected in writing at end of EYFS)  33% of PP achieved expected in writing at end of KS1. 2 chn did not achieve expected 1 x PP with SEN and other challenges. <i>1 ch (PP and SEN) entered PP register in May so wasn't included in original target setting for PP statement.</i>  25% of PP achieved expected and 12.5% of PP achieved greater depth in writing at end of KS2 (48% and 12.5% for non PP)	Lighting Up Learning Project postponed due to personal circumstances. Carried forward for 2018-19  Vocabulary and sentence construction/cohesion is still an area to be developed  Tighter focus on PP in Pupil Progress Meetings  Track all PP chn to ensure they make at least expected progress from their starting points  Precision teaching of spelling/handwriting	
PP children will achieve at least expected outcomes in Maths at the end of EYFS, KS1 (50% of PP) and KS2 (37% of PP)	Embed CPD from previous year. SL to attend SL network meetings and cross school support networks. SL to attend SL network meetings and cross school support networks. SL to work with TAs	100% PP children (1 ch) achieved expected in maths at end of EYFS (100% of non PP children achieved at least expected in writing at end of EYFS)  33% of PP achieved expected in maths at end of KS1. 2 chn did not achieve expected 1 x PP with SEN and other challenges. <i>1 ch (PP and SEN) entered PP register in May so wasn't included in original target setting for PP statement.</i>  37% of PP achieved expected in maths at end of KS2 (48% and 12.5% for non PP)	Identify and address gaps from previous years earlier  Master approach to maths teaching to be embedded through support from STSN  Tighter focus in Pupil Progress Meetings to ensure T are tracking chn from their end of EYFS or KS1 points  Track all PP chn to ensure they make at least expected progress from their starting points	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

PP children will achieve at least expected outcomes in Writing at the end of EYFS, KS1 (50%) of PP) and KS2 (37% of PP)	Children identified as not making expected progress will receive targeted interventions Fischer Family Trust Wave 3 Phonic interventions in Reception, Y1 and beyond (Bear Necessities, Dancing Bears, Beat Dyslexia), OT interventions	FFT Wave 3 – chn did not reach criteria to be eligible Dancing Bears – significant progress made in phonics. Scored 27 on Phonics screening check. Beginning of year score -	On going	
PP children will achieve at least expected outcomes in Maths at the end of EYFS, KS1 (50%) of PP) and KS2 (37% of PP)	Children identified as not making expected progress will receive targeted interventions First Class @ Number Success @ Arithmetic Number Sense Success @ Arithmetic Targeted TA support in Years 5 and Year 6 in class. Booster sessions for Year 6 (including MA PP)	Targeted TA support in Y5 and Y6 both in class and outside. Pre teaching and precision teaching Early morning booster groups	Continue targeted support in all classes  Identify and address gaps from previous years earlier  Track all PP chn to ensure they make at least expected progress from their starting points	

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional social and emotional needs of PP children will be addressed to allow them to focus on their learning in class	TAT support in class ELSA support both inside and outside of class	7 chn accessed ELSA support (out of 22)  Internal evaluations show that all 7 chn have made good improvements in their specific areas of need and are therefore more settled in the school.	Continue	

<p>PP children will have punctuality and attendance rates to other pupils in the school.</p>	<p>Quick follow up by office staff when absence is recorded. Continue to build positive relationships and communication with parents/carers of persistent absentees</p>	<p>Some persistent punctuality issues monitored and addressed with EWO</p>	<p>Continue</p>	
--	---	--	-----------------	--

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

This is a working document that is reviewed and adjusted as appropriate in response to children's needs.