

Pupil premium strategy statement

1. Summary information					
School	West Ashtead Primary School				
Academic Year	2018 - 19	Total PP budget	£48,840	Date of most recent PP Review	Sept 2018
Total number of pupils	353	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD at the end of EYFS	100%	100%
% meeting the phonics threshold at the end of Year 1	60%	84%
% making the expected standard in RWM at the end of KS1	R 33%, W 33%, M 33%	R 32%, W 40%, M 22%
% making the greater depth standard in RWM at the end of KS1	R 0%, W 0%, M 0%	R 60%, W 44%, M 60%
% making at least the expected standard in RWM at end of KS2	R 25%, W 25%, M 38%	R 77% W 47%, M 52%
% making the greater depth standard in RWM at end of KS2	R 13%, W 13%, M 0%	R 17%, W 13%, M 23%

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.	Pupils who are eligible for PP are not making at least expected progress from their starting points
B.	Oral language skills and vocabulary for PP pupils are lower than for other pupils. This affects their ability to develop reading comprehension and access the language required to embed Maths mastery
C.	Additional social and emotional needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some PP have persistent absenteeism. Some PP children have low attendance
E.	Compared to their peers, PP children are less represented in extra curricular activities and the school community

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure PP make at least expected progress from their starting points.	% of PP children making at least expected progress increases from previous year and the gap with non PP diminishes MA PP children will be supported to exceed age related expectations.

		<p>PP chn monitored through half termly pupil progress meetings.</p> <p>Targeted chn to receive interventions/in class support as appropriate</p> <p>Effective deployment of staff</p> <p>Y6 Maths booster groups</p>
B.	To target PP children to develop and embed vocabulary through all subjects.	% of PP children making at least expected progress increases from previous year and the gap with non PP diminishes
C.	To ensure that additional social and emotional needs of targeted PP children are addressed	<p>PP children are able to access learning</p> <p>Less ELSA support needed for individual children in time</p>
D.	To ensure that PP children have similar lateness, punctuality and attendance rates to non PP 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.
E.	To ensure that PP children have full access to the range of extra-curricular activities that are available	<p>All PP children attend all trips and residentials in all year groups</p> <p>PP children attend clubs of their choice (funding provided if necessary)</p> <p>PP children encouraged to participate in leadership roles around the school</p>

5. Planned expenditure					
Academic year	2018 - 19				
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?
A B	Quality first teaching Whole school focus on English for Spring and Summer Terms Reading comprehension addressed more rigorously in upper KS2 Mastery Maths teaching	QFT especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	Monitoring schedule Half termly pupil progress meetings Data analysis	RH Subject Leaders	Weekly monitoring Pupil Progress meetings Half termly data review
Total budgeted cost					£41,000
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?
B C	Additional 1-1 support Pre and post teaching Focus group teaching with teacher or trained TA Year 6 maths booster groups Parent reading volunteers	Pre teaching enables chn to access whole class learning Individual support in class ensures daily learning objectives are accessed by all thus diminishing the difference	Pre and post intervention testing to analyse the impact Monitoring schedule Data analysis	DHT SENDCo English SL Maths SL	Weekly monitoring Pupil Progress meetings Half termly data review
Total budgeted cost					£6,340
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?

A B C D E	SLT continually review PP provision and outcomes against success criteria in this document	Cohesive consistent approach to PP provision and delivery	Robust PP register to monitor PP children Pupil Progress meetings	SLT	Ongoing
D	Continual support and modification of strategies if appropriate Involvement of EWO as necessary	<i>"a child who is absent a day of school per week misses an equivalent of two years of their school life. 90% of young people with absence rates below 85% fail to achieve 5 or more good grades at GCSE and around one third achieve no GCSEs at all"</i> Hants.gov.uk	Continual monitoring of attendance data	IH HT	Termly
D E	Encourage uptake for extra-curricular activities by CTs. Use knowledge of PP chn to target /leadership roles in school	Extra-curricular clubs have been seen to improve children's self esteem and attainment It is important for all children to have full access to rich experiences	Robust PP register to monitor PP children Funding provided where necessary Parental communication to ensure that they are aware of the opportunities for their children	CTs SL HT	Termly
Total budgeted cost					£1,500

6. Review of expenditure

Previous Academic Year

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

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

iii. Other approaches

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

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

Babcock 4S(2016) Improving Outcomes for Disadvantaged Pupils
Education and Endowment Foundation – Teaching and Learning Toolkit (2017)

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