

## Aldermaston School Pupil premium strategy statement 2017-2018

1. Summary information					
<b>School</b>	Aldermaston C.E Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£43,680	<b>Date of most recent PP Review (internal/external)</b>	January 2018
<b>Total number of pupils</b>	158 (Oct '17)	<b>Number of pupils eligible for PP</b>	29	<b>Date for next internal review of this strategy</b>	April 2019

2. Current attainment ( July 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% Achieving GLD (4/31)</b>	25%	78%
<b>% Achieving Phonics (2/30)</b>	100%	79%
<b>% achieving Expected or above in KS1 RWM (3/25)</b>	0%	64%
<b>% achieving Expected or above in KS2 RWM (4/16)</b>	25%	70%
<b>Progress R/W/M</b>	-7.6/-2.2/-5.8	-0.5/-3.2/-2.6

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>	
A.	Spelling and maths attainment, particularly PPG boys.
B.	Social, emotional and mental health difficulties which impact behaviour.
C.	Delayed speech and language skills and ability to communicate appropriately with other peers due to social communication difficulties.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental support with homework and reading.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Spelling and maths attainment, particularly PPG boys.	Standardised scores are monitored termly and show an increase in progress in all targeted areas of learning.
B.	Social, emotional and mental health difficulties which impact behaviour.	<p>Increased attendance is recorded and monitored on individual PP forms. Lower number of entries on behaviour logs and fewer referrals to SLT. Monitoring shows more engagement in learning and lessons, following school rules and expectations, respect is shown to all adults, peer relationships have improved and there are less disagreements.</p> <p>Children's learning is not disrupted by behaviour and emotional needs, which has a positive impact on attainment</p>
C.	Delayed speech and language skills and ability to communicate appropriately with other peers due to social communication difficulties.	<p>Speech and language recommendations are implemented where needed in each class.</p> <p>S &amp; L therapist assessments identify the progress for each individual.</p> <p>Differentiation and alternative provision is planned for and acknowledged on planning. SAP targets reflect this and alternate provision is implemented.</p>
D.	Parental support with homework and reading.	<p>Parents to attend more teacher meetings with class teachers and staff. Parents are positively engaging with school and supporting their child's learning.</p> <p>Completing more reading and homework tasks.</p>

**Planned expenditure**

**Academic year** 2017/2018

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  Reviewed
Behaviour of key PPG has become more positive. Children are more engaged in their learning and fewer disruptions are recorded.	Support from BST to target particular PP children and provide appropriate recommendations.	More behaviour logs entries have been noted More visits to SLT have been recorded. Incidents of lack of respect noted in classrooms and during assembly times.	Observations in class. Monitoring of behaviour logs and implementation of recommendations supplied by outside professionals. Monitoring books and the children's engagement in tasks.	Class teachers and inclusion lead.	EHA, EP, CALT and BST support was seen to have a positive impact on individual and group behaviour. During the Summer term, there were less referrals to SLT compared to Autumn. Improved behaviour during assemblies was noted.
Class teachers take more responsibility of implementing	Teachers identify PP children on their planning. Share interventions/targets with all	PP previously not identified on planning. PP needs to be the first priority. After	Implementing a new PP form to record individual targets - impact of all interventions	Class teachers and inclusion lead.	SIP review of PPG provision and actions required fed back to staff (Feb 2018)

targeted interventions . They ensure impact of each intervention is measured and recorded.	staff involved and review half termly during pupil progress meetings	recommendations from SIP – new systems need to be put in place.	are closely tracked.  All staff know who their PP children are in class and are following the recommendations from the SIP PP review.		PPG children now noted on planning, and needs shared with class team.  All Teachers using WB individual provision and progress sheets for tracking and monitoring PPG children; reviewed at half termly pupil progress meetings with SLT.  Class Teachers now take ownership of planning additional interventions for their PPG children, overseen by PPG lead.
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<b>Total budgeted cost</b>	£7,046
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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  Review
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<p>PPG children have tailored interventions to support their key needs.</p>	<p>PPG children identified on all planning and each child has at least one targeted intervention in addition to their daily learning.</p>	<p>Impact needs to be more closely monitored to ensure the most beneficial provision is being implemented in the classroom.</p>	<p>Inclusion leader to monitor and observe.  Key recording sheets are used to note attendance, next steps, duration and objectives for each session.</p>	<p>Inclusion Lead and class teachers.</p>	<p>Interventions in place for each year group. PPG Lead introduced record sheets to monitor attendance and progress for each session.  Analysis of termly standardised scores in RWM used to measure progress and shared with SLT and Governors.</p>
<p>Appropriate TA support provided for key PPG children in each class.  All TAs have detailed information provided to them with regards to all PPG children in their class. Background information must also be provided.</p>	<p>Each class teacher completes a detailed intervention timetable.</p>	<p>Not all staff were aware of their targeted PP children in the classroom.  TA's have access to all PP information/ targets and background.</p>	<p>Inclusion leader to monitor and observe.  Evidence is provided to Inclusion leader with regards to allocation of TAs and interventions covered.  Class teacher/ inclusion lead needs to ensure all information/ targets are circulated with all staff in the school.</p>	<p>Inclusion Lead and class teachers.</p>	<p>PPG review headlines followed up in whole staff training.  PPG highlighted on planning and Intervention timetables and shared with support staff.  Provision evaluated at termly pupil progress meetings.</p>

External agencies are used effectively to target the needs of PPG.	Use PP budget more effectively to incorporate more support from external agencies.	Budget allocation of agency use reflects the needs of individual PPG children and the difficulties they have.	Regular meetings with professionals and obtain reports from each.  Inclusion leader to document the involvement and ensure all recommendations / advice are shared with class teachers.	Inclusion lead.	External support for PPG children used for: <ul style="list-style-type: none"> <li>• Play therapy</li> <li>• Speech and Language</li> <li>• Behaviour support team</li> <li>• Emotional Health Academy</li> <li>• EP</li> </ul>
<b>Total budgeted cost</b>					£20,185
<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>  <b>Review</b>
More PP children attend extra curricula activities.	Inclusion leader to source alternate clubs.	A very small majority of PP children are attending lunchtime and after school clubs.  Recent interviews and questionnaires have identified the gap in attendance to clubs and the noted the clubs which are of interest to PP child.	Attendance to more clubs is noted and an evaluation of each PP child's views is recorded.	Class teachers, Inclusion Lead and lunchtime supervisors	PPG funding used for enrichment activities such as: <ul style="list-style-type: none"> <li>• Playzone</li> <li>• Music lessons</li> <li>• Football &amp; sports club</li> <li>• Bowling</li> <li>• Trip support</li> </ul>

• <b>Total budgeted cost</b>	<b>£2386</b>
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**Financial breakdown:**

<b>Carry forward from 15/16</b>	<b>£6422</b>
<b>PP funding 16/17</b>	<b>£36,080</b>
<b>Total for 16/17</b>	<b>£42,502</b>
<b>Expenditure 16/17</b>	<b>£38,043</b>
<b>Carry Forward from 16/17</b>	<b>£4,460.00</b>
<b>PP Funding 17/18</b>	<b>£36,520.00</b>
<b>Total for 17/18</b>	<b>£40,980.00</b>
<b>Expenditure 17/18</b>	<b>£29,026</b>