Arnside National Primary School Pupil Premium Strategy Statement 2018 - 2019

1. Summary information					
School	Arnside National Primary School				
Academic Year	2018/19	**Total PP budget**	£21,380.00	**Date of most recent PP Review**	April '18
Total number of pupils	141	**Number of pupils eligible for PP**	14	**Date for next internal review of this strategy**	Nov '18

2. Attainment for Year 6 Leavers 2017/18		
	Pupils eligible for PP (4/17)	*Pupils not eligible for PP (national average)*
% of pupils achieving the expected standard in reading, writing and maths	100%	88%
Comparison against National % achieving the expected standard in reading, writing and maths **(attainment)**	70%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Reading difficulties for pupils eligible for PP effecting learning in subsequent years and detrimental effect on academic progress
B.	Emotional difficulties and attachment disorders for pupils eligible for PPG
C.	Higher level reading and understanding of emotional concepts explored in more complex literature (high attaining children eligible for PPG)
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improve reading age for target children who receive the PPG	Improved reading age for target children measured through Schonell reading test/Reading Intervention scores
B.	Provide support and improve target children's emotional well-being	Improve target children's scores on 'Strengths and difficulties' questionnaire
C.	To improve higher level reading in more able children who receive PPG	Improved reading scores

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?
Improve reading age for target children who receive the PPG	Prioritise children who receive PPG for 1:1 daily reading in KS1.	<u>Feedback</u> Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	TA to keep portfolio of work for children who receive PPG. Collect examples of support work/booster activities/differentiated support.	KM	July '19
Provide support and improve target children's emotional well-being	Prioritise children who receive PPG for social and emotional support – intervention groups and school counsellor sessions. Ensure children who are eligible for PPG have all equipment they need	Social and emotional Learning Interventions which target social and emotional learning. Seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	TA to keep portfolio of work for children who receive PPG. Collect examples of support work/booster activities/differentiated support.	KM	July '19

| To improve higher level reading in more able children who receive PPG | To always provide children eligible for PPG an extension or access to mastery work in their target area. | Mastery Learning
Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.
There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. | TA to keep portfolio of work for children who receive PPG.
Collect examples of support work/booster activities/differentiated support. | KM | |

Total budgeted cost	£3880

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?
Improve reading age for target children who receive the PPG	1:1 Reading Intervention programme for target children	One-to-One Tuition One to one tuition involves an adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Half termly meetings with TA delivering the reading intervention programme. TA to keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.	KM	July '19

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?
Provide support and improve target children's emotional well-being	Unpack my Week Sessions – Children eligible for PPG can access counselling support with SR Lego Therapy – Intervention for target children needing social support Yoga – Access to weekly yoga session to relive anxieties.	<u>Social and Emotional Learning</u> Interventions which target social and emotional learning. Seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	The strengths and difficulties questionnaire will be used to assess the effectiveness of the Social and Emotional Learning and the impact on achievement. TA to keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.	KM	
To improve higher level reading in more able children who receive PPG	Mastery Reading Comprehension Intervention – target children to receive 1:1 reading mastery session in which higher level literature is explored.	<u>Mastery Learning</u> Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an	Improved higher level reading scores of disadvantaged pupils at KS2. TA to keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.	KM	July '19
Total budgeted cost					£17500

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?**
Total budgeted cost					

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**
Disadvantaged children making similar progress to peers from similar starting points	Feedback Approach	All children in Year 6 who were eligible for PPG (4 children) achieved the expected standard in Reading, Writing, Maths, and SPAG (100%) compared to 70% National average of 70%.	Continue to use the feedback approach in which learning goals are set for target children. Continue to target children eligible for PPG through booster sessions.	£1840

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**
Improved social skills for target children	Targeted social and emotional interventions for target children – Lego therapy, Time to Talk, Socially speaking, Unpack my week	Increased scores on S&D questionnaires for target children. See how this links to their ability to access emotional aspects of literacy – potential barrier to learning.	Continue with emotional/social support – extend to children with attachment disorders which are creating barriers to learning.	£12500

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**
Improved reading abilities	Focused reading comprehension for groups Booster reading for year 6	All children in Year 6 who were eligible for PPG (4 children) achieved the expected standard in Reading, (100%) compared to 70% National average of 70%. Target children for mastery learning.	Continue to target children for booster reading. Target children for mastery reading.	£1500

7. Additional detail

Pupil premium checklist to ensure focus on pupils eligible for PPG.

Pupil premium pupils to receive a PP plan which identifies their specific area of need.

SENCo regularly reviews PP progress and impact of interventions.

Evidence for Pupil Premium files collected by Teaching Assistants.