

Pupil premium strategy statement – Aston Tower Community Primary School

1. Summary information					
School	Aston Tower Community Primary School				
Academic Year	2017/18	Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	January 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	42%	40 %
Average progress in reading	-1.8	0.3
Average progress in writing	+2.0	0.2
Average progress in maths	-2.3	0.3

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.	Significantly high levels of economic disadvantage. Poor housing, limited opportunities in terms of life experiences.
B.	Limited oral language skills (English)
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	In some cases, low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to raise the attendance of disadvantaged pupils from 2016/17 figure (95.2%) to in line with the national average for all pupils.	96.6% target for this group which is in line with the national 'other' figure and reduce persistent absence to 7%
B.	Accelerate the progress of all disadvantaged pupils in KS1 and 2.	Y6: further accelerate the rate of progress made by disadvantaged pupils (as measured by DfE progress scores) to at least 0 in reading and mathematics from -1.8 and -2.3 respectively, and maintain it at, at least 2.0 in writing. Y3 to 5: NFER standardised scores shows narrowed gap from previous year's data.

C.	Maintain historic strong performance in the EYFS.	Y2: in reading, writing and mathematics, disadvantaged pupils achieve as well as the national other group in both expected and greater depth. Proportion of pupils reaching a good level of development by the end of the Reception year to continue to be in line with the national average.
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5. Planned expenditure					
Academic year	2017/18				
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?
Ensure all teaching is at least good/meeting teachers' standards with an increased proportion being outstanding.	SDP actions to develop and strengthen teaching further as well as through the appraisal process for both teachers and teaching assistants. A particular focus placed on the teaching of mathematics. Additional staff in a number of year groups funded through the grant and to reduce teacher/pupil ratio. Training to improve quality of teaching in mathematics provided by an external consultant. Purchase high quality resources to support learning in mathematics and writing.	Maintain high proportion of teaching that is good or outstanding. Ensure that the small proportion of teaching that is not consistently good, it at least so by December 2017. Extend the outstanding provision further. High quality teaching will accelerate progress of all groups, including the disadvantaged. Resources in use	Learning walks, data review, book trawls and interventions to support staff. Each year group has cohort targets to ensure the gap between the school's disadvantaged group	HT	Each term. Other senior leaders to meet with HT to discuss outcomes.
Total budgeted cost					£247, 979. 42
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?
Accelerate progress of disadvantaged pupils in mathematics.	Small group teaching by external specialist- Y4, 5 and 6 both in & outside of school hours.	Historic pattern of successful practice with disadvantaged pupils. The subject is an area that the school is focusing on.	Monitoring of outcomes through scrutiny of assessment data and pupils' work.	DHT	Each term
Accelerate progress of disadvantaged pupils in reading.	Small group sessions to promote the development of reading skills. Provision from Y3-6.	Development of a key skills for learning within this subject and across the curriculum.	Monitoring of outcomes through assessment data.	DHT	Each term

Additional teaching assistants in YR, 1 and Y2.	Small group sessions to promote the development of reading, writing and mathematics skills.	Historic evidence of progress/impact for the large number of disadvantaged pupils in YR-2.	Monitoring of outcomes through scrutiny of assessment data and pupils' work.	AHT	Each term
Total budgeted cost					£40, 180.08
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?
Improve the attendance of disadvantaged pupils who are persistently absent.	Work in partnership with Walsall education Service to monitor and challenge families of persistently absent children.	The proportion of disadvantaged pupils who are persistently absent is higher than the other group nationally.	Monitoring attendance patterns.	HT/ post holder	Each half term
Total budgeted cost					£870

6. Review of expenditure				
Previous Academic Year		This is a review of the previous year, so the outcomes and success criteria will be different to above.		
i. Quality of teaching for all				
Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.				
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				
Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.				
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				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>				

Disadvantaged pupils in KS2 made faster progress in during 2016/17 in both reading and writing. Our strategies enabled them to make fast progress in writing, the rate of which accelerated significantly to above average. Progress also accelerated in reading.