

**Ashley Junior School**  
**Pupil Premium Review: January 2017**

<b>Number of Pupils eligible for PP (2016/17)</b>	<b>86 (34%)</b>
<b>Total PP Budget (2016/17)</b>	<b>£112,640</b>

<b>End of Key Stage Data: July 2016</b>					
<b>% attaining ARE</b>	<b>Pupils eligible for PP (25)</b>			<b>Pupils not eligible for PP (38)</b>	
	<b>School including LSU</b>	<b>School without LSU (7 pupils)</b>	<b>National PP</b>	<b>School</b>	<b>National non PP</b>
<i>Reading</i>	65	81	53	80	71
<i>Writing</i>	65	81	64	90	79
<i>Maths</i>	58	71	57	85	75
<i>R/W/M</i>	50	62	39	75	60

<b>Barriers to future attainment for pupils eligible for PP</b>	
<b>A</b>	Resilience and aspirational thinking
<b>B</b>	Language
<b>C</b>	Poor attendance – significant number of Persistent Absentees are PP
<b>D</b>	Home learning support
<b>E</b>	Social skills
<b>F</b>	Specific learning difficulties identified in EHCP/PLP

<b>Planned Expenditure</b>				
<b>Quality First Teaching</b>				
<b>Chosen Action/Approach</b>	<b>Evidence/Rationale</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Cost</b>
Provide training on 'Learning Powers' and 'Growth Mindset' for all staff	<ul style="list-style-type: none"> <li>Sutton Trust research shows metacognition is low cost/high impact</li> </ul>	<b>SLT</b> <b>RH</b>	<ul style="list-style-type: none"> <li><i>SLT</i></li> <li><i>Governors</i></li> </ul>	<b>£750</b>

2 x staff attending 'Raising the Attainment of Lower Attaining Pupils'	<ul style="list-style-type: none"> <li>Looking at approaches to develop metacognition further</li> </ul>	<b>IR/KP</b>	<ul style="list-style-type: none"> <li><i>External agencies</i></li> <li><i>Observation</i></li> <li><i>Quality of T &amp; L</i></li> <li><i>Work scrutiny</i></li> <li><i>Learning walks</i></li> </ul>	<b>£600</b>
Action Research Groups addressing a range of areas	<ul style="list-style-type: none"> <li>Peer development of understanding of pedagogy</li> </ul>	<b>CT/LW</b>		<b>£750</b>
Training on marking and feedback – including revised policy	<ul style="list-style-type: none"> <li>Sutton Trust research indicates low cost/high impact</li> </ul>	<b>SLT</b>		<b>£1200</b>
Access arrangements in classrooms – dyslexia and SLCN friendly approaches/SEMH adjustments	<ul style="list-style-type: none"> <li>Ensures the curriculum and environment are accessible to pupils</li> </ul>	<b>SW</b>		<b>£750</b>
Learning Support Assistant training: <ul style="list-style-type: none"> <li>Weekly meetings</li> <li>Bespoke training</li> </ul>	<ul style="list-style-type: none"> <li>Developing staff understanding and developing a range of strategies and skills to ensure pupils access the curriculum</li> </ul>	<b>SW</b>		<b>1 hour per LSA weekly £2200</b>
Maths teaching training and support: <ul style="list-style-type: none"> <li>2 x staff on maths hub training</li> <li>INSET training – calculations, reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Developing pedagogy and mathematical skills and knowledge.</li> </ul>	<b>LW</b>		<b>£1,500</b>
Pupil Progress and Personalised Learning Plan (PLP) meetings termly	<ul style="list-style-type: none"> <li>Tracking pupil progress</li> <li>Identify gaps early and provide appropriate interventions</li> </ul>	<b>SW SLT</b>		<b>£750</b>
Provide training in Positive Behaviour Management: <ul style="list-style-type: none"> <li>3 x staff on Team teach training</li> <li>Policy review and subsequent INSET for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive relationships and environment for learning</li> </ul>	<b>SLT</b>	<ul style="list-style-type: none"> <li><i>SLT</i></li> <li><i>Governors</i></li> <li><i>LLP</i></li> <li><i>Observation</i></li> <li><i>Data analysis</i></li> </ul> <b>£900</b>  <b>£350</b>	

<b>Total cost = £8,900</b>				
<b>Targeted Support</b>				
<b>SEMH Provisions</b>				
ELSA/FEIPS – pastoral support	<ul style="list-style-type: none"> <li>Emotional stability – readiness to learn</li> </ul>	<b>LB/SC</b>	<ul style="list-style-type: none"> <li><i>Pupil progress against targets</i></li> </ul>	<b>£5,684.22</b> <b>£600</b>
Nurture/Life Skills	<ul style="list-style-type: none"> <li>Emotional development</li> <li>Readiness to learn</li> </ul>	<b>DJ/KB</b>		<b>£6,986.25</b> <b>£5,399.25</b> <b>£6,273</b>
Pastoral Story Writing	<ul style="list-style-type: none"> <li>Further develop emotional literacy and self-regulation</li> <li>Raise standards in writing</li> </ul>	<b>SC/LB</b>		<b>£1,263.16</b>
Differentiated Play/Social Skills	<ul style="list-style-type: none"> <li>Develop positive relationships and confidence</li> <li>Develop individual play skills</li> </ul>	<b>AE/SE/KF/SJ</b>		<b>£10,517.90</b>
Mental Health Lead/Home School Link Worker	<ul style="list-style-type: none"> <li>Develop resilience</li> <li>Develop positive relationships with parents</li> <li>Link to external agencies</li> <li>Monitor attendance</li> </ul>	<b>SC</b>	<ul style="list-style-type: none"> <li><i>SLT</i></li> <li><i>Governors</i></li> <li><i>Attendance analysis</i></li> </ul>	<b>£26,148</b>
The Ashley Family Hub	<ul style="list-style-type: none"> <li>Support for parents</li> </ul>	<b>SC</b>		<b>£2000</b>
Enrichment: <ul style="list-style-type: none"> <li>Sport</li> <li>Music</li> <li>Lead Learners/Mentors</li> <li>Visits</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment opportunities</li> <li>Sutton Trust – participation in sport provides reasonable impact</li> <li>Sutton Trust – Peer mentoring/support provides high impact</li> <li>Raise aspirations</li> </ul>	<b>SLT</b> <b>GT</b> <b>LH</b>	<ul style="list-style-type: none"> <li><i>SLT</i></li> <li><i>Governors</i></li> <li><i>Data analysis</i></li> </ul>	<b>£4786</b> <b>2643.25</b> (Visits, Music, Sports clubs)

	<ul style="list-style-type: none"> <li>• Adopt healthier lifestyles</li> </ul>			
<b>Total cost = £72,301.03</b>				
<b>Literacy &amp; Numeracy Structured Interventions</b>				
Lexia Reading Programme	<ul style="list-style-type: none"> <li>• Regular reading practice to raise standards in reading</li> <li>• Structured programmes developing phonics, vocabulary and comprehension skills</li> <li>• Links to home learning</li> </ul>	<b>SW</b>	<ul style="list-style-type: none"> <li>• SW(SENCO)</li> <li>• SLT</li> <li>• Observation</li> <li>• Data analysis</li> </ul>	<b>£1200</b>
Reading Plus Reading Programme				<b>£4,780.32</b>
				<b>£1,063</b>
Catch Up	<ul style="list-style-type: none"> <li>• Individual/small group opportunities to develop basic skills in literacy and numeracy</li> </ul>			<b>£3,585.24</b>
Toe-by-toe				<b>£6,900</b>
SOS Spelling				
Narrative Approach				
Precision teaching				
Project X Reading Programme				
First Class at Number				
Success at Arithmetic		<b>£4,483</b>		
Y6 Booster maths	<ul style="list-style-type: none"> <li>• Provision for higher attaining PP maths</li> </ul>	<b>LH</b>		<b>£7,200</b>
Technology: <ul style="list-style-type: none"> <li>• Ipads</li> <li>• Symwriter</li> <li>• Clicker</li> </ul>	<ul style="list-style-type: none"> <li>• Support individual programmes</li> <li>• Meet physical/sensory needs</li> </ul>	<b>PC/SW/NH</b>		<b>£3,492</b>
<b>Total cost = £32,703.56</b>				
<b>Other Approaches</b>				
Individual pupil mentoring	<ul style="list-style-type: none"> <li>• Develop metacognition – Sutton trust research indicates high impact/low cost</li> </ul>	<b>Teachers</b>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Progress Meetings</li> </ul>	<b>£1,200</b>

	<ul style="list-style-type: none"> <li>• Provide feedback. Sutton Trust research indicates low cost/high impact</li> </ul>			
Educational Psychologist drop-ins	<ul style="list-style-type: none"> <li>• More accurate identification of pupil need</li> <li>• Joint planning with external agencies</li> <li>• Diagnostic assessments</li> <li>• Developing support strategies for home and school</li> </ul>	SW	<ul style="list-style-type: none"> <li>• <i>Pupil progress against targets</i></li> </ul>	£2,400
Occupational Therapy support	<ul style="list-style-type: none"> <li>• Meeting need</li> </ul>	SJ		£896.31
<b>Total cost = £4,496.31</b>				
<b>Overall cost = £118,400.90</b>				

<b>Evaluation</b>		
<b>Action</b>	<b>Outcomes</b>	<b>Lessons Learned</b>
<b><i>Quality First Teaching</i></b>	<ul style="list-style-type: none"> <li>• Quality of teaching overall is good.</li> <li>• Standards at end of KS2 are good for all pupils, including pupils receiving Pupil Premium.</li> <li>• Evidence that access arrangements are embedded in teaching strategies.</li> <li>• Evidence that resilience is improving and that pupils have a better understanding about their learning. (Pupil conferences/observation)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Increase the monitoring through more pupil conferencing.</i></li> <li>• <i>Ensure all staff are trained at induction on expected access arrangements.</i></li> </ul>
<b><i>SEMH Provision</i></b>	<ul style="list-style-type: none"> <li>• Increasing numbers of pupils with SEMH.</li> <li>• Most expensive provision.</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>• Decreased exclusions.</li> <li>• Improving standards – increasing numbers moving</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Social skills groups were inefficient and had low impact. These are now incorporated into differentiated play – more realistic context.</i></li> <li>• <i>ELSA should be a short term provision</i></li> </ul>

	<p>off the SEN register.</p> <ul style="list-style-type: none"> <li>• Differentiated play further developed to include pastoral/social skills targets</li> <li>• Ashley Family Hub in conjunction with AIS and Ashley Baptist Church is providing a high quality community service.</li> </ul>	<p><i>but tends to be extended. Replace with a similar but less intensive provision. (Bubble time)</i></p> <ul style="list-style-type: none"> <li>• <i>Collect data on Ashley Hub – attendance/engagement – to enable an evaluation of impact.</i></li> </ul>
<b><i>Literacy &amp; Numeracy Structured Provision</i></b>	<ul style="list-style-type: none"> <li>• Ratio gains are positive.</li> <li>• Quality of provision is good.</li> <li>• Reading programmes generally having high impact and good engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ensure skills are transferred to the classroom i.e. extended writing.</i></li> <li>• <i>LSAs have a responsibility to ensure there are links between interventions and classroom practice.</i></li> </ul>
<b><i>Other Approaches</i></b>	<ul style="list-style-type: none"> <li>• Mentoring proved useful and high impact for pupils who receive PP but are achieving well. It was however inconsistently delivered.</li> <li>• EP drop-ins proved successful. Good parent engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ensure mentoring sessions are regular and recorded. Monitor progress of pupils.</i></li> </ul>