

Ashley Junior School
Pupil Premium Review: October 2018

Number of Pupils eligible for PP (2017/18)	
Total PP Budget (2017/18)	£106,580

End of Key Stage Data 2018				
% attaining ARE	Pupils eligible for PP (25)		Pupils not eligible for PP	
	School including LSU (25 pupils)	School without LSU (17 pupils)	School (42)	National non PP (2018)
<i>Reading</i>	60	88	90	80
<i>Writing</i>	52	76	95	83
<i>Maths</i>	52	76	90	81
<i>R/W/M</i>	48	71	83	70

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

Planned Expenditure				
Quality First Teaching				
Chosen Action/Approach	Evidence/Rationale	Staff Lead	Monitoring	Cost
Provide training on 'Learning Powers' and 'Growth Mindset' for all staff	<ul style="list-style-type: none"> Sutton Trust research shows metacognition is low cost/high impact 	SLT RH	<ul style="list-style-type: none"> SLT Governors External agencies Observation Quality of T & L Work scrutiny Learning walks 	£758
'Achievement for All' Project <ul style="list-style-type: none"> Coaching x 3 weekly Focused group Training 	<ul style="list-style-type: none"> Looking at approaches to develop language for learning and social behaviour Strengthen dialogue with parents 	SW		£1,515
Action Research Groups addressing a range of areas	<ul style="list-style-type: none"> Peer development of understanding of pedagogy 	CT/LW		£758
Training on Assessment/Feedback – monitoring and review	<ul style="list-style-type: none"> Sutton Trust research indicates low cost/high impact 	SLT		£1,212
Access arrangements in classrooms – dyslexia and SLCN friendly approaches/SEMH adjustments	<ul style="list-style-type: none"> Ensures the curriculum and environment are accessible to pupils 	SW		£758
Learning Support Assistant training: <ul style="list-style-type: none"> Update meetings Bespoke training 	<ul style="list-style-type: none"> Developing staff understanding and developing a range of strategies and skills to ensure pupils access the curriculum 	SW		1 hour per LSA 3 weekly £2,250
Maths teaching training and support: <ul style="list-style-type: none"> INSET training – calculations, reasoning 	<ul style="list-style-type: none"> Developing pedagogy and mathematical skills and knowledge. 	LW		£1,515

Pupil Progress and Personalised Learning Plan (PLP) meetings termly	<ul style="list-style-type: none"> Tracking pupil progress Identify gaps early and provide appropriate interventions 	SW SLT		£758
Language Link – SLCN diagnostic tool: <ul style="list-style-type: none"> On-Line Resource Training – access to SALT Assessments 	<ul style="list-style-type: none"> Identification of pupil strengths and areas for development in SLCN Intervention programme for pupils needing it Increasing staff awareness and skills 	SW SJ	<ul style="list-style-type: none"> SLT Progress meetings PLP meetings 	£1,212 15 pupils x 15 hours £225
Structured conversations: <ul style="list-style-type: none"> Termly meetings with parents/class teacher/SLT 	<ul style="list-style-type: none"> Increase engagement with parents of target group children Improve systems to support in the home 	SW	<ul style="list-style-type: none"> SLT Governors Achievement coach 	16 parents 48 hours – SLT/teacher cover £1600
Provide training in Positive Behaviour Management: <ul style="list-style-type: none"> Policy review and subsequent INSET for all staff 	<ul style="list-style-type: none"> Develop positive relationships and environment for learning 	SLT	<ul style="list-style-type: none"> SLT Governors LLP Observation Data analysis 	£750 £350
Total cost = £13,436				
Targeted Support				
SEMH Provisions				
ELSA/FEIPS – pastoral support	<ul style="list-style-type: none"> Emotional stability – readiness to learn 	LB/SC	<ul style="list-style-type: none"> Pupil progress against targets 	£5,741 £606 £750 ELSA training
Nurture/Pastoral group	<ul style="list-style-type: none"> Emotional development Readiness to learn 	SJ/TH FF		£6,986.25 £5,399.25 £6,273 £850 Nurture training

Relaxation	<ul style="list-style-type: none"> • Reduce anxiety • Develop calming strategies 	SH		£1,616 £253
Differentiated Play/Social Skills	<ul style="list-style-type: none"> • Develop positive relationships and confidence • Develop individual play skills 	SE/SJ/SW/KB/HB		£10,517.90
Mental Health Lead/Home School Link Worker	<ul style="list-style-type: none"> • Develop resilience • Develop positive relationships with parents • Link to external agencies • Monitor attendance 	SC	<ul style="list-style-type: none"> • SLT • Governors • Attendance analysis 	£27,677
The Ashley Family Hub	<ul style="list-style-type: none"> • Support for parents 	SC		£2,020
Enrichment: <ul style="list-style-type: none"> • Sport • Music • Lead Learners/Mentors • Visits 	<ul style="list-style-type: none"> • Enrichment opportunities • Sutton Trust – participation in sport provides reasonable impact • Sutton Trust – Peer mentoring/support provides high impact • Raise aspirations • Adopt healthier lifestyles 	SLT GT PM LH	<ul style="list-style-type: none"> • SLT • Governors • Data analysis 	£2,000 (Visits, Music, Sports clubs)
Total cost = £70,689.40				
<i>Literacy & Numeracy Structured Interventions</i>				
Lexia Reading Programme	<ul style="list-style-type: none"> • Regular reading practice to raise standards in reading 	SW	<ul style="list-style-type: none"> • SW(SENCO) • SLT 	£1,212 £4,828
Reading Plus Reading Programme	<ul style="list-style-type: none"> • Structured programmes developing phonics, vocabulary and comprehension skills 		<ul style="list-style-type: none"> • Observation • Data analysis 	£1,074

	<ul style="list-style-type: none"> • Links to home learning 			
Catch Up	<ul style="list-style-type: none"> • Individual/small group opportunities to develop basic skills in literacy and numeracy 			£3,621
Toe-by-toe				£6,969
SOS Spelling				
Junior Language Link				
Precision teaching				
Project X Reading Programme				
NESSY (Spelling and reading programme)	<ul style="list-style-type: none"> • Multi-sensory approach to reading and spelling 	SJ		£295
Y6 Booster maths	<ul style="list-style-type: none"> • Provision for higher attaining PP maths 	LH		£7,272
Technology: <ul style="list-style-type: none"> • Ipads • Symwriter • Clicker 	<ul style="list-style-type: none"> • Support individual programmes • Meet physical/sensory needs 	PC/SW/NH		£3,527
Total cost = £28,798				
Other Approaches				
Individual pupil mentoring	<ul style="list-style-type: none"> • Develop metacognition – Sutton trust research indicates high impact/low cost • Provide feedback. Sutton Trust research indicates low cost/high impact 	Teachers	<ul style="list-style-type: none"> • <i>SLT</i> • <i>Progress Meetings</i> 	£1,212
Educational Psychologist drop-ins and additional days	<ul style="list-style-type: none"> • More accurate identification of pupil need • Joint planning with external agencies 	SW	<ul style="list-style-type: none"> • <i>Pupil progress against targets</i> 	£2,424

	<ul style="list-style-type: none"> • Diagnostic assessments • Developing support strategies for home and school 			
Occupational Therapy support	<ul style="list-style-type: none"> • Meeting need 	SJ		£905
Free School Meals				
£11,896				
<i>Total cost = £16,437</i>				
Overall cost = £129,360.40				

Evaluation		
Action	Outcomes	Lessons Learned
<i>Quality First Teaching</i>	<ul style="list-style-type: none"> • Ofsted inspection judged as 'good'. • Quality of teaching overall is good. • Standards at end of KS2 are good for all pupils, including pupils receiving Pupil Premium. • Evidence that access arrangements are embedded in teaching strategies. • Evidence that resilience is improving and that pupils have a better understanding about their learning. (Pupil conferences/observation/Ofsted) 	<ul style="list-style-type: none"> • <i>Improve strategies to support pupils with SLCN</i> • <i>Increase the monitoring through more pupil conferencing.</i> • <i>Ensure all staff are trained at induction on expected access arrangements.</i>
<i>SEMH Provision</i>	<ul style="list-style-type: none"> • Increasing numbers of pupils with SEMH. • Most expensive provision. <p>However:</p> <ul style="list-style-type: none"> • Decreased exclusions. 	<ul style="list-style-type: none"> • <i>Nurture provision is successfully supporting pupils' inclusion back into the classroom.</i>

	<ul style="list-style-type: none"> • Improving standards – increasing numbers moving off the SEN register. • Differentiated play further developed to be more inclusive • Ashley Family Hub in conjunction with AIS and Ashley Baptist Church is providing a high quality community service. The impact is difficult to measure. 	<ul style="list-style-type: none"> • <i>ELSA should be a short term provision but tends to be extended.</i> • <i>Collect data on Ashley Hub – attendance/engagement – to enable an evaluation of impact.</i> • <i>Structured zones are supporting vulnerable pupils to access play</i> • <i>Relaxation sessions to support pupils in calming techniques</i>
Literacy & Numeracy Structured Provision	<ul style="list-style-type: none"> • Greater engagement needed with parents. Seek to empower parents to support their children. • Ratio gains are positive. • Quality of provision is good. • Reading programmes generally having high impact and good engagement. 	<ul style="list-style-type: none"> • <i>Consider different approaches to parental engagement.</i> • <i>Ensure skills are transferred to the classroom i.e. extended writing.</i> • <i>Teachers and LSAs have a responsibility to ensure there are links between interventions and classroom practice.</i> • <i>Increase spelling interventions and utilise support materials for Lexia</i>
Other Approaches	<ul style="list-style-type: none"> • Mentoring proved useful and high impact for pupils who receive PP but are achieving well. It was however inconsistently delivered. • Problem-solving approaches within teams led by the EP were successful. • EP drop-ins proved successful. Good parent engagement. 	<ul style="list-style-type: none"> • <i>Review mentoring sessions and ensure they are regular and recorded. Monitor progress of pupils.</i>