

Annex 2c: Pupil premium strategy statement

1. Summary information					
School	Aragon Primary School				
Academic Year	2017-2018	Total PP budget	£128 040	Date of most recent PP Review	Jan 2018
Total number of pupils	619	Number of pupils eligible for PP	106	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	56%	60%
average progress score in reading	0%	0.33
average progress score in writing	0.77%	0.12
average progress score in maths	1.88%	0.24
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Profile of Pupil Premium needs to be raised further with an increased emphasis on the 'More Able', particularly in reading	
B.	Progress of Pupil Premium children in Years 5 & 6 is below the progress of non-pupil premium children in reading, writing and maths.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Some of our PP children have emotional and social issues which have a detrimental effect on their progress.	
D.	Attendance rates for Pupil Premium are lower than that of the school average (93.9% compared to 95.9%). This reduces their school hours and can cause them to fall behind on average.	

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Raised awareness and profile of Pupil Premium throughout the school as part of an 'Achievement for All' approach with a focus on the 'More Able' and reading	Teachers can talk confidently about the PP pupils in their classes and how they are particularly extending the 'More Able', particularly in reading. Raised expectations of achievement and progress with 'More Able' PP children making expected or exceeded progress.
B.	<p>Higher rates of progress and attainment for PP children in Years 5 & 6 including the 'More Able' across reading, writing and maths</p> <p>Higher rates of progress for PP children in Maths in Year 3</p> <p>Targets linked to SEF</p> <p>KS1: To ensure all disadvantaged pupils especially higher achievers make at least good progress, (especially in reading in Year 2)</p> <p>EYFS: To ensure that attainment in maths is in line with national.</p>	<p>Pupil Premium children in Year 5 make at least expected progress and PP children in Year 6 make expected or exceeded progress from the end of Key Stage 1. 'More Able' PP children make expected or exceeded progress.</p> <p>Higher rates of progress for PP children in Maths in Year 3</p> <p>Higher rates of progress seen in KS1, particularly in reading in Year 2.</p> <p>Attainment in Maths for PP children is in line with national in EYFS.</p>
C.	Vulnerable children develop strategies to support their emotional and social needs.	Children successfully using strategies learned through ELSA, small group social skills and Jigsaw4u to support their emotional and social needs. Children will make academic progress in line with their peers.
D.	Increased attendance rates for pupils eligible for Pupil Premium.	Continue to reduce the number of persistent absentees among pupils eligible for PP to be in line with their non PP peers. Overall PP attendance improves 93.9% to 96%.

5. 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?
A. Raise awareness and profile of Pupil Premium throughout the school as part of an 'Achievement for All' approach with a focus on the 'More Able' and reading	<p>Staff meetings</p> <p>Targeted discussions in Pupil Progress meetings.</p> <p>TA training</p> <p>CT/TA appraisal targets</p>	<p>'Quality First' teaching is key to pupil progress and success.</p> <p>'There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work'.</p> <p>John Dunford Educational Consulting- 2014</p> <p>Feedback studies tend to show very high effects on learning. –<i>EEF Toolkit October 2016</i></p>	<p>Vigorous monitoring of Provision Maps to ensure targeted provision.</p> <p>Inclusion Learning Walks/TA Drop ins</p> <p>Book trawls</p> <p>Lesson observations that focus on effective differentiation and stretching the 'More Able'/reading</p> <p>Pupil Progress meetings</p> <p>Staff Training: Singapore Maths training- 5.09.17 –whole day INSET with a focus on effective differentiation Reading comprehension/raising attainment in reading/-whole day INSET- 03.01.18 Spelling/SPAG training –Sir Linkalot- 08.02.18 Differentiaton- still to be arranged</p>	<p>Hayley Russi Karen Honor</p> <p>SLT</p> <p>SLT</p>	<p>Half-termly Pupil Progress Meetings</p> <p>Half-termly Lesson Observations</p> <p>Half-termly Book Trawls</p> <p>End of year appraisals for CTs/TAs</p>

<p>B. Higher rates of progress and attainment for PP children in Years 5 & 6 in particular, across reading, writing and maths</p> <p>Higher rates of progress for PP children in Maths in Year 3</p> <p>KS1: To ensure all disadvantaged pupils especially higher achievers make at least good progress, (especially in reading in Year 2)</p> <p>EYFS: To ensure that attainment in maths is in line with national.</p>	<p>Additional teacher employed in Autumn 2017 (0.6) to provide additional support within the Year 6 cohort + 1.5 additional TA</p> <p>Sets for Year 6 Maths and Literacy</p> <p>Teachers to deliver small group intervention during Assembly time Assembly time moved to first thing each morning across year groups</p> <p>PP children targeted in reading and maths in EYFS and Year 1</p> <p>PP children to be part of 'Championing a Child'-linked to a named staff member-with a reading focus</p>	<p>Small group intervention with highly qualified staff has been shown to be effective.</p> <p>'Evidence suggests that certain types of grouping are more effective than others. Some studies show that reducing the size of the lowest attaining groups and assigning high –performing teachers to these groups can be effective, as can providing additional targeted catch up support.' –<i>EEF Toolkit October 2016</i></p>	<p>Pupil Progress Meetings</p> <p>Book Trawls</p> <p>Vigorous monitoring of Provision Maps</p>	<p>SLT</p> <p>Hayley Russi</p>	<p>End of year results- July 2018</p> <p>Termly review of Provision Maps/ Inclusion Learning Walks TA Drop-ins/observations</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>B. Higher rates of progress and attainment for PP children in Years 5 & 6 in particular across reading, writing and maths</p> <p>Higher rates of progress for PP children in Maths in Year 3</p> <p>KS1: To ensure all disadvantaged pupils especially higher achievers make at least good progress, (especially in reading in Year 2)</p> <p>EYFS: To ensure that attainment in maths is in line with national.</p>	<p>Additional teacher employed in Autumn 2017 (0.6) to provide additional support within the Year 6 cohort + 1.5 additional TA</p> <p>Sets for Year 6 Maths and Literacy</p> <p>Writing support groups with Year 6 teachers during assembly times 3x a week (includes support groups and more able)</p> <p>Targeted reading support with TA and CT in Year 6. Additional interventions for maths and SPAG</p> <p>Weekly small group writing support with Yr 5 class teachers.</p> <p>Pre-teaching Maths group in Year 3</p> <p>PP children targeted in reading and maths in EYFS and Year 1</p>	<p>Small group intervention with highly qualified staff has been shown to be effective. -EEF Toolkit October 2016</p> <p>The DISS project (Deployment and Impact of Support Staff) highlights the importance of deploying support staff to create opportunities for teachers to work with pupils with a range of needs.</p> <p>Pre-teaching of subject specific vocabulary, an approach to support learning regularly recommended by outside professionals (see below)</p>	<p>Pupil Progress Meetings</p> <p>Book Trawls</p> <p>Vigorous monitoring of Provision Maps</p> <p>TA observations/appraisals</p> <p>CT observations/appraisals</p>	<p>SLT</p> <p>Hayley Russi</p> <p>Hayley Russi/Karen Honnor</p> <p>SLT</p>	<p>Half-termly Pupil Progress Meetings</p> <p>Termly Review of Provision Maps</p> <p>Termly Analysis of Pupil Premium Data</p>
Total budgeted cost					<p>£ 129,318 (Budget for A-£4318, Budget for B-£125,000)</p>

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?
<p>C. Vulnerable children develop strategies to support their emotional and social needs.</p>	<p>Jigsaw4u worker for one day each week, ongoing from April 2017</p> <p>Two ELSA trained TAs equivalent to 1.5 learning mentor time to better support children with emotional and social difficulties/Development of two ELSA rooms</p> <p>Social skills programmes in place in certain year groups</p> <p>New PSHE scheme 'Jigsaw' with enhanced focus on mindfulness and well-being/whole school PSHE assemblies</p> <p>'Golden Rules'/Golden Time as a whole school approach to promote positive behaviour</p> <p>Emphasis on Early Help and support mechanisms in place for families</p> <p>Room 13 (Artists in Residence) work with pupils to build resilience</p> <p>School Sports Coach small group intervention to develop team building skills</p> <p>Promotion of after school activities for PP pupils</p>	<p>According to the EEF Toolkit, 2016, 'Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning'</p> <p>'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'</p> <p>EEF Toolkit October 2016</p> <p>'Schools that established high levels of pupil self-esteem by celebrating even the smallest of gains or by the practice of 'pre teaching' a concept or skill to a group or individual prior to whole class teaching, were able to demonstrate positive outcomes for pupils. As were those which concentrated on improving pupils' attitudes to learning.'</p> <p>'Evidence from the research indicates that it is the involvement of all stakeholders including parents that makes the difference to the work that schools do to close learning gaps. Schools cannot effectively close learning gaps in isolation. It is the dogged determination to engage with families even to the point of identifying and assisting with parents' own learning gaps that seems to be a vital ingredient in the process.'</p> <p>Closing the gap in the new primary national curriculum 2014: National College for Teachers and Leadership</p>	<p>Assistant Headteacher for Inclusion and SENCo to work closely together with class teachers in order to identify vulnerable children in need of support</p> <p>Assistant Headteacher for Inclusion to complete referrals for Jigsaw4u and liaise regularly with family support worker.</p> <p>Assistant Headteacher for Inclusion/SENcos works closely with families to provide support via CASA/CAMHs referrals/TAF meetings</p> <p>Assistant Headteacher for Inclusion to monitor behaviour logs each half term.</p> <p>Mindfulness Week in September 2017 Anti-Bullying Week in November 2017</p> <p>Training on new PSHE scheme- 06.12.17</p> <p>'Healthy Me' week- week beginning 26.03.18</p>	<p>Mrs. Russi Mrs. Honor</p> <p>Mrs. Russi/Pam Shields</p> <p>Seyhan Yuksel</p> <p>Clare Ryder/team of teachers</p>	<p>Half-termly and ongoing</p>

<p>D. Increased attendance rates for pupils eligible for Pupil Premium.</p>	<p>Attendance officer working with EWO and Mrs. Russi to improve attendance and reduce 'persistent absenteeism', including weekly meetings with parents.</p> <p>Weekly monitoring and certificates for individual children awarded in Achievement Assemblies</p> <p>Termly Attendance assemblies with certificates and prizes</p> <p>Free breakfast club places offered to support families with punctuality concerns</p>	<p>Difficult to improve attainment for pupils if they are not attending school.</p> <p>'90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all'</p> <p>Hampshire County Council 2017</p> <p>'..in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2...' Department for Education 2012-2013</p>	<p>Weekly meetings with Attendance Officer and Assistant Head to monitor attendance</p> <p>Weekly meetings with Attendance Officer, Assistant Head and EWO</p> <p>Spreadsheet to track persistent absentees on a weekly basis (with identified groupings of SEN, PP, EAL)</p>	<p>Mrs. Russi Ollie Maguire Dawn Siggory</p>	<p>Weekly tracking of Pupil Premium Persistent Absentees</p>
<p>Additional Support</p>					
<p>E. To ensure that Pupil Premium have equal access to opportunities</p>	<p>Swimming lessons funded Free milk Financial support with After School clubs Financial support towards residential trips and educational day visits</p>	<p>Increased self-confidence and improved physical fitness</p> <p>'Wider benefits on attitudes to learning and well-being have also consistently been reported'</p> <p>-EFF Toolkit October 2016</p>	<p>Reserved places for Pupil Premium children for After-School clubs</p> <p>Regular monitoring of participation at After School clubs</p>	<p>Mrs. Russi/Mrs. Walden</p>	<p>Ongoing</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>C-£35, 611, D-£9019, E-£3000= £47,630</p> <p>TOTAL: £176, 948</p>