

Pupil premium report for Ashton Keynes Primary School



SUMMARY INFORMATION			
Date of most recent pupil premium review:	October 2019	Date of next pupil premium review:	September 2022 (Light touch reviews September 2020/21)
Total number of pupils:	218	Total pupil premium budget:	£20,580 for Academic year 2019 -20
Number of pupils eligible for pupil premium:	21	Amount of pupil premium received per child:	£1,320 FSM £300 Service

SUMMARY INFORMATION

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. All our work through the Pupil Premium Grant will be aimed at accelerating progress moving children to at least age-related expectations (ARE) and beyond. Initially this will be in English and Maths. This will also include children who are already working at or above age related expectations to maximise their progress.

We ensure that teaching and learning opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made for pupils who belong to disadvantaged groups, this includes children who are registered for free school meals (or have been in the past 6 years), looked after/in care or children from military families. Through rigorous tracking of pupil progress and observations of well-being, we allocate provision to ensure our pupils make the best progress they possibly can.

In making provision for socially disadvantaged pupils or the other groups, we recognise that not all pupils who receive this grant will be socially disadvantaged.

Tracking data over time shows that the most effective strategy for our children is timely interventions by Teachers and HLTAs. Since 2018-19 we have been using 'Pre teach' as a strategy and finding this also to be an effective, targeted means of closing gaps.

The funding is used as part of our budget and used to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent.

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	100%	73%	TBC

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
<i>There were no eligible pupils in this cohort</i>	97%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	33%	60%	65%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	66%	87%	65%
% making expected progress in reading	100%	96%	
% making expected progress in writing	33%	68%	
% making expected progress in maths	100%	89%	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
B	A limited numbers of pupils have sufficient support at home to help them develop reading skills. Some do not have and do not make progress as rapidly as we would like.
C	Speech and Language – an increasing number of children are entering school with low language levels/poor vocabulary

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Financial – Some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding
E	Low attendance/poor punctuality due to issues arising from home.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Individual children identified as suffering from emotional and/or social issues will have support put in place. Where appropriate this will be 1:1 sessions with an ELSA trained member of staff.	Children who have been identified as having emotional and/or social issues will be monitored carefully. ELSA blocks will have specific outcomes. Their academic progress and attainment will be closely monitored as well as their emotional and social wellbeing.
B	KS1 have a 'reading challenge' each summer term to engage and encourage children to read a range of books. Visits from outside library service to show the opportunities available outside of school. Where appropriate for individual children, 1:1 tutoring to focus on enjoyment of reading as well as reading skills.	Progress of reading will be assessed throughout the year at progress meetings.
C	Children with low levels of speech and language are identified quickly. They are referred to our in house SaLT team and where necessary, external agencies.	Language and range of vocabulary will be increased to at least and expected level. Children will be discharged from the SaLT team.

D	Subsidise PP pupils to partake in extra-curricular activities including Art, Drama and private music lessons. Provide financial assistance for trips and visits where appropriate.	Enthusiasm for learning will be increased and transfer of positive learning behaviours should be seen in the classroom (feedback from teachers) Enrichment outside of the school will lead to greater progress and attainment in school.
E	Children with low attendance will be identified and support put in place, where appropriate, to increase attendance and punctuality. Outside agencies will be involved in some cases.	Levels of attendance will be monitored by the DHT and the Disadvantaged Learners Lead. Impact of support will be reviewed. High rates of attendance and punctuality should have a positive impact on attainment and progress.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
PP TA focused support	Intervention data shows that from their starting point, a higher proportion of Pupil Premium pupils achieve the end of year expected or higher standard and a higher proportion of Pupil Premium pupils make accelerated progress to diminish differences	The Education Endowment Foundation (EEF) and John Hattie all cite evidence that small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. We want to ensure that a higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of the year and/or make accelerated progress to diminish differences and believe that carefully targeted interventions will address this.	Carefully planned, targeted interventions in place This includes small group tuition, the provision of an additional support in Year 3	JS JH	Termly
Total budgeted cost:					£6,981
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

1:1 Teacher tutoring after school	Personalised, targeted support for individuals, tailored to own needs	Previous experience/data has shown us that intensive 5 week blocks (either once or twice a year) of 1:1 tutoring with a qualified teacher has an impact on progress in identified areas	Select teachers to carry out after school tutoring Sessions to have clear targets/outcomes	JS	Termly
Higher ability enhancement courses at Braeside Education and Conference Centre	Sustained progress for higher attaining pupils in specific areas	Positive feedback from pupils, staff and parents from previous years Tracking data	Target the courses to individual children Ensure logistics for getting to the courses are in place	JS	Yearly
Total budgeted cost:					£3,400
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pupils will be provided with opportunities to take part in a wide range of social/cultural, musical and sporting activities to enable them to develop social skills and give self-confidence and have experiences that will promote high aspirations.	Pupil to have access to a wide and varied range of experiences which enables them to expand their knowledge and views of the world and develop as well rounded adults. Children develop their self-esteem, enjoyment, speaking and listening and well-being.	The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports and music participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress).	Contribution towards the cost of school visits, sporting events, music, special curricular events. (E.g. peripatetic music, dance clubs, trips and school uniform). Subsidised instrumental tuition for PP children Year 2 upwards	JS SS	Termly

Total budgeted cost:	£4,990
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ADDITIONAL INFORMATION

In this section you can annex or refer to additional information which you've used to support the sections above.

Include:

- Analyse School Performance and other internal assessment and reporting software- available in main data
- Evidence from the education endowment foundation (EEF) [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records –LP to attach
- Recent school Ofsted report
- Guidance from experts
- Case studies – see attached