

Aqueduct Primary School Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	Aqueduct Primary School				
Academic Year	2016/17	Total PP budget	£87817	Date of most recent PP Review	July 2016
Total number of pupils	265	Number of pupils eligible for PP	80 (30%)	Date for next internal review of this strategy	April 2017

2. Current attainment								
	Pupils eligible for PP (your school)				Pupils not eligible for PP (national average)			
	RAISE 2016	End of Autumn 2016	End of Spring 2017	End of Summer 2017	RAISE 2016	End of Autumn 2016	End of Spring 2017	End of Summer 2017
% achieving ARE or above in reading, writing & maths	27%	50%			53%	12%		
% achieving ARE in reading	33%	37%			66%	33%		
% achieving ARE in writing	47%	26%			74%	24%		
% achieving ARE in mathematics	27%	32%			70%	31%		
% achieving ARE in SPAG	40%	NA			72%	NA		
% Key stage 1 -2 progress in reading	13%	49%			40%	35%		
% Key Stage 1-2 progress in writing	27%	37%			35%	45%		
% Key Stage 1-2 progress in maths	7%	64%			15%	32%		
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.	Maths attainment: KS2 middle prior (KS1) attainment ARE is low 1/15 year 6 disadvantaged pupils attained ARE.				
B.	KS2 progress: in particular, Maths (below the bottom 10% floor). Progress from prior KS1 attainment is low Reading: 2/15 Writing 4/15 Maths 1/15				
C.	SPAG: KS2 ARE is low 40% compared with 78% (national).				
D.	Year 1 Phonic Test: the gap between our disadvantaged pupils compared with non-disadvantaged and national is narrowing. Remains low 2015: 44% (66% national) 2016: 63% (70% national).				
E.	EYFS ELGs: Maths and Science- pupils attaining ARE or above is below national expectation by 2(maths) and 3 (science), pupils July 2016.				
F.	EYFS- PSED: There has been a decline in particular areas of self-confidence and self-awareness 2014-86% 2015-60% /managing feelings and behaviour 2014- 57% 2015- 40%/making relationships 2014-86% 2015- 80% and also Expressive Arts and Design exploring and using media and materials 2014- 57% 2015-20% and being imaginative 2014- 57% 2015- 20%				
G.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.				
H.	EYFS ELGs: The gap between PPG and non-PPG in English and Maths. This is impacting on progress and attainment at the end of KS1.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
I.	SEMH needs (often environmental factors contributing) impacting on pupil's behaviour in school in particular in year 5 (boys).				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	Autumn data 2016	Spring data 2016	Summer data 2016
A.	Disadvantaged pupils attaining ARE at the end of KS1 for Mathematics to attain ARE at the end of KS2	85% disadvantaged pupils to achieve ARE or above for maths at the end of KS2	29/68=43% made sufficient progress. 46/68= 68% made sufficient or better progress 17/68= 25% made better progress. 22/68= 32% are ARE 26/68= 38% are ARE or above 4/68= 6% are above		

B.	Disadvantaged pupils making ARE progress from prior KS1 levels in reading, writing and maths to improve.	85% disadvantaged pupils to make ARE progress or above from Prior KS1 attainment for reading, writing and maths.			
C.	KS2 disadvantaged pupils' SPAG results to become more in line with non- disadvantaged pupils.	65% of disadvantaged pupils to attain scaled score 100+ in the KS2 SPAG test 2017.	NA- SPAG data to be included next term.		
D.	PPG pupils to score in line with non-PPG pupils and national in the year 1 phonics test 2017.	65% of disadvantaged pupils to pass the Year 1 phonics test.	Current EYFS pupils- 40% gap between PPG and non-PPG pupils making GLD. In reading, there is a 28% gap between the two groups. 23% of PPG pupils in EYFS.		
E.	Disadvantaged EYFS pupils to increase the number of pupils attaining national expectation in maths and science by July 2017.	All EYFS disadvantaged pupils to achieve National Expectation in maths and Science by July 2017	NA- Science data to be included next term. Maths- 31% gap between PPG and non-PPG for maths this term.		
F.	To increase the number of EYFS disadvantaged pupils achieving ARE for ELGs- self-confidence and self-awareness and Expressive Arts and Design.	80% of EYFS disadvantaged pupils will achieve ARE in ELGs- self-confidence and self-awareness and Expressive Arts and Design.	Overall, GLD was 1% about national expectation for GLD although disadvantaged pupils were below this and rapid progress is necessary through intervention to help bridge that gap.		
G.	EYFS disadvantaged pupils to develop speaking skills towards national expectation by July 2017.	70% of EYFS disadvantaged pupils to attain national expectation in ELG- speaking and listening.	Overall, GLD was 1% about national expectation for GLD although disadvantaged pupils were below this and rapid progress is necessary through intervention to help bridge that gap.		
H.	To bridge the gap between disadvantaged and non-disadvantaged in EYFS achieving national standard by July 2017.	EYFS disadvantaged pupils to achieve national expectation in the following areas; Literacy- R: 60% W:60% Maths- N: 60% SSM:60% By July 2017.	Overall, GLD was 1% about national expectation for GLD although disadvantaged pupils were below this and rapid progress is necessary through intervention to help bridge that gap.		

I.	To improve behaviour in Key Stage 2 and disruption to lessons that is impacting on the learning of all pupils within specific classrooms.	Disruption to lessons to reduce and the implementation of a rigorous reward system with clear steps to sanctions.	Four key pupils have been taken out of the classroom full time and educated in a separate area of the school in order to help minimise disruption during learning times.		
----	---	---	--	--	--

5. Planned expenditure								
Academic year		2016-17						
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?	Termly review		
						Autumn 2016	Spring 2017	Summer 2017

<p>The progress of disadvantaged pupils in reading writing and maths to be good or better across the school.</p>	<p>Termly assessments and pupil progress meetings to inform and identify specific areas for development within each key stage Intervention needs to be identified regarding reading, writing and maths support for those disadvantaged pupils who are not making sufficient progress. Where possible, teachers to lead the intervention groups and TAs to be deployed in the areas they are most experienced, in order to provide quality adult input. This action to be managed and motored by SLT.</p>	<p>Termly assessment data. Overview of progress compared with non-disadvantaged pupils.</p>	<p>Pupil progress meetings. Monitoring-pupil voice, book looks, learning walks by Inclusion Manager and SLT. Monitoring to be shared with SLT. HT to have an overview of the monitoring cycle. Points for development to be identified and dates then set for follow-up visits.</p>	<p>EP/ TL</p>	<p>Termly</p>	<p>Reading -34/68= 50% made sufficient progress. 48/68= 71% made sufficient or better progress. 14/68= 21% made better progress. Writing-32/68= 47% made sufficient progress. 48/68= 71% made sufficient or better progress. 16/68= 24% made better progress. Maths-29/68= 43% made sufficient progress. 46/68= 68% made sufficient or better progress. 17/68= 25% made better progress.</p>		
<p>Disadvantaged pupils throughout KS1 and KS2 are making good or better progress in SPAG and diminishing the gap between themselves and their peers.</p>	<p>Ensure that SPAG is embedded and a regular feature within English lessons throughout KS1 and 2. Class teachers to have a SPAG focus appropriate to the year group and term being taught during the daily English lessons. Closing the gap tasks to address any misconceptions or errors. Below PPG pupils to be considered for Key Stage 1 RWI sessions. Regular practise of SPAG tests. Pupils in KS2 to be streamed for regular, 3-5 times a week spelling sessions during the afternoons. Below KS2 pupils to be considered for RWI with KS1 during the daily English sessions.</p>	<p>Weekly planning. Books. Independent writing. Termly assessments/tests . Learning walks and English lesson observations.</p>	<p>Spring term 2017 lesson observation focus will be English. SPAG focus will form part of the focus during the observations English book looks and learning walks. .</p>	<p>TL/J C/V W</p>	<p>Spring Term 2017.</p>	<p>SPAG data to be added next term.</p>		

Disadvantaged EYFS pupils to achieve a good level of development or better across the ELGs.	To track the progress of disadvantaged EYFS pupils in all areas of development including Reading, writing, maths and science. Identification of areas of weakness and how these can be further addressed throughout the days.	Ongoing observations will inform the progress of the different areas. Exploring different ways of capturing development of the Early Learning Goals.	VW to lead day to day on this action and then during termly pupil progress meetings. Monitoring of planning, learning journeys and termly assessment data.	VW/ EH/ SLT	Termly			
Behaviour to improve in school, in particular in KS2 (year 5).	Development of the current reward system in school. Develop and improve the monitoring of and outcome of the school's detention system. EP to identify the pupils who are continually attending detention and/or receiving white forms/sanctions for poor behaviour. Continue a consistent and clear approach to the BLP system already in place in school. A lunchtime SLT duty rota to be implemented so one member of the ST is on duty throughout every lunchtime. Identify regular attendees in detention, the reasons and/or the triggers leading to poor behaviour. Implement a key worker system for those pupils identified. Key workers to create a behaviour plan and implement provision where possible (reward charts etc). PPG pupils involved to be aware of their targets and to meet regularly with their key worker.	Pupils with challenging behaviour, therefore impacting on pupil's learning is heavily weighted with disadvantaged (boys) and in particular in KS2 (Year 5).	Termly key worker meetings with JC who will manage and have an overview of the key worker system. Detention register to be monitored for the frequency of PPG pupils attending and the reasons why. HT and SLT to have an overview.	JC/T L/SL T/Key workers.	Termly	Measures have been taken to educate specific pupils in a different area of the school in order to minimise the disruption in class. Two pupils will also be taken to FAP in order to seek external support with the most challenging pupils currently in school.		
Total budgeted cost								
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?			

The PPG pupils involved in intervention groups to have made good or better progress.	Ensure that all PPG pupils requiring further intervention in reading, writing or maths have been identified and placed in groups for intervention.	PPG pupils not making sufficient progress in reading, writing and maths compared with that of non-PPG pupils.	Termly assessment data is showing good or better progress in reading, writing and maths of PPG pupils. The gap between PPG and non-PPG is narrowing.	Phase leaders/EP	Termly
Progress in speaking of the disadvantaged EYFS pupils to be good or better.	Disadvantaged pupils requiring SAL support to be identified for extra regular support. Referrals to SALT to be made where necessary and the advice given by the SALT to be implemented into the planning of this provision. SENDCo to ensure the SALT continues termly visits and assessments of these pupils.	Development and progress of disadvantaged pupil's speaking and listening skills. SEND register, termly review of this.	Review of the SEND register and any further requirements for those pupils receiving SAL support.	EP/VW	Termly
Total budgeted cost					
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>Pupils to access the curriculum offer with the support from Learning Mentors within their classroom.</p>	<p>Appointment of a Behaviour For Learning Lead practitioner to be implemented during the Spring term 2017. This person will lead and Coordinate the Key Workers already in place to support disadvantaged and vulnerable pupils throughout the school.</p> <p>Learning Mentors to be based in school during the mornings to support pupils with behavioural and emotional needs. Learning mentors will support the class teachers in keeping the children in their classroom and not segregated from their peers, where appropriate.</p>	<p>There continues to be a clear gap between the performances of disadvantaged groups alongside their peers, in particular those pupils with social and emotional needs. These pupils are not fully accessing the curriculum due to high levels of disruptive behaviours within their classroom. Therefore, these pupils are being removed from their learning environment and school now need to develop and improve the provision for these children.</p> <p>Some disadvantaged pupils identified for learning Mentor/Nurture support were not accessing the curriculum and first quality teaching sufficiently due to spending much time in the demountable building where the Nurture group is based.</p> <p>Challenging pupils needed the opportunity where appropriate to develop their social skills, attention, concentration and learning approaches.</p>	<p>Learning walks, pupils voice, monitoring of behaviour charts, detention system.</p>	<p>JH KP</p>	<p>Termly</p>
<p>Disadvantaged pupils identified for Nurture support will make good or better progress in the strands outlined in the Boxall profiles. Pupils to be successfully reintegrated into class.</p>	<p>A KS1 and a KS2 Nurture group to be in place two afternoons a week for each group. Any disadvantaged pupils requiring Nurture support to have been identified and considered for the appropriate group.</p>	<p>Some disadvantaged pupils in school are demonstrating social and emotional needs that might be addressed during Nurture time. These barriers can often impact on learning and progress due to confidence/attention being low.</p>	<p>Nurture planning. Boxall profile analysis. Learning walks, pupils voice, monitoring of behaviour charts, detention system.</p>	<p>SLT</p>	<p>Termly</p>
Total budgeted cost					

6. Review of expenditure	
Previous Academic Year	
i. Quality of teaching for all	

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

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

