

Aqueduct Primary School Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Aqueduct Primary School				
Academic Year	2017/8	Total PP budget	£	Date of most recent PP Review	July 2018
Total number of pupils	260	Number of pupils eligible for PP	75	Date for next internal review of this strategy	New strategy 2018-19

2. Current attainment								
	<i>Pupils eligible for PP (your school)</i>				<i>Pupils not eligible for PP (national average)</i>			
	<i>RAISE 2017</i>	<i>End of Autumn 2017</i>	<i>End of Spring 2018</i>	<i>End of Summer 2018</i>	<i>RAISE 2017</i>	<i>End of Autumn 2017</i>	<i>End of Spring 2018</i>	<i>End of Summer 2018</i>
% achieving ARE or above in reading, writing & maths	%	23%	29%	68%	%	61%	60%	79%
% achieving ARE in reading	%	42%	52%	79%	%	70%	71%	87%
% achieving ARE in writing	%	29%	39%	67%	%	65%	68%	83%
% achieving ARE in mathematics	%	30%	36%	71%	%	65%	76%	81%
% achieving ARE in SPAG	%	NA	NA	NA	%	NA	NA	NA
% Key stage 1 -2 progress in reading	%	36%	36%	%	%	35%	26%	%
% Key Stage 1-2 progress in writing	%	30%	30%	%	%	42%	43%	%
% Key Stage 1-2 progress in maths	%	28%	28%	%	%	37%	40%	%
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.	ARE in reading, writing and maths. An increase in pupils eligible for PPG need to be attaining ARE across the board in order to diminish the difference with pupils not eligible for PPG.				
B.	Pupils making accelerated progress in reading in order to attain ARE by the end of the academic year. 17% gap between pupils eligible for PPG than pupils not.				
C.	Pupils making accelerated progress in writing in order to attain ARE by the end of the academic year. 21% gap between pupils eligible for PPG than pupils not.				
D.	Increase the number of pupils attaining ARE in maths, ensuring more children are making accelerated progress over the academic year and narrowing the gap with non PPG pupils further.				
E.	SPAG: Pupils eligible for PPG need to make accelerated progress in order to be in-line with non-PPG and ARE by the end of year 6.				
F.	Pupils eligible for PPG need to be making accelerated key stage 1-2 progress over time, ensuring that the difference between them and non-PPG pupils is diminished (particularly in writing and maths- 20%+ difference).				
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 reading, writing 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 particularly in year 5/6 (boys).				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	Autumn data 2017	Spring data 2018	Summer data 2018
A.	Pupils eligible for PPG will attain ARE in reading, writing and maths by the end of academic year 2017-18 (July 2018).	85% disadvantaged pupils to achieve ARE or above for reading, writing maths.	23% compared with 61% Targeted intervention required in order to diminish the difference between PPG/non-PPG.	29/60%- non-PPG seems to be maintaining whilst PPG have improved by 6%.	85% not achieved although good progress has been made in all areas over the academic year which is diminishing that gap more as we progress into 2018-19

B.	Pupils eligible for PPG to make accelerated progress in reading over Key Stage 2, Attaining ARE at the end of the academic year 2017-18 (July 18).	85% of pupils eligible for PPG will make sufficient or better progress in reading at Key Stage 2.	42%/70% Targeted intervention required in order to diminish the difference between PPG/non-PPG.	52%/71%- although not diminished, the gap is narrowing. PPG pupils have increased by 10% whereas non-PPG by 1%.	From 42% in Autumn to 79% in the summer, almost doubling the number of pupils making expected progress.
C.	Pupils eligible for PPG to make accelerated progress in writing over Key Stage 2, Attaining ARE at the end of the academic year 2017-18 (July 18).	85% of pupils eligible for PPG will make sufficient or better progress in reading at Key Stage 2.	29%/65% Targeted intervention required in order to diminish the difference between PPG/non-PPG.	39%/68% although not diminished, the gap is narrowing. PPG pupils have increased by 10% whereas non-PPG by 3%.	From 29% in Autumn to 67% in the summer, more than doubling the number of pupils making expected progress.
D.	Pupils eligible for PPG to make sufficient or better progress in maths over Key Stage 2, Attaining ARE at the end of the academic year 2017-18 (July 18).	85% of pupils eligible for PPG will make sufficient or better progress in maths at Key Stage 2 therefore attaining ARE at the end of the year.	30%/65% Targeted intervention required in order to diminish the difference between PPG/non-PPG.	36%/76% although not diminished, the gap is narrowing. PPG pupils have increased by 6%, non-PPG by 11%.	From 30% in Autumn to 71% in the summer, almost doubling the number of pupils making expected progress.
E.	Pupils eligible for PPG to make accelerated progress in SPAG, attaining ARE or above by the end of year 6.	85% of PPG pupils to attain ARE or above in SPAG at the end of academic year 2017-18 (July 2018).	63% of year 6 pupils achieved ARE in SPAG at the end of year 17-18 (July 2018). 54% (7/13 pupils), attained ARE for SPAG at the end of year 17-18 (July 2018).		
F.	Pupils eligible for PPG to make accelerated Key Stage 1 -2 progress in writing and maths.	85% of PPG pupils to make accelerated progress in writing and maths by the end of the academic year 2017-18 (July 2018)	38% and 28%/32%and 47% Targeted intervention required in order to diminish the difference between PPG/non-PPG, particularly in maths.	30%and28%/43% and 40% PPG not moved. Targeted intervention required in order to diminish the difference between PPG/non-PPG, particularly in maths.	71% (5/7 pupils) of year 6 PPG pupils made expected or better progress for writing. 43% (3/7 pupils) of years 6 PPG pupils made expected or better progress for maths.

G.	EYFS pupils eligible for PPG to have ARE verbal skills by the end of the academic year 2017-18 (July 2018)	85% of EYFS PPG pupils to have ARE verbal speech skills by the end of academic year 2017-18 (July 2018).	2/3 pupils achieved ARE in reading and maths.
H.	EYFS pupils eligible for PPG to attain ARE in reading, writing and maths by the end of the academic year 2017-18 (July 2018)	EYFS PPG pupils to make accelerated progress in reading, writing and maths in order to attain ARE by the end of the year (July 2018)	1/3 pupils achieved ARE in reading and maths.
I.	<p>To reduce the impact that disruptive behaviour has on the learning of others.</p> <p>To implement provision that addresses the SEMH needs of key children in Key Stage 2, enabling them to access the curriculum offered in all subjects.</p>	<p>Disruption to lessons to reduce and the implementation of a rigorous reward system with clear steps to sanctions.</p> <p>An increase in key pupils being included fully in the curriculum offer via systems and methods designed to meet their changing needs.</p>	Over the course of the year, the detention system was suspended from our behaviour policy due to a reduction in detentions and the specific pupils who were attending detention. The outcome of the review of the behaviour policy was that the school's 3 warning, sanction system was being used effectively throughout the school and having a positive impact. When behaviour reaches the point of a sanction, there are various for class teachers or SLT to select from. Specific pupils presenting with challenging behaviour are now involved in targeted provision for example CAF/TAC process,

5. Planned expenditure						
Academic year	2017-18					
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?	Review

<p>The progress of pupils eligible for PPG will make sufficient or better progress in reading, writing and maths by the end of the academic year 2017-18 (July 2018).</p>	<p>Targeted small group support weekly during reading, writing and maths lessons. At least once per week support via the CT and TA. Intervention groups: Reviewed termly via PP meetings and provision maps designed to target those pupils not making sufficient or better progress. Increase 1:1 reading with PPG pupils being prioritised. Increased opportunities for writing during the afternoon lessons where appropriate. Phase Leaders to manage deployment of TAs in order to best meet the changing needs within their phase.</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. Inclusion lead to have an overview of interventions throughout the school</p>	<p>HT EP CTs</p>	<p>Termly</p>	<p>Over the year, the gap between pupils eligible for PPG and non-PPG pupils is diminishing. However, this is not completely inline and this should therefore be the focus for next year's targets.</p>
<p>Pupils eligible for PPG will make accelerated Key stage 1-2 progress by the end of year 6.</p>	<p>Targeted small group support weekly during reading, writing and maths lessons. At least once per week support via the CT and TA. Intervention groups: Reviewed termly via PP meetings and provision maps designed to target those pupils not making sufficient or better progress. Increase 1:1 reading with PPG pupils being prioritised. Increased opportunities for writing during the afternoon lessons where appropriate. Development and review of current data tracking systems in place and how we track and analyse the termly data for reading, writing and maths in school. Phase Leaders to manage deployment of TAs in order to best meet the changing needs within their phase.</p>	<p>Weekly planning. Books. Independent writing. Termly assessments/tests Team meetings Learning walks and English lesson observations</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. Inclusion lead to have an overview of interventions throughout the school</p>	<p>HT EP CTs</p>	<p>Termly</p>	<p>Overall, good progress has been made across the board in many areas of the school. This provision should continue as we enter academic year 2018-19.</p>

<p>EYFS pupils eligible for PPG will make accelerated progress in their ELG, particularly in communication and language skills by the end of academic year 2017-18 (July 2018)</p>	<p>Early identification and support is crucial. SENDCo to make observations of the EYFS pupils by the end of the Autumn 2017 term. EYFS staff to report any early signs/concerns to the SENDCo asap. Communication with families from the offset. Targeted small group support weekly during reading, writing and maths lessons. At least once per week support via the CT and TA. Intervention groups: Reviewed termly via PP meetings and provision maps designed to target those pupils not making sufficient or better progress. Increase 1:1 reading with PPG pupils being prioritised. Increased opportunities for writing during the afternoon lessons where appropriate. Development and review of current data tracking</p>	<p>Ongoing observations will inform the progress of the different areas. Exploring different ways of capturing development of the Early Learning Goals. Learning</p>	<p>SENDCo observation in EYFS by the end of Autumn 2017. EYFS staff to report any concerns immediately. EYFS referrals to be made where necessary. 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>EYFS EP TL</p>	<p>Termly</p>	<p>2/3 pupils eligible for PPG in reception did not make accelerated progress. These pupils are also SEND and are currently undergoing assessment via other professionals and services. The outcome of these should help diminish the gap as they progress into year 1.</p>
<p>Year 6 pupils eligible for PPG to attain ARE in SPAG by the end of the year (July 2018)</p>	<p>Daily SPAG focus activity during writing lessons. Spelling sessions throughout KS2 (outside of the normal English lesson). Increased 1:1 reading in the afternoons. Fresh Start Literacy support for pupils in year 6. Phase Leaders to manage deployment of TAs in order to best meet the changing needs within their phase.</p>	<p>Year 6 SPAG data will improve over the year. Target pupils will receive further support in order to diminish the difference with Non-PPG pupils.</p>	<p>Phase leader (AP), to lead on and monitoring planning for SPAG in year 6. 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>AP SLT</p>	<p>Termly</p>	<p>66% of year 6 pupils attained ARE for the SPAG element of the SATS, a large proportion of the PPG pupils are included in this figure.</p>
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?	

<p>Pupils eligible for PPG who have SEMH needs to be accessing the full curriculum offer.</p>	<p>BFL Lead (VM) to support target pupils inside and outside of the classroom. Her timetable of provision will change regularly in order to meet the changing needs of the pupils. This support will include work 1:1 and small group, outside of the classroom also. Key pupils will have a designated adult who will be within the class focusing on the key pupil. SMSC to be implemented within lessons and not just taught discretely. APDR cycle to be developed throughout the school ensuring that where necessary, ECHNAs, FAP requests etc. can be submitted. Development of rigorous and consistent approach to the school's behaviour for learning reward system.</p>	<p>Disruption during lessons to reduce. Key pupils to be making sufficient or better progress in reading, writing and maths. Reduction in detentions.</p>	<p>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.</p>	<p>SLT CTs KS</p>	<p>Termly</p>
<p>Behaviour across the school to improve (key year groups- 2, 5 and 6), resulting in a reduction of sanctions (detention, exclusion...), by the end of the Summer Term 2018.</p>	<p>Development of rigorous and consistent approach to the school's behaviour for learning reward system.</p>	<p>Disruption during lessons to reduce. Key pupils to be making sufficient or better progress in reading, writing and maths. Reduction in detentions.</p>	<p>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. Learning walks. Review of detention data.</p>	<p>SLT CTs</p>	<p>Termly</p>
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>To support and improve the mental well-being of pupils eligible for PPG by the end of academic year 2017-18 (July 2018)</p>	<p>Regular (weekly) visits from the school's counsellor. Pupils with SEMH needs who are expressing significant social and emotional needs to be referred to the counsellor with a view to improve and support difficulties the pupil is expressing linked to home and school difficulties.</p>	<p>The progress and attainment of the chosen pupils to be improving. The level of difficulty around social and emotional needs is reducing as a result of the support provided via the counselling in school. Reduction in any sanctions and increase in personalised provision where appropriate.</p>	<p>Learning walks, pupil voice, monitoring of behaviour charts, detention system.</p>	<p>SLT CTs</p>	<p>Termly</p>
<p>To improve and support the engagement between school and families of pupils eligible for PPG.</p>	<p>Parental Engagement meetings to be implemented by the end of the academic year 2017-18. Inclusion Lead to be trained and supported in the introduction and implementation of these through the school.</p>	<p>All teachers will have conducted initial meetings with key pupils (PPG being a priority). Parents will have attended and completed the parental feedback questionnaire following the meeting and will have agreed to attend the next meeting the following term. Communication between poor engaging families to be improving.</p>	<p>Inclusion lead to monitor outcome of Parental engagement meetings. Support for new members of staff.</p>	<p>EP CTs</p>	<p>Termly</p>
<p>Total budgeted cost</p>					