

Aqueduct Primary School Pupil Premium Strategy Statement 2018-19

1. Summary information						
School	Aqueduct Primary School					
Academic Year	2018/9	Total PP budget	£95 640	Date of most recent PP Review	July 2018	
Total number of pupils	257	Number of pupils eligible for PP	72 (28%)	Date for next internal review of this strategy	December 2018	

2. Current attainment						
Current expectations (as per Analyse School Performance document –ASP)	Pupils eligible for PP (your school)			Pupils not eligible for PP		
	<i>End of Autumn 2018</i>	<i>End of Spring 2019</i>	<i>End of Summer 2019</i>	<i>End of Autumn 2018</i>	<i>End of Spring 2019</i>	<i>End of Summer 2019</i>
<ul style="list-style-type: none"> 70% of non-disadvantaged pupils to attain ARE combined 12% of non-disadvantaged pupils to attain better than ARE combined Non-disadvantaged pupils ARE scaled score for reading- 106.1 or above Non-disadvantaged pupils ARE scaled score for maths- 105.4 or above 						
% achieving ARE or above in reading, writing & maths	%	%	%	%	%	%
% achieving ARE in reading	%	%	%	%	%	%
% achieving ARE in writing	%	%	%	%	%	%
% achieving ARE in mathematics	%	%	%	%	%	%
% achieving ARE in SPAG	%	%	%	%	%	%
% Key stage 1 -2 progress in reading	%	%	%	%	%	%
% Key Stage 1-2 progress in writing	%	%	%	%	%	%
% Key Stage 1-2 progress in maths	%	%	%	%	%	%

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 combined in order to diminish the difference with pupils not eligible for PPG. There is currently a gap of 11% between pupils eligible for PPG funding and their peers (68% and 79%)				
B.	Pupils making accelerated progress in reading in order to attain ARE by the end of the academic year. 8% gap between pupils eligible for PPG than non-PPG.				
C.	Pupils making accelerated progress in writing in order to attain ARE by the end of the academic year. 16% gap between pupils eligible for PPG than non-PPG.				
D.	Pupils making accelerated progress in maths in order to attain ARE by the end of the academic year. 10% gap between pupils eligible for PPG than non-PPG.				
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).				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
G.	SEMH needs (often external environmental factors contributing) impacting on pupil's behaviour in school in particularly in year 3/4.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	Autumn data 2018	Spring data 2019	Summer data 2019
A.	85% of pupils eligible for PPG funding will attain ARE combined by the end of the year 2018-19	Pupils eligible for PPG funding ARE combined by the end of Autumn 2018: 75% Spring 2019: 80% Summer 2019: 85%			

B.	90% of pupils eligible for PPG funding will attain ARE in reading by the end of the year 2018-19	Pupils eligible for PPG funding ARE in reading by the end of Autumn 2018: 80% Spring 2019: 85% Summer 2019: 90%			
C.	80% of pupils eligible for PPG funding will attain ARE in writing by the end of the year 2018-19	Pupils eligible for PPG funding ARE in writing by the end of Autumn 2018: 70% Spring 2019: 75% Summer 2019: 80%			
D.	85% of pupils eligible for PPG funding will attain ARE in maths by the end of the year 2018-19	Pupils eligible for PPG funding ARE in maths by the end of Autumn 2018: 75% Spring 2019: 80% Summer 2019: 85%			
E.	.85% of year 6 pupils eligible for PPG funding will attain ARE in SPAG by the end of the year 2018-19	Pupils eligible for PPG funding ARE in maths by the end of Autumn 2018: 75% Spring 2019: 80% Summer 2019: 85%			
F.	85% of year 6 pupils eligible for PPG funding will make accelerated key stage 1-2 progress for reading, writing and maths by the end of the year 2018-19	85% of pupils eligible for PPG funding will have made accelerated progress from key stage 1-2 over time, ensuring they are attaining ARE or above for reading, writing and maths.			
G.	100% of year 3 and 4 pupils eligible for PPG funding to be accessing the full curriculum offer.	Levels of disruption to the classroom environment to ne significantly reduced. Less regular need for focus pupils to leave the classroom. Focus 1:1 pupils to have made expected or better progress combined.			

5. Planned expenditure							
Academic year		2018-19					
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 ?	Costings	Review
85% of pupils eligible for PPG funding will attain ARE combined by the end of the year 2018-19	<p>Quality first teaching.</p> <p>Planning differentiated according to the ability groups within the classroom.</p> <p>Target setting.</p> <p>Termly assessments for reading, writing and maths.</p> <p>Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase.</p> <p>Target pupils to be involved in intervention groups where necessary.</p> <p>Regular 1;1 reading</p> <p>Weekly handwriting practise</p> <p>Weekly spellings practise</p> <p>Spelling sessions outside of the daily English lessons.</p>	<p>Whole school termly data for reading, writing and maths should identify pupils eligible for PPG funding have made expected or better progress.</p> <p>The difference between the progress made and attainment of PPG pupils and non-PPG pupils will diminish.</p>	<p>Termly data tracking by SLT</p> <p>Termly analysis of PPG data for reading, writing and maths.</p> <p>Monitoring of provision maps, intervention groups and pupils' work/books.</p>	<p>CT</p> <p>SLT</p> <p>EP</p>	<p>Termly</p> <p>End of:</p> <p>Autumn 2018</p> <p>Spring 2019</p> <p>Summer 2019</p>	<p>£350 per week</p> <p>£14000 per year</p> <p>To cover small group support lead by the class teacher and TA at least once per week, sessions of 1:1 reading, afternoon interventions and SLT meeting focus.</p>	

<p>90% of pupils eligible for PPG funding will attain ARE in reading by the end of the year 2018-19</p>	<p>Quality first teaching. Daily guided reading sessions. Love to read scheme to support guided reading lessons and planning. Bookmark scheme where children are given stickers for reading at home with a prize of a new book when they fill a bookmark. They also have their name on a leaf for the whole school reading tree. Planning differentiated according to the ability groups within the classroom. Target setting. Termly assessments for reading Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase. Target pupils to be involved in intervention groups where necessary. Regular 1;1 reading</p>	<p>Whole school termly data for reading should identify if pupils eligible for PPG funding have made expected or better progress. The difference between the progress made and attainment of PPG pupils and non-PPG pupils will diminish. Pupils will progress through the reading book bands. An increase of pupils eligible for PPG funding appear on the school's reading tree.</p>	<p>Termly data tracking by SLT. Termly analysis of PPG data for reading. Monitoring of provision maps, intervention groups, pupils work and reading diaries.</p>	<p>CT SLT EP</p>	<p>Termly End of: Autumn 2018 Spring 2019 Summer 2019</p>	<p>£350 per week £14000 per year To cover small group support lead by the class teacher and TA at least once per week, sessions of 1:1 reading, afternoon interventions and SLT meeting focus.</p>	
<p>80% of pupils eligible for PPG funding will attain ARE in writing by the end of the year 2018-19</p>	<p>Quality first teaching. Daily writing sessions that have increased by 15 minutes per day. Planning differentiated according to the ability groups within the classroom. Target setting. Termly assessments for writing Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase. Target pupils to be involved in intervention groups where necessary. Increased writing opportunities throughout the theme work- more cross-curricular links enabling more</p>	<p>Whole school termly data for writing should identify if pupils eligible for PPG funding have made expected or better progress. The difference between the progress made and attainment of PPG pupils and non-PPG pupils will diminish.</p>	<p>Termly data tracking by SLT. Termly analysis of PPG data for writing. Monitoring of provision maps, intervention groups and pupils work.</p>	<p>CT SLT EP</p>	<p>Termly End of: Autumn 2018 Spring 2019 Summer 2019</p>	<p>£350 per week £14000 per year To cover small group support lead by the class teacher and TA at least once per week, afternoon interventions and SLT meeting focus.</p>	

<p>85% of pupils eligible for PPG funding will attain ARE in maths by the end of the year 2018-19</p>	<p>Quality first teaching. Daily maths sessions. Problem and number of the day included daily. Planning differentiated according to the ability groups within the classroom. Target setting. Termly assessments for maths Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase. Target pupils to be involved in intervention groups where necessary. Cross-curricular links enabling more opportunities for maths links/problem solving throughout the day.</p>	<p>Whole school termly data for maths should identify if pupils eligible for PPG funding have made expected or better progress. The difference between the progress made and attainment of PPG pupils and non-PPG pupils will diminish.</p>	<p>Termly data tracking by SLT. Termly analysis of PPG data for maths. Monitoring of provision maps, intervention groups and pupils work.</p>	<p>CT SLT EP</p>	<p>Termly End of: Autumn 2018 Spring 2019 Summer 2019</p>	<p>£350 per week £14000 per year To cover small group support lead by the class teacher and TA at least once per week, afternoon interventions, resources (e.g. TTRS) and SLT meeting focus.</p>	
<p>85% of year 6 pupils eligible for PPG funding will attain ARE in SPAG by the end of the year 2018-19</p>	<p>Quality first teaching. Daily grammar/AFL starters for English lessons. Planning differentiated according to the ability groups within the classroom. Target setting. Termly assessments for English Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase. Target pupils to be involved in intervention groups where necessary. Spelling sessions outside of the daily English lesson.</p>	<p>Whole school termly data for English should identify if pupils eligible for PPG funding have made expected or better progress. The difference between the progress made and attainment of PPG pupils and non-PPG pupils will diminish.</p>	<p>Termly data tracking by SLT. Termly analysis of PPG data for SPAG (year 6). Monitoring of provision maps, intervention groups and pupils work.</p>	<p>CT SLT EP/AP</p>	<p>Termly End of: Autumn 2018 Spring 2019 Summer 2019</p>	<p>£100 per week £5000 per year To cover small group support lead by the class teacher and TA at least once per week, afternoon interventions and SLT meeting (AP/EP) focus.</p>	

<p>85% of year 6 pupils eligible for PPG funding will make accelerated key stage 1-2 progress for reading, writing and maths by the end of the year 2018-19</p>	<p>Quality first teaching Planning differentiated according to the ability groups within the classroom. Target setting. Termly assessments for reading, writing and maths. Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase. Target pupils to be involved in intervention groups where necessary.</p>	<p>Whole school termly data for reading, writing and maths should identify if pupils eligible for PPG funding have made expected or better progress. The difference between the progress made and attainment of PPG pupils and non-PPG pupils will diminish. End of year 6 data should identify accelerated key stage 1-2 progress for reading, writing and maths.</p>	<p>Termly data tracking by SLT. Termly analysis of year 6 PPG data with a focus of key stage progress. Monitoring of provision maps, intervention groups and pupils work.</p>	<p>CT SLT EP/AP</p>	<p>Termly End of: Autumn 2018 Spring 2019 Summer 2019</p>	<p>£100 per week £5000 per year To cover small group support lead by the class teacher and TA at least once per week, sessions of 1:1 reading, afternoon interventions and SLT meeting focus.</p>	
<p>100% of year 3 and 4 pupils eligible for PPG funding to be accessing the full curriculum offer.</p>	<p>Quality first teaching TA deployment to focus on individual needs within the classroom. Planning differentiated according to the individual needs of focus pupils. Target setting. Termly assessments for reading, writing and maths. Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase. Target pupils to be involved in intervention groups where necessary. Reinforcement of school's behaviour policy with reasonable adjustments where appropriate and where agreed with SLT/Inclusion Manager.</p>	<p>Whole school termly data for reading, writing and maths should identify if pupils eligible for PPG funding have made expected or better progress. The difference between the progress made and attainment of PPG pupils and non-PPG pupils will diminish. Less frequent disruptions within the classroom resulting in focus pupils receiving a full curriculum offer.</p>	<p>Termly data tracking by SLT. Termly analysis of year 3/4 PPG data with a focus on combined progress. Monitoring of provision maps, intervention groups and pupils work.</p>	<p>CT SLT EP</p>	<p>Termly End of: Autumn 2018 Spring 2019 Summer 2019</p>	<p>£200 per week £10000 per year To cover small group support lead by the class teacher and TA at least once per week, focused 1:1 support to access the curriculum sessions of 1:1 reading, afternoon interventions and SLT meeting focus.</p>	
						<p>Weekly: £1800 Yearly:£76000</p>	

