



Archbishop Wake CE Primary School - Pupil Premium Strategy Statement

Summary Information					
Academic Year	2017-18	Total PP Budget	£101,420	Date of most recent PP review	July 2017
Total number of pupils	410	Number of pupils eligible for PP	77 (19%)	Date of next review	March 2018

Attainment at the end of 2017

Early Years Foundation Stage				
	Reading EXP+ %	Writing EXP+ %	Maths EXP+ %	GLD %
Pupils eligible for PP (school)	50	50	83	50
Pupils eligible for PP (national)				
Other pupils (school)	83	83	89	82
Other pupils (national)				
Gap (school)	-33	-33	-6	-32

Year 1 Phonics	
	Met Standard %
Pupils eligible for PP (school)	86
Pupils eligible for PP (national)	
Other pupils (school)	90
Other pupils (national)	
Gap (school)	-4
Gap (national)	

End Key Stage 1				
	Reading EXP+ %	Writing EXP+ %	Maths EXP+ %	R,W,M combined %
Pupils eligible for PP (school)	50	50	88	50
Pupils eligible for PP (national)				
Other pupils (school)	85	85	94	85
Other pupils (national)				
Gap (school)	-35	-35	-6	35
Gap (national)				

End Key Stage 2											
	Reading EXS+ %	Reading Scaled Score	Reading Progress	Writing EXS+ %	Writing progress	EGPS EXS+ %	EGPS Scaled Score	Maths EXS+ %	Maths Scaled Score	Maths progress	R,W,M combined %
Pupils eligible for PP (school)	91	107	7.1	87	3.0	87	106.2	96	106.9	6.4	94
Pupils eligible for PP (national)	71	104		76		77	106	75	104		61
Other pupils (school)	97	110	5.1	94	2.5	89	108.3	97	108.7	4.0	94
Other pupils (national)	71	104		76		77	106	75	104		61
Gap (school)	-6	-3	+2	-7	+0.5	-2	-2.1	-1	-1.8	+1.4	0
Gap (national)	+20	+3		+11		+10	+0.2	+21	+2.9		+33

Barriers to future attainment for pupils eligible for PP (including higher ability)

In-school barriers	
A	Pupils eligible for Pupil Premium who additionally have Special Educational Needs need to make accelerated progress in reading and writing if the gap between them and their peers is to close.
B	Lack of confidence, parental support and life experience amongst pupils eligible for PP. This hinders their ambition for their future and their willingness to take risks and try new things. Also impacts on creativity and imagination for writing resulting in lower outcomes than other pupils.
C	Behaviour issues for a small number of children (eligible for PP and also with SEND in some cases) is having a detrimental effect on academic progress and impacting on other pupils
External barriers	
A	Attendance for some pupils eligible for PP is poor. This leads to less progress than might be achievable.

Outcomes		
	Desired outcomes	Success Criteria
A	Pupils eligible for PP who additionally have SEND make accelerated progress in reading and writing so that the gap between them and their peers begins to close.	Identified pupils make a minimum of 4 points progress in reading and writing.
B	Attainment in writing for pupils eligible for PP improves to be in line with non PP at EYFS and Key Stage 1.	Pupils eligible for PP make accelerated progress to reach age related expectations or above in writing by the end of EYFS/Key Stage 1. The % of PP pupils reaching age related expectations is in line with non PP pupils.
C	Individual pupils behavioural needs are addressed.	Identified pupils have fewer incidents of inappropriate behaviour. Identified pupils make better progress as they are able to engage in their learning.
D	Improved attendance rates for pupils eligible for PP	Attendance of pupils eligible for PP is 96% in line with other pupils.

Planned Expenditure					
Quality of teaching for all					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Purchase of Homework Revision books and provision of Homework Club for all. PP eligible children to be specifically invited.	Pupils engage positively in home learning establishing positive attitudes for the future, consolidating class learning and supporting good progress. All those eligible for PP are completing home learning.	Attendance at clubs Tracking of progress and attainment	Headteacher Year 6 staff	£500 for books	
Introduction of whole class reading across Year 2 and Key Stage 2. Ensure sufficient texts so that PP eligible children have access to their own copy.	Pupils develop an enjoyment of reading high quality texts and are directly taught comprehension skills. Outcomes in reading for those eligible for PP are in line with non PP eligible.	Pupil progress meetings Tracking of progress and attainment Assessment outcomes	English Leader	£2000 for reading resources	
Trial of 'Maths No Problem' teaching methods in Years 1 and 3 to develop pupils skills of problem solving and reasoning.	Maths skills are used effectively in different contexts. The number of PP eligible children achieving the higher standard in maths is in line with non PP eligible.	Pupil progress meetings Tracking of progress and attainment Assessment outcomes	Maths Leader	£2000 for Maths No Problem resources	
School Pupil Tracker training for all staff so that those eligible for PP who have additional special educational	Those eligible for PP who have additional special educational needs make accelerated progress (minimum 4 points in the	Pupil progress meetings Tracking of progress and attainment Assessment outcomes	SENCo Headteacher	£500 for training	

needs are tracked accurately and next steps in learning are carefully planned.	year) and the gap begins to close between them and their peers.				
Termly pupil progress reviews with class teachers with a specific focus on those eligible for PP.	Under achievement is identified early and intervention is swift to ensure pupils catch up.	Pupil progress meetings Tracking of progress and attainment	Headteacher Deputy Headteacher	£1000 to enable class teachers to be available for meetings	
Total allocated	£6, 000				

Planned Expenditure					
Targeted support					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Provision of a specialist speech and language assistant to deliver SALT and in-house programmes	Pupils eligible for PP (and others) who enter school with existing SALT programmes or are identified as having difficulties are supported to address their needs and improve their speech and language. The majority of pupils are discharged from Speech and Language as a result.	Pupils eligible for PP reach the expected level at the end of EYFS in reading and in Communication and Language. Pupils eligible for PP reach the expected standard in the Year 1 phonics check. Evidence in data.	SENCo	Resources £500 15 hours per week for specialist TA - £7500	
Provision of specialist SEND teaching for pupils with specific learning difficulties.	Pupils eligible for PP (and others) are well supported so that their specific learning difficulty does not	Pupils eligible for PP who also have SEND make at least expected progress from their starting point.	SENCo	2 days per week SEN teaching. £17000 10 hours per week TA follow up x 39 weeks.	

	hinder their progress. All pupils make at least expected progress in year and through each Key Stage.	Tracking of pupil progress and attainment.		£4000	
Increased level of teaching assistant support in EYFS to deliver additional interventions incl. Sonic Phonics, Narrative Therapy.	Pupils eligible for PP who enter school at lower levels can be targeted for additional support to accelerate their progress. All pupils eligible for PP reach GLD by the end of EYFS.	Pupils eligible for PP with lower starting points reach GLD by the end of EYFS. EYFS profile.	EYFS leader	16.5 hours per week x 39 weeks £6000	
Provision of additional TA time to release Key Stage 2 class teachers to provide targeted support and pupil conferencing in response to immediate need; particular focus on writing and maths.	Pupils eligible for PP receive targeted support to address misunderstandings or misconceptions to ensure they do not fall behind. All pupils eligible for PP make at least expected progress through Key Stage 2.	Pupils eligible for PP make accelerated progress to reach age related expectations or above in all areas by the end of Key Stage 2. Tracking of pupil progress and attainment. Assessment outcomes.	Key Stage 2 leader	3 afternoons per week x 39 weeks £2000	
Breakfast Booster Club for pupils eligible for PP in Year 6.	Pupils eligible for PP who are at risk of not reaching age related expectations will be given additional support to accelerate progress. All pupils eligible for PP reach EXS or better by the end of Year 6.	Pupils eligible for PP reach age related expectations or above and make at least expected progress. Tracking of pupil progress and attainment. Assessment outcomes.	Deputy Headteacher/Year 6 staff	£500 for resources.	

Additional TA hours for targeted interventions across the school; First Class @ Number Success @ arithmetic Wave 3 High 5 Learn to Move, Move to Learn Phonics Responsive support for writing	Pupils eligible for PP who are in danger of underachieving are enabled to catch up through rapid identification and targeted intervention. All pupils eligible for PP make at least expected progress both in year and by the end of each Key Stage.	Pupils eligible for PP make good progress from their starting point. The majority achieve age related expectations or above. Tracking of pupil progress and attainment. Assessment outcomes.	Deputy Headteacher/ SENCo	£16,000 for TA hours and contribution to resources.	
Total allocated	£53, 500				

Planned Expenditure					
Behaviour and attendance					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Individual support for 2 PP eligible children to support their individual needs and learning behaviour.	Identified pupils make at least expected progress in all areas of learning. Learning for others is not disrupted.	The pupils concerned make good progress from their starting points with an increased likelihood of achieving age related expectations by the end of Key Stage 2.	Headteacher/SENCo	2 x TAs (28 hours per week each x 39 weeks) £20000	
Advice and guidance from Behaviour Support service and SENSS.	Identified pupils are supported to manage their own behaviour and engage in learning thereby making at least expected progress	Pupils concerned make good progress from their starting points with an increased likelihood of achieving age related	SENCo	£2000	

	from their starting points. Sensory needs are met enabling them to engage in learning.	expectations by the end of Key Stage 2.			
Continue to develop sensory provision and the school 'chill out' room for use by pupils who find it difficult to self regulate or who come into school not ready to learn. (10 identified PP eligible)	Identified pupils have a space to be calm, self regulate and ready themselves to re-engage in learning thereby enabling good progress. Sensory provision ensures sensory needs are met so that learning is maximised.	Pupils with sensory needs or who struggle with self-regulation make good progress in all curriculum areas.	SENCo	£2000	
Provision of Parent Support Worker.	Families are well supported with their children's behaviour outside school and difficulties with attendance. No PP pupils are persistent absentees.	Feedback from parents who receive support demonstrates positive impact.	Deputy Headteacher/ SENCo	3 hours per week x 39 weeks £500	
Appointment of a play leader to support identified vulnerable pupils at lunchtimes.	Vulnerable pupils experience a positive lunchtime leading to a positive afternoon of learning. Identified pupils make at least expected progress as a result.	Feedback from class teachers Tracking of progress and attainment	Deputy Headteacher	£700 staffing £300 resources	
Training for additional ELSA plus designated ELSA time for existing TAs.	Pupils eligible for PP are able to engage and progress in their learning as their emotional needs are being met and supported.	Pupils eligible for PP who engage in ELSA sessions make good progress in their learning from their starting point. Poor emotional well-being is no	SENCo	£500 for training 6 hours per week ELSA time x 39 weeks £2000	

		longer a barrier for them.			
SLA with DCC Attendance Service to support families where attendance is a concern.	Attendance of pupils eligible for PP is at least 96% if not higher. No child eligible for PP makes poor progress as a result of poor attendance.	Attendance monitoring	Deputy Headteacher	£600	
Total allocated	£28,600				

Planned Expenditure					
Other					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Enterprise event for Year 6 PP pupils	Participating pupils are more ambitious for their future lives and are able to see the link between hard work and financial security.	Survey pupils views before and after the event.	Year 6 staff	£1000	
Increase accessibility to learning opportunities outside of school; Espresso Mathletics SPAG.com My Maths	Pupils eligible for PP are able to engage in learning outside of school to support their own progress. All those eligible for PP make at least expected progress from their starting points.	Feedback from pupils Monitoring of use of online learning opportunities and progress pupils make.	ICT lead Year 6 staff Maths lead English lead	Contribution towards subscriptions £1000	
Continue the use of Tapestry to secure early engagement by parents of EYFS children.	The parents of pupils eligible for PP (and others) engage in their children's learning from the very	Feedback from parents. Attendance at parents evenings and other events.	Foundation/Key Stage 1 leader	Contribution towards Tapestry £1500	

Continue the use of Tapestry into Year 1 to encourage continued engagement	beginning. This will then continue as the pupils move through the school. All parents of those eligible for PP are using Tapestry to support their children.	Support for home learning.			
Free Breakfast Club places and increase in staffing.	Pupils eligible for PP who are allocated free places have a positive start to their school day and are ready to learn. Targeted pupils who have had issues with attendance improve and this impacts on their progress. No PP pupils are persistent absentees. Lateness for these pupils is eradicated.	Feedback from classroom staff. Attendance data. Attainment and progress data.	Headteacher	Breakfast Club Places x 10 @ £1.50 per day £3000 Additional staffing costs 5 hours per week x 39 weeks £1500	
Funding for school trips, residential visits, instrumental lessons and after school clubs to ensure all pupils eligible for PP participate.	Pupils eligible for PP do not miss out on experiences and opportunities due to financial difficulties. Pupils are fully included in all aspects of school life.	Feedback from parents and pupils confirms that all are included and have access to every aspect of school life.	Headteacher	Day trips and visitors £1500 Residentials £2000 Music tuition and clubs £500 Other £700	
Visit to Beechwood Junior School to learn from best practice in PP provision.	Lessons learned from visit are evaluated and ideas are implemented at ABW as a result.	Outcomes for PP eligible children		£500 travel expense, resources to implement ideas	
Total allocated	£13, 200				

Total Pupil Premium spend	£101, 300
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Review of Pupil Premium Grant spending 2016-17

Allocation 2016-17: £115,000

Actions	Desired Outcome	Review of impact
<p>Ensure teachers have up to date knowledge of PP pupils, including ability & progress measures in place. All new children are reviewed for ever 6 and follow ups in change of circumstance.</p>	<p>Staff accountable for pupil progress and have good ownership of school PP systems and principles. All staff demonstrate high expectations for PP pupils. Those eligible for PP make at least expected progress both in year and through key stages.</p>	<p>Staff have a much greater awareness of who PP children are. Stickers on books indicate this so that it is easy to identify PP children. A full review of PP children has made sure that the right children are identified and these children are receiving the provision available to them. The majority of PP eligible children made expected progress though a small number didn't.</p>
<p>Training for staff on teaching for Greater Depth. Trained staff to demonstrate good practice and disseminate across the school</p>	<p>The number of pupils eligible for PP making accelerated progress to achieve Greater Depth in all areas by the end of Key Stage 2 is similar to that of non PP pupils, especially in writing.</p>	<p>The number of PP eligible children achieving greater depth in maths and GPS was in line with other pupils. In reading, 30% of PP eligible achieved greater depth, 40% of non PP. In writing no PP eligible achieved greater depth so this needs to be an area for focus.</p>
<p>Establishment of Homework Clubs for all pupils with specific invitations for those eligible for PP.</p>	<p>Pupils engage positively in home learning establishing positive attitudes for the future, consolidating class learning and supporting good progress. All those eligible for PP are completing home learning.</p>	<p>The majority of pupils eligible for PP completed home learning though this was predominantly due to the change in style of home learning set which was more manageable independently. A small number of pupils eligible for PP did attend Homework Club which enabled them to complete their tasks successfully.</p>
<p>Provision of a specialist speech and language assistant to deliver SALT and in-house programmes</p>	<p>Pupils eligible for PP (and others) who enter school with existing SALT programmes or are identified as having difficulties are supported to address their needs and improve their speech and language. The majority of pupils are discharged from Speech and Language as a result.</p>	<p>All pupils eligible for PP made good progress on their speech and language programmes. 4 pupils were discharged.</p>

Catch Up Reading programme for pupils in Years 4 and 5	Pupils eligible for PP who are falling behind in reading are targeted for support to enable them to catch up. Outcomes for PP pupils are in line with or better than non PP pupils.	This was more effective in Year 4 than Year 5 with outcomes for PP eligible in reading in Year 4 being broadly in line with non PP. In Year 5, the gap was wider though the profile of the children participating had a much wider gap to make up than those in Year 4.
Provision of specialist SEND teaching for pupils with specific learning difficulties.	Pupils eligible for PP (and others) are well supported so that their specific learning difficulty does not hinder their progress. All pupils make at least expected progress in year and through each Key Stage.	This remains an area of concern as it is pupils who are PP eligible who also have SEND who do not make as much progress as others. This will be a priority for 2017-18.
Increased level of teaching assistant support in EYFS to deliver additional interventions incl. Sonic Phonics, Narrative Therapy.	Pupils eligible for PP who enter school at lower levels can be targeted for additional support to accelerate their progress. All pupils eligible for PP reach GLD by the end of EYFS.	At the end of EYFS 3 out of 6 children eligible for PP reached GLD. For the remaining pupils, some areas of learning were not so secure and they will be targeted in the early stage of Year 1.
Provision of a teacher in Year 6 to release class teachers to provide targeted support in response to immediate need; particular focus on writing.	Pupils eligible for PP receive targeted support to address misunderstandings or misconceptions to ensure they do not fall behind. All pupils eligible for PP make at least expected progress through Key Stage 2.	Pupils eligible for PP in Year 6 attained as well as their non PP peers. Pupils eligible for PP made slightly more progress than their non PP peers.
Reading Partners Scheme for Key Stage 1	Pupils eligible for PP who are not read to at home are enabled to have this experience to encourage a love of reading and develop comprehension skills. All PP pupils reach EXS in reading by the end of Key Stage 1.	Outcomes for PP eligible children in reading at the end of Key Stage 1 were disappointing with only 4 out of 12 achieving age related expectations. This is not necessarily a PP issue as the quality of provision for the teaching of reading at Key Stage 1 needs to be reviewed in its entirety.
'Breakfast Reading Club' for pupils eligible for PP in Year 6.	Pupils eligible for PP who struggle with comprehension skills will be given additional support to accelerate progress and reach age related expectations by the end of Key Stage 2. All pupils eligible for PP reach EXS or better by the end of Key Stage 2.	Pupils eligible for PP attained as well as their non PP peers in reading. Those eligible for PP made more progress than their non PP peers.

<p>Additional TA hours for targeted interventions across the school;</p> <p>First Class @ Number Success @ arithmetic Wave 3 High 5 Learn to Move, Move to Learn Phonics Responsive support for writing</p>	<p>Pupils eligible for PP who are in danger of underachieving are enabled to catch up through rapid identification and targeted intervention.</p> <p>All pupils eligible for PP make at least expected progress both in year and by the end of each Key Stage.</p>	<p>Most pupils eligible for PP made expected progress by the end of the year though in some areas of the curriculum and in some year groups there was less progress; Year 1 writing, Year 2 reading and writing.</p>
<p>Individual support for 3 pupils to support their behaviour for learning</p>	<p>Identified pupils make at least expected progress in all areas of their learning.</p>	<p>All 3 pupils made at least expected progress. The pupil in Year 6 achieved age related expectations in all areas.</p>
<p>Advice and guidance from Behaviour Support service</p>	<p>Identified pupils are supported to manage their own behaviour and engage in learning thereby making at least expected progress from their starting points.</p>	<p>Advice was received and implemented enabling individual pupils to be successful. With one exception, no pupils eligible for PP were excluded from school.</p>
<p>Develop a sensory/reflection room for use by pupils who find it difficult to self-regulate.</p>	<p>Pupils who have difficulty in self-regulating have a safe place to calm and reflect so that they are ready to re-engage quickly thereby enabling good progress in learning.</p>	<p>This has been extremely successful with a minority of pupils who experience difficulty with this. The use of the room has enabled them to regulate much more quickly so that they have returned to learning swiftly.</p>
<p>Provision of Parent Support Worker.</p>	<p>Families are well supported with their children's behaviour outside school and difficulties with attendance. No PP pupils are persistent absentees.</p>	<p>Use of this service was variable. A small minority of parents accessed support regularly and so the number of hours available will be reduced in 2017-18. Attendance improved for 2 PP eligible children as a result.</p>
<p>Lunchtime club predominantly for those eligible for PP to support positive playtime leading to positive afternoon learning.</p>	<p>Through positive playtime, pupils are well prepared for afternoon learning. All PP pupils make at least expected progress as a result.</p>	<p>This was extremely successful. Four pupils accessed this support and as a result, there were very few incidents of poor behaviour at lunchtime and afternoon learning was successful. All four pupils made at least expected progress.</p>
<p>Training for additional ELSA plus designated ELSA time for existing TAs.</p>	<p>Pupils eligible for PP are able to engage and progress in their learning as their emotional needs are being met and supported.</p>	<p>One additional ELSA trained. Three now in school all with a full caseload. More ELSAs needed. Pupils who meet with ELSAs and complete their programme show more ability to self-regulate and manage their emotions.</p>

Forest School for those eligible for PP in Years 1 and 2.	Participating pupils grow in confidence, show initiative, demonstrate creativity and imagination which is transferred into their attitudes to learning and their work.	PP eligible children who took part in Forest School grew in confidence and independence. Teaching staff reported that they were beginning to show more enthusiasm and resilience in their classroom learning.
STEM event for Year 5 PP pupils across the Blandford Schools Network	Those eligible for PP are motivated to learn in science, maths and technology. Improvement in their thinking skills enables all PP pupils to reach age related expectations in maths.	This was extremely successful. PP eligible children were observed demonstrating, explaining and questioning throughout the event. 96% of PP eligible pupils achieved the expected level in maths, 30% achieved the higher standard and 90% made at least expected progress.
Enterprise event for Year 6 PP pupils across the Blandford Schools Network	Participating pupils are more ambitious for their future lives and are able to see the link between hard work and financial security.	Feedback from pupils indicated that the majority were more motivated and inspired by the end of the day. Their aspirations for the future were significantly changed.
Increase accessibility to learning opportunities outside of school; Espresso Mathletics SPAG.com My Maths	Pupils eligible for PP are able to engage in learning outside of school to support their own progress. All those eligible for PP make at least expected progress from their starting points.	The majority of PP eligible children in Year 5 and 6 made good use of Mathletics over the year. As a result their mental recall in maths improved. 96% of Year 6 PP eligible children achieved the expected level in maths at the end of the year. Almost all pupils accessed SPAG.com out of school. This supported PP eligible children with 87% achieving the expected level by the end of the year – this was in line with non PP eligible children.
Develop the use of Tapestry to secure early engagement by parents of EYFS children.	The parents of pupils eligible for PP (and others) engage in their children's learning from the very beginning. This will then continue as the pupils move through the school. All parents of those eligible for PP are using Tapestry to support their children.	Virtually all parents of PP children were using Tapestry by the end of the year. There is still work to be done in encouraging parents to contribute to this but all were engaging in looking at their child's learning.
Free Breakfast Club places and increase in staffing.	Pupils eligible for PP who are allocated free places have a positive start to their school day and are ready to learn. Targeted pupils who have had issues with attendance are seen to improve and this impacts on their attainment and progress.	Ten pupils accessed free breakfast club places. This led to improved attendance/punctuality for four targeted pupils. Three of these pupils made at least expected progress through the year. Some families were offered free places but did not take them up. Their attendance/punctuality remains a concern.

	No PP pupils are persistent absentees. Lateness for these pupils is eradicated.	
Funding for school trips, residential visits, instrumental lessons and after school clubs to ensure all pupils eligible for PP participate.	Pupils eligible for PP do not miss out on experiences and opportunities due to financial difficulties. Pupils are fully included in all aspects of school life.	All PP children were fully included in all aspects of school life.