



Archbishop Wake CE Primary School - Pupil Premium Strategy Statement 2018-19

Summary Information					
Academic Year	2018-19	Total PP Budget	£102,102	Date of most recent PP review	January 2017
Total number of pupils	415	Number of pupils eligible for PP	59 (14%)	Date of next review	TBC

Attainment at the end of 2018

Early Years Foundation Stage – 5 pupils eligible for PP				
	Reading EXP+ %	Writing EXP+ %	Maths EXP+ %	GLD %
Pupils eligible for PP (school)	60%	60%	80%	60%
Pupils eligible for PP (national)				
Other pupils (school)	86%	84%	92%	84%
Other pupils (national)				
Gap (school)	-26%	-24%	-12%	-24%

Year 1 Phonics – 7 pupils eligible for PP	
	Met Standard %
Pupils eligible for PP (school)	86%
Pupils eligible for PP (national)	
Other pupils (school)	89%
Other pupils (national)	
Gap (school)	-3
Gap (national)	

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	Motivation to read for enjoyment is lacking. Pupils are not supported with reading outside school and do not access the town library. Pupils do not value books, many lose their books or do not bring book bags to school.
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	Those eligible for PP develop a desire to read for enjoyment. They gain pleasure from books and are motivated to read and participate in reading activities in school.	Pupils eligible for PP are active participants in reading activities in school. The vast majority say that they enjoy reading for pleasure.
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	
Continue the roll out 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	
Termly pupil progress reviews with class teachers and TAs 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 and TAs to be available for meetings	
Improve library provision to incorporate more books that appeal to PP eligible children. Actively encourage their engagement in	PP eligible children become keen readers because they are motivated by the materials available to them. PP eligible children show a high take up of activities	Attainment and progress in reading outcomes. Take up information from activities provided.	English Leader Library Leaders	£2000 for resources	

competitions and activities.	provided.				
Total allocated	£5,500				

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 - £10,000	
Provision of specialist SEND teaching assistant 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.	Pupils eligible for PP who also have SEND make at least expected progress from their starting point. Tracking of pupil progress and attainment.	SENCo	28.5 hours per week specialist TA - £18,000	
Fully update teaching/learning				Subscription to Nessy Purchase full set of	

materials for those eligible for PP who are also on the SEND register				Rapid Readers £2000	
Increased level of teaching assistant support in EYFS to deliver additional interventions incl. Sonic Phonics, School Start.	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	25 hours per week TA support x 39 weeks - £13,000	
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	2 x 25 hours per week x 39 weeks 'needs led' TA support across Key Stage 2 - £26,000	
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 High 5 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	£10,000 for TA hours and contribution to resources.	
Total allocated	£80,000				

Planned Expenditure					
Behaviour and attendance					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
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 from their starting points. Sensory needs are met enabling them to engage in learning.	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.	SENCo	£1500	
Continue to develop sensory provision and the school 'chill out' room for use by pupils	Identified pupils have a space to be calm, self regulate and ready themselves to re-engage in	Pupils with sensory needs or who struggle with self-regulation make good progress in all curriculum	SENCo	£2000	

who find it difficult to self regulate or who come into school not ready to learn. (10 identified PP eligible)	learning thereby enabling good progress. Sensory provision ensures sensory needs are met so that learning is maximised.	areas.			
TA to be trained in helping children who have experienced trauma	Children who have experienced significant trauma including abuse are well supported so that this is not a barrier to their learning.	Children who have experienced trauma make at least expected progress and are on track to reach ARE at the end of their Key Stage.	SENCo	Trauma Informed Schools training £1350	
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 longer a barrier for them.	SENCo	6 hours per week ELSA time x 39 weeks £3000	
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 officer attends meetings with key families.	Attendance monitoring	Deputy Headteacher	£600	
Total allocated	£8, 450				

Planned Expenditure					
Other					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Increase accessibility to learning opportunities outside of school; Espresso Mathletics SPAG.com Spellodrome Timestables Rockstars	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. Continue the use of Tapestry into Year 1 to encourage continued engagement	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.	Feedback from parents. Attendance at parents evenings and other events. Support for home learning.	Foundation/Key Stage 1 leader	Contribution towards Tapestry £300	
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	Feedback from classroom staff. Attendance data. Attainment and progress data.	Headteacher	Breakfast Club Places x 10 @ £2.50 per day £5000 Additional staffing costs 5 hours per week x 39 weeks £2500	

	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.	Feedback from parents and pupils confirms that all are included and have access to every aspect of school life.	Headteacher	Day trips and visitors £1000 Residentials £2000 Music tuition and clubs £500 Other £700	
Total allocated	£12,500				

Total Pupil Premium spend	£106,450
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Review of Pupil Premium Grant spending 2017-18

Allocation 2017-18: £101,420

Actions	Desired Outcome	Review of impact
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.	Almost all those eligible for PP completed homework regularly. Progress for those eligible for PP was greater than for other children by the end of Y6.
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.	We are not yet at the point of a text available for all pupils so will continue to work on this. Reading progress score was exceptionally high at the end of KS2. PP attainment in reading was higher than the national average.
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.	In Year 1, attainment and progress in maths was the same for PP children as non PP (90% and 100% respectively). In Year 3, progress was the same but attainment was lower
School Pupil Tracker training for all staff so that those eligible for PP who have additional special educational needs are tracked accurately and next steps in learning are carefully planned.	Those eligible for PP who have additional special educational needs make accelerated progress (minimum 4 points in the year) and the gap begins to close between them and their peers.	This was completed. An increasing number of pupils are making accelerated progress but more needs to be done on this, especially where pupils also have SEND.
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.	These were completed. An increased focus led to accelerated progress for some.
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	This continues to be successful. Children are either discharged or their programmes reviewed and new targets set.

	result.	
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.	The majority of pupils who received specialist teaching made at least expected progress.
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.	Just 2 out of the 5 pupils eligible for PP did not reach GLD by the end of the year though they made excellent progress.
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.	This was highly successful. By the end of Year 6, those eligible for PP made more progress than other children in the cohort.
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.	This was not sustainable this year but did not impact on outcomes.
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.	The majority of children made at least expected progress in all areas. Less progress was made in Year 3 reading and writing and in Y4 writing. This will be a priority going forward.
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.	This support was successful. Both pupils made good progress and have also made progress with their behaviour needs so that learning is not disrupted.
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	This has been invaluable and ensured successful inclusion for individual children.

	<p>expected progress from their starting points. Sensory needs are met enabling them to engage in learning.</p>	
<p>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)</p>	<p>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.</p>	<p>The chill out room has been an invaluable addition and was regularly accessed by 4 children who need this sensory outlet. This enabled these children to learn and socialise successfully most of the time.</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>This was successful for some families but two pupils remained persistent absentees despite our best efforts.</p>
<p>Appointment of a play leader to support identified vulnerable pupils at lunchtimes.</p>	<p>Vulnerable pupils experience a positive lunchtime leading to a positive afternoon of learning. Identified pupils make at least expected progress as a result.</p>	<p>This appointment was made and began successfully. Unfortunately the postholder resigned and was not replaced.</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>Two more ELSAs were trained and had a full case load last year. This enabled PP eligible children to be emotionally supported successfully.</p>
<p>SLA with DCC Attendance Service to support families where attendance is a concern.</p>	<p>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.</p>	<p>Attendance for PP pupils was not 96% because of the low attendance of two pupils. One PP eligible child made poor progress as a direct result of attendance issues.</p>
<p>Enterprise event for Year 6 PP pupils</p>	<p>Participating pupils are more ambitious for their future lives and are able to see the link between hard work and financial security.</p>	<p>This was a success. Feedback from the children was positive and there was clear aspiration vocalised by some children.</p>
<p>Increase accessibility to learning opportunities outside of school; Espresso Mathletics SPAG.com My Maths</p>	<p>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.</p>	<p>Online opportunities were well accessed, especially Mathletics. Those eligible for PP made more progress than other pupils by the end of Y6.</p>
<p>Continue the use of Tapestry to secure early engagement by parents of EYFS children.</p>	<p>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.</p>	<p>This was very successful in both Reception and Year 1. Parent feedback has been positive and they value this provision. Teaching staff report a higher level of</p>

Continue the use of Tapestry into Year 1 to encourage continued engagement	All parents of those eligible for PP are using Tapestry to support their children.	engagement.
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.	Breakfast Club is extremely well attended. Attendance and punctuality for a small group of PP eligible children improved considerably. PP eligible children were ready to learn because they had a positive start to the day.
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.	No child was excluded from any school activity on the grounds of financial difficulty.
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.	This was very useful. Ideas were gleaned from the visit and implemented at ABW e.g. Smartsacks in classrooms, introduction of school pets.

Total Pupil Premium spend 2017-18: £101,420