



**Ashton C of E Primary School**

**Pupil Premium Strategy 2017-18**

Summary Information					
School	Ashton Church of England Primary School				
Academic Year	2017/18	Total PP Budget	£16,803 Includes underspend from previous year. (£1658 contingency)	Date of Most Recent PP Review	None carried out
Total Number of Pupils	38	Number of Pupils Eligible for PP	11	Date for Internal Review of Strategy	April 2018

Current Attainment		
% achieving in reading writing and maths end of KS2 Cohort size = 8	Pupils Eligible for PP (Ashton) Cohort size = 4	Pupils not Eligible for PP (national average 2016)
% Maths	0%	75%
% Reading	25%	71%
% Writing	50%	79%
% EGPS	25%	78%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Children working significantly below the age related expectation and require intervention to narrow the gap.
B	Mixed age classes – ensuring quality-first teaching for all, well differentiated and supported for the different groups.
External Barriers (issues which also require action outside school, such as low attendance rates)	
C	SEMH needs of children – issues include low self-esteem, attachment, anxiety,
D	Wider opportunities of children from lower income families

Desired Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A	The gap will narrow between PP children and non PP children. Data in year groups demonstrates that those children targeted through intervention make better than expected progress and narrow the gap on their non PP peers.	Data analysis each term Pupil Progress Meeting will identify accelerated progress. Targets set throughout the year.
B	Support in class allows effective differentiation for all abilities. High expectation for all learners. Progress at data harvest suggests progress in lessons is at least good.	Progress and attainment data demonstrates children of all levels make good progress.
C	Programme of support offered to children who need it through the pastoral support TA. Children are more stable in class – lower incidents of children reaching leadership team for breaching school rules.	TA to complete training programmes in order to be able to offer suitable support.  Monitor behaviour records.
D	Children participate in all school extra-curricular opportunities, eg, instrumental tuition, residential trips	Monitor children's take up of opportunities.

Planned Expenditure					
Academic Year	2017/18				
A	Children working significantly below the age related expectation and require intervention to narrow the gap.				
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 gap will narrow between PP children and non PP children.	Quality first teaching, monitored through triangulation to ensure that all children are making progress and this is evident in books.	Lesson dips and scrutiny will demonstrate that children are making progress in lessons through well pitched lessons.	Monitoring as part of cycle.  Focused vulnerable group monitoring.	JBu  Literacy/Maths Leads	April 2018
Data in year groups demonstrates that those children targeted through intervention make better than expected progress and narrow the gap on their non PP peers.	Clear success criteria given to intervention groups to measure success. Ensure this is being transferred back in to class work.	Intervention which is focused and specific to fill gaps will help children to make accelerated progress.	Monitoring of interventions.	JBu  SENDCo	April 2018

Assessments needed to ensure correct support and resources are being used to support eligible children with significant needs.	Use of external agencies to support specific children  (PP and PP +)	Expertise and support given from agencies will help school ensure the right support is in place.	Monitor quality of reports/suggestions and ensure that suggestions are implemented in the classroom where appropriate.	JBu SENDCo Class Teacher	April 2018
Total Budget Cost					£1820

Planned Expenditure					
Academic Year	2017/18				
B	Mixed age classes – ensuring quality-first teaching for all, well differentiated and supported for the different groups.				
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?
Support in class allows effective differentiation for all abilities.	Teaching assistants deployed within class to support the wide range of learners, particularly in Junior class.	Split groups to enable targeted teaching.  Children have varied needs and benefit from support from additional adults	Lesson Observation  Progress in books  Data	JBu  Class Teachers ensure staff are deployed well.	April 2018
High expectation for all learners.	Pitch of lesson and expectation raised.  High aspiration targets set.	PP children should be set high expectation targets with targeted support to help them make this progress.	Lesson Observations – focus on PP learners.	JBu	April 2018
Progress at data harvest suggests progress in lessons is at least good.	Assessment system revamped to allow accurate assessment and clear understanding of next steps in learning for all stake holders.	Lesson quality good with all learners progressing including more able.  Greater focus on reasoning and problem solving in maths	Assessment system discussion and clear understanding by all teaching staff.  Data collection  Lesson dips  Book scrutiny	JBu  Subject Leaders	April 2018

Planned Expenditure					
Academic Year	2017/18				
C	SEMH needs of children – issues include low self-esteem, attachment, anxiety,				
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?
Programme of support offered to children who need it through the pastoral support TA.	TA to have a pastoral/family support role.  Carry out assertive mentoring and programmes including attachment, protective behaviours, anger, self-esteem and friendship groups.	A lot of the children have SEMH needs that need some individual or small group work with a clear focus.	FSW/Pastoral TA role to be supervised by head teacher.  Programme of support to be drawn up according to need from initial baseline.  Training to be provided by well-known providers.	JBu  SR	April 2018
Children are more stable in class – lower incidents of children reaching leadership team for breaching school rules.	Support from Jogo in school to give strategies for some of the challenging behaviours demonstrated in the junior class.	There is a concentration of characters within the Junior class (many PP and PP Plus) who as a group have a challenging dynamic.  Support with classroom strategies will help to develop a	Support from reputable source.  All linked in with support from FSW/Pastoral Role – monitoring of behaviour/progress	JBu  Class Teacher	April 2018

		conducive learning environment.			
Total Budget Cost					£6325

Planned Expenditure					
Academic Year	2017/18				
D	Wider opportunities of children from lower income families				
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?
Children participate in all school extra-curricular opportunities, eg, instrumental tuition, residential trips	<p>School to fund peripatetic music lessons for those who would like to take up the opportunity.</p> <p>Part-fund residential/trip opportunities.</p> <p>Fund milk for eligible children who would like it.</p>	Widen the opportunities given to the children. Ensure children have adequate resources to take part in wider opportunities.	<p>Monitor take up and commitment to opportunities.</p> <p>Discuss with teachers.</p>	JBu	April 2018
Total Budget Cost					£1000