

# Alban Wood Primary School and Nursery: Pupil Premium Strategy

1. Summary information					
<b>School</b>	Alban Wood Primary and Nursery School				
<b>Academic Year</b>	2018 - 2019	<b>Total PP budget (including EY PP)</b>	£74,389	<b>Date of most recent PP Review</b>	Autumn 2018
<b>Total number of pupils</b>	226	<b>Number of pupils eligible for PP</b>	56 PPG 3 EYPP	<b>Date for next internal review of this strategy</b>	Autumn 2019

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	School attainment data and progress data tends to indicate a gap between those eligible for PP in Key Stage Two reading than for other pupils.	
<b>B.</b>	PP children entering our Early Years setting (both Nursery and Reception) tend to have a lower baseline compared to non-PP children. Areas of learning where this is particularly noticeable are communication and language and PSED.	
<b>C.</b>	In some year groups, there is an overlap between PP children and SEND children.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Vocabulary/ knowledge of the wider world is sometimes less developed in PP children	
<b>E.</b>	Diminishing the difference between attendance of PP pupils against non PP pupils	
<b>F.</b>	Parental support/ engagement	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Diminish the difference between non-PP and PP children's attainment in reading across the school	Percentage of PP children making expected progress in reading is in line with non-PP peers. This is applicable to all year groups, though will be measured particularly in end of key stage cohorts. PP children are given opportunities to further their love of reading and develop their vocabularies, both with the school trying to engage parents and bridging the gap within school.
<b>B.</b>	Children entering our Early Years setting make accelerated progress and the difference between non-PP and PP achieving GLD is diminishing.	Attainment should be at least equivalent for PP and non-PP pupils in areas of communication and language (speech and language in particular) and PSED (identified as being key areas for development by current EY staff).
<b>C.</b>	Children with PP and SEN overlap are supported in their learning and make progress which is at least in line with their non-PP peers.	Progress for PP and SEN children is continually monitored through formative data collection and pupil progress meetings (SLT and class teachers). Arbor software allows senior leaders to track progress and attainment of PP children in greater details. Interventions and guided groups (both teacher and support staff led) are used to ensure children make at least expected progress in reading, writing and maths.
<b>D.</b>	To ensure PP children have the same access to extra-curricular opportunities.	Participation in extra-curricular activities by PP pupils is the same as non-PP pupils.

<b>E.</b>	Diminishing the difference between attendance of PP pupils against non PP pupils	Attendance for PP pupils is at least 95%, with many children achieving the school target of 96.5%. The percentage of PP pupils with attendance below our school target is reduced. The number of unauthorised holidays will reduce.
<b>F.</b>	To provide a family support worker to support parents at home	Family support worker (shared between 2 schools within the MAT) to provide 2 days support for children and parents at AW. FSW reports back to SLT regularly to inform SLT of which families are currently receiving support and in which capacity the support is being delivered (with parents at home, children at school etc)

### 3. Planned expenditure

**Academic year**      **2018 - 2019**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>	SDP includes a focus on raising the profile of reading across the school.	KS2 SATs data 2018 shows a slight progress gap between PP chn and non-PP chn,	Monitoring of guided reading planning/ outcomes/ use of texts. Pupil voice linked to reading. Teacher's monitoring of reading at home - SLT to support if needed. Observation focus to be whole class reading. Use of reading challenges within classes to motivate children to read independently at home. Reading celebrated regularly in achievement assembly. Wide range of opportunities to link to reading eg. trips.	All English lead	<b>In line with the monitoring and evaluation schedule</b>  <b>In line with SDP 2018 - 2019</b>
	Develop vocabulary across the school.	Some PP children (across the school) do not have the same vocabulary when compared to non-PP children. This can inhibit reading and writing.	Sharing best practice which is currently in use for the teaching of new vocabulary. Use of vocabulary specific activities within guided reading practice. Assemblies to have a world knowledge (Beyond The Brow) focus. Use of vocabulary activities within whole class reading (now taught weekly in KS2)	All	<b>Autumn 2019</b>

<b>B</b>	Early intervention/ support provided for children for whom communication and language and PSED is an area of development to support them in achieving GLD at the end of EY and ARE at end of KS1.	Within this year's current R cohort, some children are displaying signs that they may need to make accelerated progress within communication and language in order to move into KS1 with the same level CL as their peers. The same can be said for PSED. The early identification of this gap will allow us to diminish the difference over the years.	PP children make progress at least in line with their peers in communication and language and PSED. Many children make better than expected progress. Children's speech and language is supported within whole class and smaller group sessions. Early interventions are used to ensure that all children have the opportunity to make at least expected progress across EY and KS1. Data is monitored by SLT.	EY / KS1 SLT	<b>Autumn 2019</b>
<b>C</b>	Ensure PP chn with SEN crossover are supported during whole class sessions	During PPMs 2017 - 2018, staff were positive about supporting children in all areas of their learning. Where there is a PP/ SEN overlap, it is important that we support children in foundation subjects to further their understanding of the world (also identified as a priority). Staff were particularly positive about support staff roles during guided reading sessions - one of the priorities on the 2018 - 2019 SDP.	Feedback at PPMs is positive. Foundation subject assessments show PP children are making progress at least in line with their non-PP peers. PP children's books show that they are being supported during foundation subject learning. Monitoring of reading outcomes shows that children are being taught specific cognitive reading skills. Names of PP children and SEN children are on teacher's plans to make sure all adults who work with the class are aware of any cross over between PP and SEN. Monitoring carried out by the English lead shows that support staff are being used	SENCo/ English lead	<b>Autumn 2019</b>
<b>D</b>	Project to be carried out within school by one of the humanities team linked to PP and geography	Currently a gap in progress and attainment for PP children within geography.	AH to carry out whole school geography PP project for NPQML qualification. Humanities team to regularly review and monitor progress and attainment of PP children.	AH	<b>Autumn 2019</b>
<b>Total budgeted cost</b>					£1,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>A</b>	<p>CPD focus on reading (both internal and external CPD). Specific teaching of reading skills to support children of all abilities when answering longer response questions.</p> <p>Sharing best practice opportunities as a staff.</p> <p>Whole staff CPD to be returned to, especially with new staff joining the AW team.</p>	<p>It was evident that children were unaware of the cognitive skills which are used during reading. Children were unaware as to what kind of answer was expected for a reading question and were unable to state what reading skill they would need to use to answer a question.</p> <p>Children were unsure as to whether they needed to answer questions in full sentences or shorter answers, and therefore time during reading comprehensions was not always well utilised.</p> <p>Children working above age related expectations were not always being awarded the maximum amount of marks on longer response questions.</p>	<p>Within guided reading groups, there is a noticeable increase on the specific teaching of longer response questions and the language which should be used when answering them.</p> <p>Comprehension focus during guided reading teaching.</p> <p>Using formative assessment to inform future groupings, planning and text types.</p> <p>Some use of extracts within guided reading so that children are not spending too long on a single book by one author - this will support with development of vocabulary.</p> <p>Some use of poetry within guided reading teaching across the year in all year groups, in line with the end of key stage expectations.</p> <p>Gap analysis to be used following formative reading assessments so that whole class reading can be planned to plug specific reading skills.</p> <p>Observations of whole class reading to take place to ensure consistency of teaching and outcome expectations across key stages.</p>	All	<b>In line with the monitoring and evaluation schedule</b>
<b>B</b>	ELKLAN provision in EY	<p>Speech and communication has been identified as a common area of development for our PP children on their entry into EY.</p> <p>Early intervention has proved the most effective way of these chn making accelerated progress and achieving (within CL) at least in line with their non-PP peers</p>	<p>Formative and summative assessment shows chn are quickly identified as needing support with speech and language. Targeted support ensures these children make accelerated progress.</p>	Early Years team	<b>Autumn 2019</b>
<b>C</b>	<p>PP chn with an overlap of SEN have targeted provision to ensure they are achieving at their potential</p>	<p>Class teacher/ support staff/ SLT led intervention ensure that our PP chn (including chn with SEN/ PP overlap) make at least expected progress. Where necessary, individual targets are in place for these chn. This will be in the format of IPMs which are shared with parents - these are reviewed termly in line with the formative assessment cycle.</p>	<p>Termly data analysis for each cohort (through PPMs), where class teacher and SLT (incl. INCo) will discuss current provision and how to maximise potential of PP chn through further targeted support.</p> <p>This support will be implemented quickly and the impact of support will be monitored by SLT and class teacher at the next PPM.</p>	SENCo	<b>Autumn 2019</b>

<b>D</b>	Continue to be innovative when purchasing new resources which will support with children's growing understanding of the world around them.	Some PP children show a difference in their understanding of the world when compared with non-PP children. For example, geographical, cultural or historical knowledge.	Monitor use of new resources - could be done through pupil voice. Continue to monitor through formative and summative assessment - to be reviewed in PPMs. SLT focus on broad and balanced curriculum	AH	<b>Autumn 2019</b>
<b>Total budgeted cost</b>					£51,337
<b>iii. Other approaches (Whole school strategies)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D</b>	PP Pupils offered trips, uniform and other opportunities that arise	Feedback from parents, evidence with engagement with activities.	Head of School, Pupil Welfare and Finance Secretary will monitor the uptake and ensure correct communication to parents. Where possible, 100% of Y6 children to attend residential in 2019-20. SLT to apply for PP grants to support these children with affordability.	HoS	Autumn 2019
<b>E</b>	SLT working alongside attendance officer to increase the profile of attendance.	We currently have a PP attendance gap. This was partly due to a large amount of unauthorised holiday in summer term. Attendance to become a whole school target on the SDP - further actions detailed in this document.	SLT to continue to monitor attendance. Attendance officer to continue to work alongside school to support families in learning the importance of attendance. Continue to discuss attendance during PPM meetings to support children for whom attendance might be a barrier. SLT to continue to meet with parents re. attendance and punctuality. Attendance figures monitored by governors within governor meetings.	HoS/ EHT	Continual monitoring of attendance by SLT.  Review Autumn 2019
<b>F</b>	Family support worker able to provide support for parents/ carers and children within school.	The addition of a FSW to the AW team will offer support to families and provide a link between parents/ carers and school. FSW is able to support parents with children's behaviour, CP concerns, how to support children academically at home. The FSW is also able to signpost parents to other agencies with whom may also be able to provide support.	Regular catch-up sessions with a member of SLT to inform of progress/ current families receiving support from the FSW. The FSW to keep notes on support which parents/ carers have received and which children are being supported by the FSW within school.	HoS/ EHT	Continual monitoring of attendance by SLT.  Review Autumn 2019
<b>Total budgeted cost</b>					£28,183

#### 4. Review of expenditure 2018-19

##### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Diminish the difference between non-PP and PP children's attainment in reading across the school	<p>SDP includes a focus on raising the profile of reading across the school.</p> <hr/> <p>Develop vocabulary across the school.</p>	<p>Staff Development meeting focused on Reading. English Lead led INSET on whole class reading.</p> <p>Whole school participated in Take One Book Week each term.</p> <p>Staff have focused on developing new vocabulary because of changing our topic planning in light of the new OFSTED framework.</p>	<p>Reading is a focus in our Academy Improvement Plan 2019-20.</p> <p>Vocabulary across the school will continue to remain a focus.</p> <p>Linking children's spelling to topic words to encourage them to investigate new vocabulary.</p>	£800
Children entering our Early Years setting make accelerated progress and the difference between non-PP and PP achieving GLD is diminishing.	Early intervention/ support provided for children for whom communication and language and PSED is an area of development to support them in achieving GLD at the end of EY and ARE at end of KS1.	<p>There were no Pupil Premium children in Reception.</p> <p>The Learning and Wellbeing Mentor supported children to improve their wellbeing during family break ups and deaths in the family.</p> <p>Wellbeing Mentor supported children with speech and language.</p>	Continue to use Wellbeing mentor to support speech and language and PSED.	
Children with PP and SEN overlap are supported in their learning and make progress which is at least in line with their non-PP peers.	Ensure PP chn with SEN crossover are supported during whole class sessions	Use of teacher and support staff led intervention continued to be successful.	<p>PPM is used to identify the support needed in each cohort. Teachers are able to identify the gaps in learning and put in appropriate support.</p> <p>Academic support is delivered by teachers and teaching assistants and personal, social and emotional support by the Learning and Well-being mentor.</p> <p>The Family Support worker has supported vulnerable families throughout the year.</p>	

To ensure PP children have the same access to extra-curricular opportunities.	Project to be carried out within school by one of the humanities team linked to PP and geography	Teacher has identified the achievement of the PPG in Geography. Geography lead has lead CPD and adapted the curriculum to improve outcomes.	To continue to adapt the curriculum to meet the needs of children. Fieldwork day has been arranged to ensure skills are being delivered.	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Diminish the difference between non-PP and PP children's attainment in reading across the school	CPD focus on reading (both internal and external CPD). Specific teaching of reading skills to support children of all abilities when answering longer response questions. Sharing best practice opportunities as a staff. Whole staff CPD to be returned to, especially with new staff joining the AW team.	CPD on reading led by English lead. Take One Book week was successful each term.  Reading Interventions delivered by Teaching assistants.	Library open to children two lunchtimes so children can read in a quiet places and discuss books/choices with the Librarian.  Teaching assistants support children during Guided/Whole class reading sessions.	£52,395
Children entering our Early Years setting make accelerated progress and the difference between non-PP and PP achieving GLD is diminishing.	ELKLAN provision in EY	Wellbeing Mentor, delivered Welcomm to children in the EYFS, as this is an area of concern for our vulnerable children. GLD 73% - No children in Reception were PPG.	Continue to use the Wellbeing mentor to support Speech and Language in EYFS.  All children in EYFS to be screened using the Welcomm assessment materials.	

Children with PP and SEN overlap are supported in their learning and make progress which is at least in line with their non-PP peers.	PP chn with an overlap of SEN have targeted provision to ensure they are achieving at their potential	Class teacher/teaching assistants and Learning Mentor have led interventions to ensure the SEND/PPG children make expected progress.	Termly PPM with Class teacher, INCo and SLT will discuss data, provision and how to maximise the potential of PPG children. The support will be monitored by SLT at next PPM.	
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### iii. Other approaches (whole school)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure PP children have the same access to extra-curricular opportunities.	PP Pupils offered trips, uniform and other opportunities that arise	R – Yr6 were offered at least one free club. PPG children accessed the clubs.	Offering to pay half the amount to a club ensured they attended weekly.	£21,194
Diminishing the difference between attendance of PP pupils against non PP pupils	SLT working alongside attendance officer to increase the profile of attendance.	Class attendance is celebrated in assembly each week.	Attendance is on the Academy Improvement Plan.	
To provide a family support worker to support parents at home	Family support worker able to provide support for parents/ carers and children within school.	The Family Support worker has supported vulnerable families throughout the year.	To continue to use FSW to work with our vulnerable families.	