Pupil premium strategy statement

Summary information					
School	Arnbrook Primary School				
Academic Year	2018/19	**Total PP budget**	£161,640	**Date of most recent PP Review**	July 2018
Total number of pupils	260	**Number of pupils eligible for PP:** **Number of LAC** **Service children**	120 2 2	**Date for next review(s) of this strategy**	Internal Termly Review & Report to Governing Body. External review: 10/1/2018

At Arnbrook Primary School, we believe that all children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances. The government believes this additional funding is the best way to tackle those inequalities to enable children to have the best outcomes.

Which pupils are entitled to Pupil Premium?

Pupil Premium Grant (PPG) is provided to all schools to support pupils within the following categories:

- Pupils who are currently registered for Free School Meals.
- Pupils who have been registered for Free School Meals at any point during the last six years;
- Pupils in the care of a Local Authority;
- Pupils who have been adopted but have been looked after for one day or more, or were adopted from care on or after 30th December 2005 and left care under:
- A Special Guardianship Order on or after 30th December 2005
- A Residence Order on or after 14th October 1991
- Pupils whose parents are serving with the UK Armed Forces

How do we encourage parents to register their child's eligibility?

Registering is quick and easy – just type 'Nottinghamshire Citizen Portal' into Google and click on the link to register. If you need any help, please speak to a member of staff. No one will know you have registered and it will not affect any other benefits you are claiming. We offering additional incentives targeted at foundation stage and key stage one parents/carers whose children receive free school meals without the need to register. This should give us a more realistic picture of the number of disadvantaged pupils within the school which we believe is currently higher than shown. The fact the numbers within KS2 are much higher than in foundation stage and key stage one which supports this.

<u>What is Pupil Premium spent on?</u>

The decision about how the individual schools use their Pupil Premium is left to each school with the expectation that they will close the gap in attainment and progress between those eligible and other children nationally. "It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DfE). Therefore, schools are free to spend the PPG as they see fit. However, they will be held accountable for how they have used the additional funding to support these pupils. Measures are included in the performance tables which capture the achievement of those disadvantaged pupils covered by the grant.

<u>How is funding used at Arnbrook Primary School?</u>

At Arnbrook Primary, we use funding in a range of ways to support all pupils including those who qualify for Pupil Premium. Each year we put together a comprehensive plan of interventions that we feel will best allow our pupils to meet their full potential, all disadvantaged pupils have an individual pupil passport identifying their specific barriers to learning and every 6 weeks a strategy is selected that will be used in order to tackle that barrier to their learning.. At the end of the academic year we then analyse the impact of the interventions and strategies used to ensure they provide best value and that progress has been made.

At Arnbrook Primary School we have developed an action plan in order to continue to improve provision and raise achievement for all children in receipt of pupil premium funding. Our priorities mean that the funding for 2018-19 will focus on:

- To significantly raise attendance levels for disadvantaged pupils, with a target of 96% and reduction in the number of persistently absent pupils.
- Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school
- Ensuring that all disadvantaged pupils are provided with an appropriate intervention in order to reduce their most significant barrier to learning and for this to be reflected in the academic progress that the pupils make.

More specific areas for development, outlined in the school's SEF and SDP are as follows:

- In *EYFS,* improve outcomes for disadvantaged boys in relation to PSED and increase number of disadvantaged pupils exceeding GLD
- By the *end of Key Stage 1*, diminishing the difference between outcomes in relation to disadvantaged and non-disadvantaged pupils.
- At the *end of Key Stage 2*, improving the performance of disadvantaged pupils in writing and the proportion of disadvantaged pupils achieving the expected standard in EGPS.

<u>What are the main barriers to educational achievement faced by pupils eligible for pupil premium funding at Arnbrook Primary School?</u>

We have identified 5 key aspects of child poverty and disadvantage:

- Material poverty;
- Emotional poverty;
- Poverty of experience;
- Poverty of language; and
- Poverty of aspiration.

Our hope is that as a school we can strive to ameliorate, where we can, the causes and effects of emotional, experiential and material poverties. Each of these we believe is a specific barrier to pupils learning. Our provision mapping includes a target for each pupil linked to an area of poverty, alongside identified strategies in order to break down these barriers.

All disadvantaged pupils are targeted to make more than expected progress and we have created a provision map that enables us to accurately track if this is the case. Using a whole school flight path we will continue to track this progress as the pupil's progress through the school and will use a traffic light system in order to identify those disadvantaged pupils who are at risk of not making the required progress throughout their time at Arnbrook. The flight path also enables us to look beyond their Primary years and make predictions on their future GCSE grades to ensure they remain on track to reach the expected standard.

| Starting Point | End of Year Minimum Expectations | | | | | | | End Point | | End of Year Numerical GCSE Targets |
	End of FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Above Standard	Exceeding	Exceeding plus Extended Abstract	Greater Depth	Exceeding plus Extended Abstract	Exceeding plus Extended Abstract	Exceeding plus Extended Abstract	115-120	High Standard	Achieved Standard	9
	Exceeding	Exceeding plus Relational	Greater Depth	Exceeding plus Relational	Exceeding plus Relational	Exceeding plus Relational	110-114			8
Expected Standard	Expected	Expected	Expected	Expected	Expected	Expected	100-109	Expected Standard		7
Below Standard	Emerging	Emerging	Expected	Expected	Expected	Expected	100-108			6
	Emerging	Emerging	Emerging	Expected	Expected	Expected				

How the table works
End of year assessments (in-year progress of pupils is monitored via in school means) are tracked throughout school so that progress from starting points can be closely tracked. It is the intention that an upward trajectory is achieved whereby pupils move to a higher row on the table than the one in which they started. If this is achieved the pupil

will be marked as 'Green' on the risk rating scale included on the provision map. In instances whereby a pupil maintains a horizontal journey through the flight path then this will be deemed as an 'Amber' risk. Although the pupil is making expected progress the intention is to achieve greater rates. A 'Red' risk rating will be applied to pupils who drop to a lower level on the table. This is an indicator for less than expected progress

Desired outcomes and how they will be measured	Success criteria
To significantly raise attendance levels for disadvantaged pupils, with a target of 96%, and reduce the number of persistently absent pupils. Measured through: Attendance Data Analysis/ASP	• Half termly reporting shows reduced absences and improved punctuality for disadvantaged pupils, in comparison to previous year. • Reduced number of Persistently Absent disadvantaged pupils (less than 90%) and fewer disadvantaged pupils with attendance less than 95% • Greater proportion of disadvantaged pupils receiving attendance rewards for 100% attendance and receiving prizes for improved attendance.
Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school.	• In *EYFS,* improve outcomes for disadvantaged boys in relation to PSED and increase number of disadvantaged pupils exceeding GLD • By the *end of Key Stage 1*, diminishing the difference between outcomes in relation to disadvantaged and non-disadvantaged pupils. At the *end of Key Stage 2*, improving the performance of disadvantaged pupils in writing and EGPS, and improve the % of disadvantaged pupils achieving a high score/greater depth in reading, writing and maths.

Y2 Projections 2018/19 Expected +		
	Disadvantaged	Cohort
Reading	TBC	70%
Writing	TBC	70%
Maths	TBC	70%

Y2 Projections 2018/19 High Score/Greater Depth		
	Disadvantaged	Cohort
Reading	TBC	15%
Writing	TBC	15%
Maths	TBC	15%

Y6 Projections 2018/19 Expected +

	Disadvantaged	Cohort
Reading	TBC	70%
Writing	TBC	70%
Maths	TBC	70%

Y6 Projections 2018/19 Greater Depth		
	Disadvantaged	Cohort
Reading	TBC	15%
Writing	TBC	15%
Maths	TBC	15%

3. Ensuring that all disadvantaged pupils are provided with an appropriate intervention in order to reduce their most significant barrier to learning and for this to be reflected in the academic progress that the pupils make. Measured through: Class Dojo, termly behaviour report to governors, learning walks, lesson observations, pupil discussion, questionnaires for staff/pupils/parents and carers/hole school provision map and individual pupil passports.	• Disadvantaged children with SEBD make marked improvement in their behaviour • Children demonstrate good behaviour for learning in lessons and around school, as well as showing improved self-esteem and social skills. • Pupils whose strategies are successful at reducing their most significant barrier to learning show academic progress to reflect this. • Teaching and learning across classes and cohorts tailored to meet the needs of pupils and address specific areas of poverty. • Parental engagement increases, with higher levels of understanding among parents of how to support children's learning at home.

Desired outcome	Strategy	Cost	Personnel	Monitoring
To significantly raise attendance levels for disadvantaged pupils, with a target of 96%, and reduce the number of persistently absent pupils.	School minibus transporting targeted disadvantaged children with attendance/punctuality issues to school every day (2 runs every day)	£9,652	Attendance Support Worker Minibus Driver	Attendance data. Half termly review of children with attendance and/or punctuality issues.
	Free breakfast club places for targeted disadvantaged children with attendance/punctuality issues.	£7,700	Breakfast Club Staff	
	Deployment of x2 attendance support workers and attendance officer, to; a) monitor attendance of all children, with particular focus on children with poor attendance and/or punctuality and disadvantaged children b) support children and families in improving their attendance, in particular disadvantaged children with poor attendance and/or punctuality.	% contribution totalling £17,985	Attendance Officer Family Liaison Officer Attendance Support Officer	
	Attendance prizes and incentives for rewarding excellent attendance and punctuality.	£1000	Attendance Team	
Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school.	Assistant Head Teachers (x3) teach intervention groups of targeted disadvantaged pupils in in EYFS/Y2 /Y6 who are at risk of not reaching ARE or targeted for greater depth, twice a week.	£19,362	AHT Headteacher	Half termly data analysis & work analysis.
	Additional teacher in each phase (KS1/LKS2/UKS2) responsible for teaching targeted group of disadvantaged pupils each day for Maths & English, alongside additional interventions for individuals and small groups.	£44,169	AHT	Half termly data analysis & work analysis. Lesson observation

	1:1 phonics top up sessions (daily 15 minute session over 6-8 weeks) for identified Y1 disadvantaged pupils who need additional support to pass Y1 phonics screening check.	£3349	TA x2 English Lead Maths Lead	Phonics assessment information (half termly).
	1:1 precision teaching sessions (daily 15 minute session over 6-8 weeks) for identified children in all year groups in maths and spelling.	£3349	TA x 2 English Lead	Half termly data analysis & work
	Funding used to pay for FS Teaching Assistant to take small group for PSED sessions	£558	TA x1	Half termly data analysis & work
	Funding used to pay for Teaching Assistants (x2) to take small groups for Phonics & Reading Hour from Y2-6 ensuring children have appropriate level of challenge and reading book.	£4799	TA x2 English Lead	Half termly data analysis & work analysis. Lesson observation.
	Targeted group of Y6 pupils receive weekly 1:1 online maths tuition for one per week for the school year through Third Space learning.	£8,810	Liz Burke	Half termly data analysis & work analysis.
	Parental engagement events for parents/carers of children in across school. Events are focussed on how parents/carers can support their children at home in Maths and English.	£500	English Team Maths Team	Record kept of course attendance. Half termly data analysis.
All disadvantaged pupils are provided with an appropriate intervention in order to reduce their most significant barrier to learning and this is reflected in the academic progress pupils make.	Weekly 1 hour drop in counselling service & 1:1 counselling service (12 week scheme per pupil x4 pupils) from Think Children.	£1,950	SENDCO Behaviour Lead DSL Trained Counsellor	Information reports from counselling service at the end of each block.
	Support staff provide additional after school activities to improve resilience and provide new experiences, with disadvantaged children taking priority.	£1,116	Teaching Assistants Pupil Premium Lead	Record of attendance
	Subsidy for enrichment activities –trips/visits/visitors/residential opportunities.	£5,000	Business Manager Pupil Premium Lead	Termly budget review.

	Employ x1 learning mentor to work with identified PP children both in class, 1:1 mentoring sessions and group activities. Learning mentor also to develop home school liaison with disadvantaged pupil parents in order to improve relationships and engagement with school.	% contribution totalling £16,237	Learning mentor SENDCO Behaviour Lead Pupil Premium Lead	Termly observations and appraisal meetings. Intervention monitoring and data gathering half termly.
	Specific Assistant Headteacher identified as Pupil Premium Lead role. Tracks all pupils individual barriers for learning, identifies trends and ensures support is provided for all staff providing relevant interventions. Ensures that all interventions are having an impact both on individuals' barriers to learning and academic progress. Creates flight path for every disadvantaged pupil in order to ensure any child at risk is highlighted and their needs are addressed.	% contribution totalling £21,237	Pupil Premium Lead	Half termly data analysis & work analysis. Lesson observation. Pupil interview. Provision map.