

Airy Hill Community Primary School



Pupil Premium Plan 2017-2018

Financial Year	Pupil Premium Funding Received
2015-2016	£62460
2016-2017	£68160 + £198.75 Early Years
2017-2018	£56440 + £201.46 Early Years

	2015-2016	2016-2017	2017-2018
NOR	198	193	188
Number of disadvantaged pupils	43	43	39
Number of LAC eligible for PPG or Service personnel	3	3	3

Current attainment and progress		
KS2 2017	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving expected standard in reading/writing/maths.	22%	67%
% achieving expected standard in reading	67%	77%
% achieving expected standard in writing	67%	81%
% achieving expected standard in maths	33%	80%
Reading Progress	-2.89	
Writing Progress	-1.08	
Maths Progress	-5.82	

In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils, this results in fewer children achieving a good level of development.
B.	As a result of the above, disadvantaged pupils leaving EYFS do not make sufficient rates of progress in order to meet the expected standard in year 2 in Reading or Writing.
C.	Disadvantaged pupils do not make sufficient progress in Reading or Maths across Key Stage 2.
D.	Disadvantaged pupils do not make sufficient progress in Maths across either Key Stage.
External barriers	
E.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%) with 31.9% being persistent absentees. This reduces their school hours and causes them to fall behind on average.
F.	Unsettled family arrangements can result in social and emotional difficulties which affect children's learning
G.	Low aspiration: lack of ambition and a culture of limiting self-beliefs.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class so that a greater proportion achieve a good level of development.	Pupils eligible for PP in Reception class make rapid progress so that a greater proportion of pupils eligible for PP meet age related expectations and continue to maintain this throughout KS1.
B.	Ensure that pupils eligible for PP make rapid progress throughout KS1 so that a greater proportion meet the expected standard at the end of Year 2.	Pupils eligible for PP as much or better progress as 'other' pupils with similar starting points so that a greater proportion meet the expected standard.
C.	Pupils eligible for PP make expected or better progress in Maths throughout KS1 and KS2.	Pupils eligible for PP identified make as much or better progress as 'other' pupils with similar starting points, across KS1 and KS2 in maths. Measured in year by teacher assessments and successful moderation practices
D.	Pupils eligible for PP make rapid progress throughout KS2 so that a greater proportion meet the expected standards at the end of KS2.	Pupils eligible for PP as much or better progress as 'other' pupils with similar starting points so that a greater proportion meet the expected standard.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves so that it is in line with 'other' pupils.
F.	Safeguarding concerns are addressed effectively. Good mental health and well-being is promoted through whole class teaching and supported with interventions as appropriate.	Children are happier and have increased engagement in school life resulting in positive outcomes and increased progress.

G.	Children are confident in their abilities and are able to identify personal aspirations for adulthood.	Pupils will talk confidently about their personal aspirations and have a range of experiences in school to
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How will our Pupil Premium Grant be spent in 2017-2018?

Quality of teaching for all					
Desired outcome	Action	Evidence or rationale	How will we ensure it is implemented well?	Staff lead	When will we review?
To improve children's oral language skills in EY so that a greater proportion reach GLD (A)	Develop a storying culture - improving EY outcomes by developing oral narrative skills in reception classes and feeder nurseries.	Storying will improve language and communication through improving practitioner understanding of language development, and their practice in interacting with children in the context of play-based provision, developing an understanding of how narrative play leads to oral story-telling and contributes to confidence in writing.	<p>Training for staff through the EVA/STA bid as part of the Yorkshire Coast Opportunity Areas Funding.</p> <p>EY leader to train up Teaching assistants/ EY practitioners and model in own context.</p> <p>Monitored through interactions with pupils and outcomes in the children's learning journeys.</p>	EY leader	<p>Pupil progress meetings</p> <p>School data collection opportunities</p> <p>July 2018</p>
To improve pupil progress across school by develop an understanding of metacognition and how to improve pupil	Airy Hill Community Primary School will be a project school within the Crafting Learning Conversations	EEF recognise metacognition as having a high impact on pupil outcomes based on extensive evidence.	<p>Training for a designated teacher</p> <p>Network meetings</p> <p>Support and monitoring from Project</p>	HT	<p>Pupil progress meetings</p> <p>School data collection opportunities</p>

independence (B, C and F)	initiative.		leads		July 2018
To improve children's mental health and well-being throughout school (E)	All staff to attend Compass Buzz training to empower them to effectively support children and young people with their emotional and mental health before problems escalate and more structured interventions are required.	Supporting children's good mental health and well-being will ensure that they are capable of engaging in learning and making the best possible progress.	<p>Training for all staff from Well-being worker.</p> <p>Evaluation of current mental health and well-being provision within school.</p> <p>Further training for key staff and those identified to lead interventions.</p>	HT SENCo	<p>Pupil voice interviews</p> <p>SEN Review meetings</p> <p>Pupil progress review meetings</p> <p>July 2018</p>
To ensure that all PP children receive consistently good or better teaching (B and C)	Collaborative work with Yorkshire Endeavour Academy Trust schools on Quality First Teaching	Quality first teaching has the greatest impact on the progress of all children, including those eligible for PP.	<p>January training day with other YEAT schools.</p> <p>Support from SLE from Glaisdale Primary School.</p> <p>Regular drop-ins, work scrutiny and other monitoring.</p>	HT	<p>Weekly monitoring</p> <p>Pupil progress review meetings</p> <p>Performance management review</p> <p>Termly</p>
To develop an effective approach to the teaching of reading (B and C)	Develop the use of Whole Class Reading to improve children's reading comprehension skills.	Although the vast majority of children reach the threshold in the phonics screening check, few PP children reach the	<p>Model lessons and staff training from consultant, Alison Bailey.</p> <p>English Leader attendance at Network events and 'Developing a Reading School' Course.</p>	English Leader	<p>Regular monitoring</p> <p>Pupil progress review</p>

		expected standard in Reading at either Key Stage.	Staff meetings Regular monitoring		meetings July 2018
To implement 'bar modelling' as a whole school approach to the teaching of calculation (D)	Maths leader to train through the Yorkshire Ridings Maths Hub and access whole school support through the Yorkshire Coast Opportunity Areas Funding.	Progress for PP children is lowest in Maths throughout school.	Maths leader to devise whole school action plan to raise attainment and accelerate progress in Maths throughout school. Maths leader to attend regular training through Yorkshire Ridings Maths Hub and Yorkshire Coast Opportunity Areas. Maths leader to provide training and support for all staff.	Maths Leader	Regular work scrutiny and observation of teaching/ learning. Pupil progress review meetings Performance management review July 2018
To bias quality first teaching towards pupil premium children so that they make the same or greater rates of progress than 'other' children (A, B, C and D)	Regular training for teaching assistants PP children well known by adults who work in their class TAs briefed daily on priority children and areas of learning	EEF states that impact of TAs can be very low unless they are appropriately deployed and have been well briefed so that teacher & TA can work effectively together.	At least half-termly TA training sessions with HT or member of leadership team. TA performance management linked to improving outcomes for PP children TAs deployed in such a way that PP children receive greater adult support in class from either class teacher or TA	HT	Regular work scrutiny and observation of teaching/ learning. Pupil progress review meetings July 2018

<p>To ensure that the progress of PP children in carefully tracked and any cause for concern is quickly identified and remedied (A, B, C and D)</p>	<p>Aspirational Targets set for all children eligible for PP</p> <p>At least termly Pupil progress review meetings ensure that any pupils falling behind are identified and appropriate strategies put in place</p> <p>PP tracker used to identify provision for PP individuals each term</p>	<p>Historically, too many PP children have made insufficient progress across each Key Stage, resulting in too few children achieving the expected standard.</p>	<p>Use of Target Tracker software to track pupil attainment and progress</p> <p>At least half termly data reviews</p> <p>At least termly pupil progress review meetings</p> <p>Regular work scrutiny</p> <p>Half termly reports to Governor's School Improvement Committee</p>	<p>HT</p>	<p>Half termly data reviews</p> <p>Pupil progress review meetings</p> <p>Performance management review</p> <p>July 2018</p>
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Targeted Support					
Desired outcome	Action	Evidence or rationale	How will we ensure it is implemented well?	Staff lead	When will we review?
To ensure that children identified through school tracking systems receive appropriate interventions (B, C and D)	<p>Additional interventions used across the school to accelerate progress for disadvantaged pupils in Reading, writing and maths</p> <p>See whole school intervention map</p>	Targeted support can provide specific intervention so that children make accelerated progress in order to diminish the difference.	<p>SENCo to review progress data and ratio gains.</p> <p>Staff training so that Class Teachers are clear in their responsibility in accelerating progress for SEND and PP pupils.</p> <p>Regular monitoring to ensure that links are made between interventions and QFT</p>	SENCo	<p>Termly intervention analysis</p> <p>Ratio Gains made by targeted groups/individuals.</p>
To provide personalised feedback to enhance the progress of PP children (B, C and D)	Personalised feedback tutorials for identified PP pupils with their Class Teacher and / or Senior Leader	EEF states that feedback has a very high impact on progress and attainment	<p>DHT to liaise with Class Teachers on focus for feedback tutorial (Summer Term) and ensure that clear guidance is given so that tutorials are consistent and productive.</p> <p>Children's views recorded so that future planning takes into account pupil voice.</p>	HT and DHT	<p>Pupil progress meetings</p> <p>School data collection opportunities</p> <p>July 2018</p>

Other Approaches					
Desired outcome	Action	Evidence or rationale	How will we ensure it is implemented well?	Staff lead	When will we review?
Improve attendance and decrease persistent absenteeism for target pupils eligible for PP (E)	<p>Introduce reward system to encourage good attendance</p> <p>Teaching/ assemblies to promote the importance of good school attendance</p> <p>Personalised initiatives from class teachers to encourage better attendance of individuals</p> <p>Rigorous implementation of the school Attendance Policy to address any attendance less than 90%</p> <p>Subsidised Breakfast Club to good punctuality and regular attendance</p>	We want to raise the status of high attendance including rewarding pupils who attend regularly and challenging the parents of those who do not - with support offered along the way	<p>Head teacher to monitor attendance and facilitate action to support families with attendance causing concern</p> <p>Office staff to produce regular attendance reports to Leadership team</p> <p>Leadership team to research and source prizes for high attenders</p> <p>HT to monitor take up of Breakfast Club places, quality of provision and impact on pupil punctuality and attendance</p>	HT	<p>Weekly attendance checks</p> <p>Regular reviews for Governors</p> <p>Final review July 2018</p>

<p>To support for Vulnerable Families with children eligible for PP (E)</p>	<p>Funding support available towards cost of residential visits (Y6)</p> <p>Funding support available towards cost of school trips and visits (all years)</p> <p>Funding support available towards costs of school uniform / sports kit (all year groups)</p>	<p>We want to support vulnerable families who may be struggling financially to access activities and provision that will improve pupil well-being and achievement</p>	<p>Hardship fund allocated from PP funds</p> <p>Regular liaison with other agencies such as Children and Families Service: Children's social care and the Prevention Service</p>	<p>HT</p>	<p>Pupil progress review meetings</p> <p>Feedback to Governors</p>
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