

Airy Hill Primary School



Pupil Premium Strategy Statement 2018-2019

Introduction

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The premium is allocated to schools for children of eligible school age from low-income families who are: -

- Currently registered for free school meals (FSM) or have been in receipt of FSM at any time in the past 6 years (known as the Ever 6 FSM measure.)
- Looked-after children and eligible pupils adopted from care or leaving local authority care under a special guardianship or residence order
- Parents who are currently serving in the armed forces.
- Early Years Pupil Premium is also available to schools with a Nursery class to support disadvantaged three and four year olds.

Schools are free to spend the Pupil Premium as they see fit, but are held accountable, and must report on how the funding has been used to support these groups of children. Schools are required to publish online information about how the Premium has been used, and what impact it has had. The Premium is received on a financial year basis but, reporting is required on an academic year basis.

At Airy Hill Primary School, we realise that not all children who are eligible for free school meals are socially disadvantaged, and also that not all pupils who are socially disadvantaged will be registered for free school meals, be looked after or from service families. Therefore we allocate pupil premium funding on a needs basis where we identify priority groups or individuals. However, the purpose of the funding is to narrow the gap between eligible and non-eligible pupils, so the impact of the expenditure must reflect a narrowing (and aspirational, closed) gap between those groups of children in terms of achievement. Pupil premium is used to help fulfil our vision and aims for all children and provide additional help and support for those children and families, who may, at times, need something over and above our normal level of provision.

Financial Year	Pupil Premium Funding Received
2016-2017	£68160 + £198.75 Early Years
2017-2018	£56440 + £201.46 Early Years
2018-2019	£46,200

	2016-2017	2017-2018	2018-2019
NOR	193	188	173
Number of disadvantageded pupils	43	39	36 (+5 EYPP)
Number of LAC eligible for PPG or Service personnel	3	3	2

Current attainment and progress		
KS2 2018	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving expected standard in reading/writing/maths.	51%	
% achieving expected standard in reading	71%	
% achieving expected standard in writing	57%	
% achieving expected standard in maths	43%	
Reading Progress	-1.42	
Writing Progress	-1.15	
Maths Progress	-1.82	

Barriers to learning for Pupil Premium Pupils	
A.	An under-valuing of Primary School Education & a large number of parents in seasonal work resulting in poor school attendance.
B.	Under-developed language and communication skills, combined with a lack of access to speech & language therapy in the local area.
C.	Low aspirations, a lack of ambition and a culture of limiting self-beliefs
D.	Limited experiences beyond school
E.	Historically poor attainment and progress of this group of pupils who now require catch up.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve school attendance for pupil premium pupils	Children's school attendance rises towards the school target of 96%
B.	Identify language needs of pupils at all ages and provide the required support and intervention using the 'Language Links' programme.	Children's language development is accelerated and over time has an impact on the progress they make in the core curriculum subjects.
C.	Children are given high challenge and high support to achieve well.	Children reach the challenging targets set by the school resulting in improved progress measures across school.
D.	An enriched curriculum provides opportunities for children to appreciate art, languages and culture and learn about life far beyond their geographical reaches.	Children enjoy learning at school and feel inspired to learn more. Over time this impacts positively on children's school attendance and academic progress.
E.	High Quality First Teaching with intervention as necessary	Daily high quality teaching results in children making good or better progress within each year group and over time.

How will our Pupil Premium Grant be spent in 2018 - 2019?

Quality of teaching					
Desired outcome	Action	Evidence or rationale	How will we ensure it is implemented well?	Staff lead	When will we review?
Identify and support children's language development needs	Use of language links screening tool and associated interventions	Improved language development is directly related to children's success at school.	Regular check-ins from OA representatives. Monitoring of interventions by KP. Tracking of interventions using online tracking tool.	Kerry Payne	Termly
Children receive consistently high quality teaching	Engagement with projects and training including: QFT (YEAT schools) EEF Maths & English (EVA) Whole Class Reading (AB Consultancy)	All projects are evidence-based and come with quality CPD. Collaboration will result in best practice being shared and adopted.	Regular unannounced lesson drop-ins Work scrutiny Tracking of pupil progress Discussions at pupil progress review meetings	Catherine Matthewman Chrissy Yates Rob Bowman	Half Termly
Children receive high challenge & high support	Regular TA meetings to deliver the 'Maximising the Impact of Teaching Assistants' training	There is a high PP spend on TAs therefore we need to ensure that their work impacts positively on pupil progress	Drop-ins to TA meetings from HT TA drop-ins & paired tasks TA performance management	Chrissy Yates	Half Termly

Attendance					
Desired outcome	Action	Evidence or rationale	How will we ensure it is implemented well?	Staff lead	When will we review?
Attendance of pupil premium pupils increases to at least National Averages	Re-deployment of TA two afternoons per week to work with pupils with low	Increased pupil attendance directly links to good progress in school. PP children	Detailed action plan in place, outlining strategies and weekly tasks. Fortnightly meetings between TA and HT.	Catherine Matthewman	At least half termly.

	attendance & their families (See detailed attendance action plan)	currently have lowest attendance in school.	Careful tracking of pupil attendance. Liaison with the prevention service as necessary.		
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Curriculum Enrichment					
Desired outcome	Action	Evidence or rationale	How will we ensure it is implemented well?	Staff lead	When will we review?
Children's aspirations to learn across the curriculum are increased	Engagement with the Academic Resilience Project	This project aims to increase children's aspirations to learn as well as engaging parents in the primary school curriculum.	Partner work with other schools from the Esk Valley Alliance.	Catherine Matthewman, Chrissy Yates	Termly
To support for Vulnerable Families with children eligible for PP (E)	<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>	We want to support vulnerable families who may be struggling financially to access activities and provision that will improve pupil well-being and achievement	Hardship fund allocated from PP funds	HT	<p>Pupil progress review meetings</p> <p>Feedback to Governors</p>