

**Pupil Premium Strategy Statement**

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, schools are required to publish their pupil premium strategy online, detailing how they intend to spend their allocation to address barriers to learning and the rationale behind the school’s decisions. A template has been created to support all schools in developing and presenting their strategy [**Teaching School Council website**](http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/)**.**

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| 1. **Summary Information** | | | |
| **School** | Acre Hall Primary | | |
| **Academic Year** | 2019 – 20 | **Total PP Budget** | 79 X £1320 = £104,280 |
| **Total Number of Pupils** | 300 (Nursery to Y6) inc 3 SSC | **Number of Pupils Eligible for PP** | 79 Pupils (26% of NOR) |

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| 1. **Current KS2 Attainment (July 2019)** | | | |
|  | | **All Pupils = 37 Pupils (32 mainstream , 5 SSC)** | **Pupils Eligible for PP - 13 from mainstream** |
| **% achieving EXS in Reading, Writing & Maths** | | All children- EXS 68% (National 65%)  Mainstream only- EXS 78% (National 65%)  Mainstream only- EXS 72% (National 71%)  (Trafford 66%, National 53%)  Average Score Tbc (Trafford Tbc, National Tbc) | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  71% |
| **% achieving EXS in Reading** | | All children- EXS 68% (National 75%)  Mainstream only- EXS 78% (National 75%)  Average Score 106.1 (Trafford 104, National 103) | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  71%  75% |
| **% achieving EXS in Writing** | | All children- EXS 70% (National 78%)  Mainstream only- EXS 81% (National 78%)  (National 76%)  Mainstream only- EXS 89%  (National 76%) | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  71% |
| **% achieving EXS in Maths** | | All children- EXS 70% (National 76%)  Mainstream only- EXS 81%  (National 75%) | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  71% |
| **% achieving EXS in Grammar** | | All children- EXS 70% (National 78%)  Mainstream only- EXS 81%  (National 77%) | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  71% |
| **% making expected progress in Reading** | | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  28% | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  30% |
| **% making expected progress in Writing** | | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  31% | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  30% |
| **% making expected progress in Maths** | | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  41% | Figures for mainstream pupils only as pupils in SSC were working below the level of the tests  30% |
| 1. **Barriers to Future Attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Universal free school meals at KS1 make it challenging to ascertain the correct entitlement for pupil premium funding. This means that funding is reducing even though need is consistent. We will adopt the new LA method for checking FSM eligibility in school. | | |
|  | Less advanced literacy and numeracy skills in home environment and in some cases lack of parental interest in advancing child’s learning. | | |
| **C.** | Relatively low starting points of pupils at entry. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | Regular detailed monitoring of attendance rates with specific actions taken. | | |

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| 1. **Outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|  | EYFSP | Attaining Good Level of Development |
|  | Y1 Phonics Screening | Attaining threshold |
|  | KS1 SATs | Attaining EXS |
|  | KS2 SATs | Attaining EXS & Making Expected Progress  chieving EXS |

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| 1. **Planned Expenditure** | | | | | | |
| * **Academic Year** | | 2019 -20 | | | | |
| 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 | | | | | | |
| 1. **Quality of Teaching for All** | | | | | | |
| **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?** |
| In all classes, with the use of TAs/Additional Adults – targeted interventions for identified children | Targeted interventions  £23, 143 | | Sutton Trust:  Feedback +8 months  Reading comprehension strategies +6 months  Collaborative learning +5 months  One to one tuition +5 months  Small group tuition +4 months | Improved learning for children, focusing on key literacy and numeracy skills to raise attainment at the end of KS1 and KS2  Detailed data analysis using new ‘Educater’ system giving analysis in easier format for termly pupil progress meetings  Provision of interventions to ensure basic skills are mastered | Key Stage leaders | Termly pupil progress meetings |
| Access to the wider curriculum  All children able to experience playing an instrument  All children taking part in music festivals eg Young Voices | Music Provision  £3, 500 | | Sutton Trust:  Arts participation +2 months | A weekly hour long music lesson  Additional opportunities to play an instrument and participate in school choir | Music teacher | Termly review of curriculum SDP |
| Focused, targeted teaching of Y6  More children to make expected and good levels of progress | Additional Teachers in Y6 to reduce class sizes  Y6 £28, 950 | | Sutton Trust:  One to one tuition +5 months Small group tuition +4 months  Reducing class size +3 months | Children taught in smaller classes with a team teach/ streamed approached to ensure high quality differentiation takes place to meet individual needs for all subjects  Assessment data presented at termly pupil progress meetings and half termly follow up meetings | Key Stage Leader | Termly pupil progress meetings |
| CPD training to improve effectiveness of teaching writing at KS1 & 2 | £1,790  Staff attendance at training event form external provider – ‘The Write Stuff’ | | Sutton Trust:  Phonics +4 months | Improved structure and teaching methods | English subject leaders | Termly monitoring of writing samples |
| Access to the wider curriculum  Children from all classes will participating in a range of creative projects | Arts and cultural activities programme throughout school  £3, 605 | | Sutton Trust:  Arts participation +2 months | Access to regular creative sessions | HoS | Review of arts awards and artsmark process termly |
| Long term approach to developing reading comprehension and improving standards of reading | Accelerated Reader (KS2 Pupils)  Yearly subscription £1988  Subscription to First News – newspaper for children  £270  Provision of more EYFS/KS1 reading books  £1000 | | Sutton Trust:  Reading comprehension strategies +6 months | All KS2 pupils experience online reading test to support target provision of home reading and library books  Pupils complete comprehension questions upon reading each book  Half termly on line reading assessments show progress and areas for development  Weekly newspaper – paper copies and digital version – additional opportunities for children to read  More books which are linked to phonic scheme in EYFS/KS1  Half termly | English subject leader  Key Stage leaders | Half termly reading assessments  Termly pupil progress meetings |
| Additional resources to support reading comprehension and improving standards of reading | Nessy Student log-in  £1200  (20 log-ins) plus 20 x £6 assessment tool  Total is £1320 | | Sutton Trust:  Reading comprehension strategies +6 months  Phonics +4 months | Opportunities to support identified need | SENco | Half termly SEN pupil reviews  Termly PSF meetings  Termly pupil progress meetings |
| **Total budgeted cost** | | | | | | £65 566 |
| 1. **Targeted Support** | | | | | | |
| **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?** |
| Quick identification, improved outcomes for SEND children, parental support | Educational Psychologist (EP)  £2, 987 | | Sutton Trust:  Metacognition and self-regulation +8 months  Social and emotional learning +4 months  Behaviour interventions +3 months  Individualised instruction +3  Parental Engagement +3 months | Support in place for school to support children with SEN | SENco | Regular meetings with Ed Psy and SENco |
| Provision of support to families who are in need, to offer advice and support with  Early help process  CIN need meetings  Parenting or issues arising in the home environment | Well Being Worker – full time in school  £18,586 | | Sutton Trust:  Social and emotional learning +4 months  Behaviour interventions +3 months  Parental Engagement +3 months | Well Being Worker supporting families by signposting them to many different agencies:   * Activities for children * Bereavement support and advice * Work with School Nurses and Health Visitors * Parenting courses * Home Start * Trafford Healthy Young Minds * Trafford Domestic Abuse Services TDAS * Drug and Alcohol teams * Work with the Police * Early Intervention Practitioner * Plus many more * Early help Modules * Parent Drop Ins * Support group for parents of SEN pupils | HoS | Half termly Well - being team meetings  Weekly supervision sessions |
| Improved attendance levels children and therefore improved attainment and social interaction.  No attendance gap between Pupil Premium and non –pupil premium children | Education Welfare Officer (EWO)  7 days of support ( half termly attendance audit with associated actions monthly)  £1259 | | Sutton Trust:  Parental Engagement +3 months | Support in place for families of children with persistent absence and persistent lates | HoS  Well Being Worker | Half termly attendance audits |
| Children kept safe and therefore able to achieve their full potential  Any attendance gap between pupil premium and non-pupil premium children is reduced | Learning Mentor  2 X afternoons per week  £5, 449 | | Sutton Trust:  Social and emotional learning +4 months | Work as safeguarding lead to support children and families in being safe and protected  Liaising with outside agencies so that we are working well with each other to support children  Rigorous monitoring of attendance with a particular focus on vulnerable groups of children | HoS | Half termly Well - being team meetings  Half termly supervision sessions |
| Children have a better start to the day with improved learning and concentration and therefore better attainment and progress in all subjects  Any attendance gap between pupil premium and non-pupil premium children is reduced | Breakfast Club  £3,800 | | Sutton Trust:  Extending school time +2 months  Homework (primary) +2 months | Free entry offered to all PP pupils  Registers taken for attendance  Well Being Worker to encourage attendance for vulnerable pupils | Well Being Worker | Half termly Well Being Team meetings discuss attendance of vulnerable pupils |
| Improvement in mathematic skills  Supporting home learning | My Maths (homework) and Times Tables Rock Stars  £220 for year | | Sutton Trust:  Homework (primary) +2 months | Resource will be free of charge so that all pupils have the opportunity to increase learning at home | Maths subject leader | Class teachers check weekly pupils who are accessing this resource – encourage those who are not using it regularly |
| Evidenced-based intervention for improved working memory | Cogmed (Y5/Y6)  £245 | | Sutton Trust:  Metacognition and self-regulation +8 months | Increase in working memory and resilience  Evidence of improved confidence | SENco | Before programme and after programme data  Results impact on pupil attainment – termly pupil progress meetings |
| Purchase of Educater programme (including Tiny Tracker) to record progress and plot ‘next steps’ for all Classes in school inc SEN pupil | £2,298 | | Sutton Trust:  Individualised instruction +3 months | Pupil progress plotted in small steps identifying next stage in learning | Key Stage Leaders | Termly pupil progress meetings show ‘small steps’ in progress for SEN pupils and progress of all pupils carefully monitored  Half termly SLT tracking meetings to ensure support is targeted effectively |
| **Total budgeted cost** | | | | | | £34 844 |
| 1. **Other Approaches** | | | | | | |
| **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?** |
| Residential trips  Subsidised curriculum trips | Trips, including subsidised costs  £2, 370 (trips)  £1500 (Y6 residential) | | Sutton Trust:  Outdoor adventure learning +4 months | 100% access for pupil children | Pupil Premium Mentor | Termly Pupil progress Meetings  Sow whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. |
| **Total budgeted cost** | | | | | | £3 870 |