

## Pupil premium strategy web statement

1. Summary information					
School	Allenton Community Primary School				
Academic Year	2016-2017	Total PP budget	£308,880	Date of most recent PP Review	
Total number of pupils	378	Number of pupils eligible for PP	269	Date for next PP Strategy Review	September 16

2. Current attainment									
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (your school)</i>			<i>Pupils not eligible for PP National</i>		
% achieving Good Level of Development	55%			58%			72%		
% achieving pass mark at Year 1 phonics (32)	57%			71%			83%		
% achieving secure or above in KS1	R: 59%	W:46%	M:63%	R:74%	W:65%	M:73%	R:78%	W:70%	M:77%
% achieving greater depth in KS1	R:20%	W:4%	M:12%	R:23%	W:3%	M:13%	R:27%	W:16%	M:20%
% achieving secure or above in reading, writing & maths KS2	68%			40%			60%		
% achieving greater depth in reading, writing & maths KS2	8%			0%			7%		
Progress measure KS1 to KS2	R: 3.85	W:2.15	M:1.33	R: 4.55	W: -1.19	M:3.39	R:0	W:0	M:0
Attendance 2015 -2016	95.4%			95.2%			2015 – 96.1%		

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor oral language skills. Children arrive with little or limited language skills and this makes accessing the curriculum difficult for them.
<b>B.</b>	Behaviour. Some children have behavioural difficulties which can impact on their learning or have the need for social and emotional support before being ready to learn.
<b>C.</b>	Quality of teaching is not yet consistently good throughout the school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates. Some children have attendance rates of less than 95% which prevents them from maximising their learning opportunities.

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	The standard of teaching throughout the school will continue to improve.	All teachers will be graded as at least good.
<b>B.</b>	Standards of behaviour will continue to improve towards outstanding.	The number of isolations will be reduced by 10% each half term with an annual reduction of 40%.
<b>C.</b>	Overall attendance rates will continue to improve and the percentage of 100% attenders will increase.	Overall attendance will reach 97%. 100% attendance will improve to 10%
<b>D.</b>	Oral and written English language skills will continue to improve.	GLD 60% Language link 100% achievement. KS1 70% and KS2SATs 79%

5. Planned expenditure					
Academic year		2016-2017			
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					
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?
Improve attainment levels in maths by developing reasoning skills.	Implementation of <b>maths no problem</b> throughout the school.	Analysis of data shows that application of methods is a weakness in the children's understanding.	Please see school development plan	J. Trowsdale + SLT	Half termly through data analysis.
All teachers will be graded at least good.	Development of coaching throughout the school.	This is a <b>no cost</b> initiative that has proven results in raising the quality of teaching in schools.	Regular SLT meetings to discuss progress. Comprehensive paper work. SLT to monitor the process.	J Hall	Half-termly
The majority of children will be working at A.R.E.	All year groups will be taught to A.R.E. learning objectives.	End of key stage year groups, which were taught to A.R.E. all year, made the most progress.	Planning scrutiny Smart file scrutiny Lesson observations	SLT	At Pupil progress meetings
<b>Total budgeted cost</b>					£8,029.59
ii. 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?

Reduce the number of incidents of behaviour in PP children to ensure more time in class.	Development of behaviour plans. Behaviour mentor to support specific children. Use of learning mentors to support children needing social and emotional support. Lunchtime preventative clubs	Staff awareness of behavioural difficulties and individual's triggers will reduce incidents of behaviours. Evidence shows that children supported by a behaviour mentor meet more of their learning targets. Children who receive support from learning mentors are able to cope better in class and are more ready to learn. Lunchtime preventatives reduce the number of behaviour incidents at lunch time.	Folders containing all behaviour plans put in every classroom. Behaviour mentor directed to children identified as at risk from frequent isolations. Interventions, including lunchtime interventions put in place.	J White	At least half-termly, but as necessary.
Improve the oral and written language skills of identified children.	Children grouped for intervention according to language skills and not according to age.	More effective teaching observed using this strategy at KS1. Improved progress of children taught using this system.	This grouping and teaching strategy will be continued into KS2 by experienced HLTA.	Justina	Half -termly through data analysis and discussion.
More children will be working at ARE.	3 Intervention teachers employed to work, in both KS1 and KS2, to facilitate accelerated progress.	Delivery of specific interventions such as 'Read it write it', Lexia and Reading Allowed have shown through data analysis to have been effective in raising attainment.	Half termly PPM and data analysis Intervention teachers planning with classroom teachers to maximise impact.	J White	Half -termly through data analysis and discussion.
Pupil progress in year 6 will be accelerated and - 80% will meet ARE	Employment of extra Year 6 teacher. Cohort of 50 will be split into 3 classes and they will set for both literacy and numeracy.	Splitting this cohort into 3 classes should reduce the amount of behaviour incidents which can impact on learning. 3 -way setting allows for more carefully targeted planning and teaching. Year 6 results this year show that setting is an effective approach.	Team planning approach to ensure consistency. Regular lesson observations NQT mentor support Behaviour support	Deputy Head S W	On-going discussion. Half-termly data analysis.

Learning opportunities for PP children will be at least equal to non -pupil premium children	Funding of £15 per child per term is to support children to go on learning away visits. Breakfast club reading provision for those children who don't have the opportunity to read at home.	PP children gain the same experiences out of the classroom as non-PP children- leading to a richer curriculum. Regular reading practice facilitates greater fluency and reading confidence.	Budget in place to subsidise trips. A register of PP children attending breakfast club is maintained and staff are available to hear readers at this time.	SBM	Half-termly data analysis of reading progress.
Identified children for Reading Allowed in Years 6,3 and 4 will make better than expected progress in reading.	Reading Allowed	Evidence from Reading Allowed folder (Mandy has it)	The intervention will be led by Reading Allowed external facilitators with an in-school teacher as a lead to work with the children in the groups identified. Regular progress checks will be made in line with school assessments and pupil surveys will be conducted.	Mandy Cairns	Half-termly data analysis of reading progress.
<b>Total budgeted cost</b>					£290,080.91
<b>iii. Other approaches</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>
Attendance will reach 97%	Use of both individual and class reward incentives for 100% attendance. Employment of an Attendance officer to pursue persistent absentees.	Attendance has improved this year from 94.8% to 95.46% using this approach.	Attendance priority kept high through weekly competitions during whole school assemblies. Continued employment of Attendance Officer.	J Hall	Attendance data reviewed termly. Class competitions renewed half-termly.

<b>Total budgeted cost</b>							<b>£10,769.50</b>

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<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>																																				
To increase Y6 achievement for PP children to 85% working at age related expectations.	2 x Additional Y6 teachers to reduce class sizes and focus on target groups of children to make accelerated progress. (1.5 bands per half term)	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6"><b>2016 SATS RESULTS BREAKDOWN</b></th> </tr> <tr> <th></th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> <th>SPAG</th> <th>COMBINED</th> </tr> </thead> <tbody> <tr> <td>WHOLE COHORT</td> <td>38/49 = 77.5%</td> <td>32/49 = 65%</td> <td>39/49 = 79.6%</td> <td>39/49 = 79.6%</td> <td>31/49 = 63.2%</td> </tr> <tr> <td>National 2016</td> <td>66</td> <td>74</td> <td>70</td> <td>72</td> <td>53</td> </tr> <tr> <td>NON PUPIL PREMIUM</td> <td>14/18 = 77.8%</td> <td>11/18 = 61%</td> <td>15/18=83%</td> <td>15/18 = 83%</td> <td>11/18 = 61%</td> </tr> <tr> <td>PUPIL PREMIUM</td> <td>24/31 = 77%</td> <td>21/31 = 67%</td> <td>24/31 = 77.4%</td> <td>24/31 = 77%</td> <td>20/31 = 64.5%</td> </tr> </tbody> </table> <p>Both PP children and non PP <b>exceeded</b> national attainment in reading, maths, SPAG and combined, although they did not reach our projected target % of 85%.</p> <p>PP children outperformed non-PP children in writing, and in the combined score and were almost level in reading.</p> <p>PP children did not perform as well as non-PP children in maths or SPAG.</p>	<b>2016 SATS RESULTS BREAKDOWN</b>							READING	WRITING	MATHS	SPAG	COMBINED	WHOLE COHORT	38/49 = 77.5%	32/49 = 65%	39/49 = 79.6%	39/49 = 79.6%	31/49 = 63.2%	National 2016	66	74	70	72	53	NON PUPIL PREMIUM	14/18 = 77.8%	11/18 = 61%	15/18=83%	15/18 = 83%	11/18 = 61%	PUPIL PREMIUM	24/31 = 77%	21/31 = 67%	24/31 = 77.4%	24/31 = 77%	20/31 = 64.5%	<p>To consolidate this approach and allow for even more targeted learning and interventions for all children, next year the Year 6 cohort will be split into 3 classrooms which will be set for both literacy and maths.</p> <p>Specific lessons on arithmacy, grammar and reading will continue to be timetabled.</p> <p>Maths no problem is a whole school initiative that will be trialled by the Year 6 team if deemed appropriate.</p>	£37,976
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<p>Raise progress rates of PP children in KS1 and 2 to 4 bands progress per year.</p>	<p>4 x Additional teachers (including the above Y6 teachers) to work with focus PPF children across all ability ranges. (1.5 bands per term)</p>	<p>Y1 4 bands progress was not achieved but PP children out- performed non-PP children in writing and maths</p> <p>Y2 4 bands progress was achieved in writing but PP children did not perform as well as non-PP children in reading or maths</p> <p>Y3 4 bands progress was exceeded in writing (5.15%)  PP children performed better than non-PP children in reading but were below non-PP children in maths</p> <p>Y4 4 bands progress was exceeded in maths and PP children out-performed non-PP in reading and writing</p> <p>Y5 4 bands progress was exceeded in writing.  PP children were slightly below non-PP children in reading but above non-PP in maths.</p>	<p>Interventions will continue next year but with a greater focus on maths interventions in Y2 and Y3. The whole school focus on Maths No Problem should also improve reasoning and application skills across the school.</p> <p>Reading Allowed is also being introduced to raise attainment in reading.</p>	<p>£57,154</p>
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Ensure quality of teaching is at least good to ensure progress of all disadvantaged children is better than expected.	Linked to improvements outlined in SDP. DHT to lead improvements to QoT and to monitor and organise PPF interventions.	Quality of teaching was deemed at least good in 88% of the time.  Progress of PP children was tracked half- termly in order that teachers could assess the effectiveness of interventions and change them if necessary.	All intervention groups will have progress tracked on O track half-termly and this data will be part of the focus for pupil progress meetings.  A whole school coaching programme will run next year to help raise the quality of teaching so that all teachers are graded at least good.	£14,468
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Reduce the number of incidents of behaviour in PP children to ensure more time in class.	<p>AHT role to manage behaviour and deploy Behaviour mentor to pre-empt behaviour issues with target children. Positive play and lunchtime preventatives.</p> <p>AHT to lead on playground changes to ensure free times are successful for children and enable them to self-regulate behaviour.</p> <p>Mentors to work with children on dealing with anger and handling their emotions.</p>	<table border="1"> <thead> <tr> <th colspan="3">% of children who are always well behaved (brackets are % of well behaved children for summer 2 2015 i.e previous year)</th> </tr> <tr> <th>AUT 1</th> <th>spring</th> <th>summer</th> </tr> </thead> <tbody> <tr> <td>264/372 = 71%</td> <td></td> <td></td> </tr> <tr> <td>47/53= 87%</td> <td>55/60 = 92%</td> <td>52/60 = 87% (68%)</td> </tr> <tr> <td>40/54 = 74%</td> <td>38/55 = 69%</td> <td>43/57 = 75% (80%)</td> </tr> <tr> <td>45/58 = 78%</td> <td>48/60 = 80%</td> <td>40/57 = 70% (49%)</td> </tr> <tr> <td>38/59 = 64%</td> <td>40/54= 74%</td> <td>37/51 = 73% (70%)</td> </tr> <tr> <td>33/52 = 63%</td> <td>39/54 = 72%</td> <td>46/52 = 88% (43%)</td> </tr> <tr> <td>29/49 = 59%</td> <td>32/50 = 64%</td> <td>33/52 = 63% (47%)</td> </tr> <tr> <td>32/47 = 68%</td> <td>32/49 = 65%</td> <td>38/51 = 75% (45%)</td> </tr> </tbody> </table> <p>In almost every year group there has been a considerable improvement in the % of 'always well-behaved' children, compared to last year.</p> <p>Compared to the same period the previous year there has been a fall of 192 detentions and a fall of 227 isolations, making a total decrease of 152 incidents for the same period.</p>	% of children who are always well behaved (brackets are % of well behaved children for summer 2 2015 i.e previous year)			AUT 1	spring	summer	264/372 = 71%			47/53= 87%	55/60 = 92%	52/60 = 87% (68%)	40/54 = 74%	38/55 = 69%	43/57 = 75% (80%)	45/58 = 78%	48/60 = 80%	40/57 = 70% (49%)	38/59 = 64%	40/54= 74%	37/51 = 73% (70%)	33/52 = 63%	39/54 = 72%	46/52 = 88% (43%)	29/49 = 59%	32/50 = 64%	33/52 = 63% (47%)	32/47 = 68%	32/49 = 65%	38/51 = 75% (45%)	<p>Lunch time preventatives will continue as these have been successful in reducing incidents of poor behaviour at lunchtimes that can impact on afternoon learning.</p> <p>Mentors will continue to work with identified children.</p> <p>Detentions issued during lessons will be carried out by class teachers and not by SLT next year.</p> <p>Positive play sessions will be timetabled to work with the most vulnerable group of children.</p>	£73,074
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<p>Support children with EAL who also receive PPF so that they make better than expected progress (3 bands)</p>	<p>2x Additional TA support from EAL specialists to aide children with EAL in class and in small groups. (1.5 bands per term)</p>	<p>EAL children made better than expected progress in all year groups apart from year 1</p> <table border="1" data-bbox="696 129 1272 608"> <thead> <tr> <th colspan="7">Progress of children who are Pupil Premium children and also EAL in %</th> </tr> <tr> <th>Subject</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Progress</th> <th>Expected progress (3 bands)</th> <th>More than expected progress (4+ bands)</th> <th>Expected progress (3 bands)</th> <th>More than expected progress (4+ bands)</th> <th>Expected progress (3 bands)</th> <th>More than expected progress (4+ bands)</th> </tr> <tr> <th>Year Group</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1 (1 child)</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2 (3 children)</td> <td></td> <td></td> <td>100</td> <td>67</td> <td>33</td> <td>33</td> </tr> <tr> <td>3 (6 children)</td> <td>83</td> <td>17</td> <td>83</td> <td>67</td> <td>83</td> <td>50</td> </tr> <tr> <td>4 (7 children)</td> <td>86</td> <td>43</td> <td>57</td> <td>43</td> <td>86</td> <td>29</td> </tr> <tr> <td>5 (6 children)</td> <td>83</td> <td>33</td> <td>100</td> <td>50</td> <td>100</td> <td>17</td> </tr> <tr> <td>6 Achieved expected score (20 children)</td> <td>Reading 85</td> <td>Writing 75</td> <td>Maths 85</td> <td>Spag 85</td> <td>75</td> <td>Combined</td> </tr> </tbody> </table>	Progress of children who are Pupil Premium children and also EAL in %							Subject	Reading		Writing		Maths		Progress	Expected progress (3 bands)	More than expected progress (4+ bands)	Expected progress (3 bands)	More than expected progress (4+ bands)	Expected progress (3 bands)	More than expected progress (4+ bands)	Year Group							1 (1 child)	0	0	0	0	0	0	2 (3 children)			100	67	33	33	3 (6 children)	83	17	83	67	83	50	4 (7 children)	86	43	57	43	86	29	5 (6 children)	83	33	100	50	100	17	6 Achieved expected score (20 children)	Reading 85	Writing 75	Maths 85	Spag 85	75	Combined	<p>The system of grouping children for interventions according to language ability and not according to age has been successful. A focus on reading comprehension has also been maintained. Next year this system will be extended throughout the school.</p> <p>Extra after school sessions will be provided weekly for EAL children in Year 6 at risk from not reaching ARE.</p>	<p>£33,485.00</p>							
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<p>Ensure PP children have the same opportunities as children not receiving the PPF.</p>	<p>£15 per child per term to support children to go on learning away visits.</p> <p>Breakfast club reading provision to hear children read who do not have the opportunity at home.</p> <p>Free school uniform for the start of the year with school new logo on.</p> <p>Art therapy and enrichment opportunities for targeted PPF children. Children who have enrichment groups to be tracked for progress made to ensure 4 bands progress)</p>	<p>Every PP child was able to go on trips with their class including the Y6 children who went on an extended visit, thus ensuring equality of opportunity.</p> <p>All children are invited to attend breakfast club and pupil premium children at risk from not making expected progress are heard to read each day. This has contributed to their overall progress in reading.</p> <p>PP children receiving extra reading at breakfast club made an average of 4.6 bands progress.</p> <p>All children attend school in uniform contributing to an overall raise in expectations.</p> <p>Due to the high number of pupil premium children, enrichment activities are not exclusively organised for them. There have been a range of these activities throughout the year and the progress is as follows:</p> <table border="1" data-bbox="696 879 1294 1129"> <thead> <tr> <th colspan="6">Average Bands progress of Pupil premium children</th> </tr> <tr> <th>Subject:</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th>Maths</th> </tr> <tr> <th>Year Group</th> <th colspan="2"></th> <th colspan="2"></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td colspan="2">3.04</td> <td colspan="2">2.84</td> <td>3.25</td> </tr> <tr> <td>2</td> <td colspan="2">3.4</td> <td colspan="2">4.58</td> <td>3.45</td> </tr> <tr> <td>3</td> <td colspan="2">3.28</td> <td colspan="2">5.15</td> <td>3.6</td> </tr> <tr> <td>4</td> <td colspan="2">3.31</td> <td colspan="2">3.46</td> <td>4.03</td> </tr> <tr> <td>5</td> <td colspan="2">3.23</td> <td colspan="2">4.21</td> <td>3.25</td> </tr> <tr> <td>6(% meeting national expectations)</td> <td>Reading 77</td> <td>Writing 67</td> <td>Maths 77.4</td> <td>Spag 77</td> <td>Combined 64.5</td> </tr> </tbody> </table>	Average Bands progress of Pupil premium children						Subject:	Reading		Writing		Maths	Year Group						1	3.04		2.84		3.25	2	3.4		4.58		3.45	3	3.28		5.15		3.6	4	3.31		3.46		4.03	5	3.23		4.21		3.25	6(% meeting national expectations)	Reading 77	Writing 67	Maths 77.4	Spag 77	Combined 64.5	<p>All initiatives will continue next year apart from the free school uniform, as we do not have sufficient funds for this next year.</p>	<p>£12,105.00</p>
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**iii. Other approaches**

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

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#### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.