

# Asfordby Captain's Close Pupil Premium Action

## Plan 2019-2020 What is our ambition for pupils eligible for Pupil Premium?

### Short Term Target

- Interventions are tailored to the specific and targeted needs of children
- Attainment and progress of PPG children in year groups is in line with that of non PP children in RWM
- Attainment of Greater Depth PPG children in year groups is in line with that of Greater Depth non PPG children
- Phonics screen for PP children is more in line with non PP children (initial target of 70%)
- Wellbeing of pupils increases as they access trips and extracurricular activities

## Key Findings from the EEF Pupil Premium Review

1.

### Schools can make a difference

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

2.

### Evidence can help

Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

3.

### Quality teaching helps every child

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.

4.

### Implementation matters

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage. The EEF's School's Guide to Implementation offers guidance applicable to any school improvement decision, based around this implementation cycle.

5.

### Support middle and high attainers too

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

## Research into Greater Depth PP pupils shows us that:

- 15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE
- Boys, and particularly PP eligible boys, are most likely to be in this missing talent group
- Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement
- Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple science or languages

### ***Missing Talent Report – Sutton Trust June 2015***

## Research into Metacognition and self-regulation

- Metacognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupil's specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.
- Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.
- In the UK, four recent studies indicate that programmes that seek to improve learning to learn skills can effectively improve academic outcomes. A 2014 study, Improving Writing Quality, used a structured programme of writing development based on a self-regulation strategy. The evaluation found gains, on average, of an additional nine months' progress, suggesting that the high average impact of self-regulation strategies can be achieved in English schools. In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress. In three projects there were indications that the programmes were particularly beneficial for pupils from low income families

### ***Education Endowment Fund August 2019***

## Research into Feedback and targeted interventions

- The EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone. Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups.
- Research suggests that there is high impact for low cost.
- Teaching assistants - Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. So an intervention approach is the most useful use of TA time. For example, using trained TAs for targeted reading comprehension interventions can on average deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

### ***Education Endowment Fund August 2019***

# Pupil Premium Review Form – Asfordby Captain's Close Primary School – Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Asfordby Captain's Close Primary School				
<b>Academic Year</b>	2020 - 21	<b>Total PP budget</b>	£43,695	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	167	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	November 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths ARE/GD</b>	57%/14	69%
<b>Average score in reading</b>	104	104
<b>Average score in maths</b>	103	107

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Reading – Decoding skills are good – however, children have difficulty in inferring meaning from text. This is reflected in children having a greater depth understanding in reading across the school
<b>B.</b>	Maths attainment – PPG pupils are below their non PPG counterparts (4 points below at KS2)
<b>C.</b>	Phonics and speech development – 40% of PPG children passed their phonics screen (81 % non PPG)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental uptake of school based activities, workshops, open days etc is low across school – however this is particularly low from PP families.
<b>E.</b>	Welbeing- pupils lack real world experiences to build both knowledge, social skills and resilience

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased number of PP pupils achieving National standard in reading at the end of key stage tests to be in line with National and non PPG	Pupils eligible for PP will achieve in line with National for reading, in all year groups – tracked by DSAT assessments, teacher assessments and end of KS tests.
<b>B.</b>	Increased number of PP pupils achieving National standard in maths at the end of key stage tests to be in line with National and non PPG	Pupils eligible for PP will achieve in line with National for maths, in all year groups – tracked by DSAT assessments, teacher assessments and end of KS tests.
<b>C.</b>	Phonics progress will increase in line with National expectations - Speech and Language does not limit or hinder learning. As a result attainment in Reading in KS2 increases.	Pupils eligible for PP will achieve in line with National for phonics screen. Pupils eligible for PP in EYFS, SEND and EAL will be screened for SALT identification and then lead to targeted pathways
<b>D.</b>	Parental uptake of school based activities, workshops, open days, Parents' evenings is on line with non PP families,	All Parents of PP children are offered varying ways to access school based activities.
<b>E.</b>	Wellbeing will increase as pupils will have the opportunity to engage in extracurricular activities and visits, to widen their experiences and build knowledge, social skills and resilience	Pupils wellbeing will increase, trip uptake for PPG pupils will increase and the number of pupils attending after school activities will increase.

## 1. Planned expenditure

**Academic year**      **2020-21**

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 – Budgeted cost £3700

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?
<b><i>Pupil premium children generally attain inline with Non – PP children in Reading and Maths and parents are supported in strategies to help their learning at home.</i></b>	<ul style="list-style-type: none"> <li><i>All pupils are exposed to high quality teaching with well guided support.</i></li> <li><i>Pupil Progress Meeting Reviews each half term</i></li> <li><i>Children Tracked</i></li> </ul>	<i>Children who are not on track to meet their end of year target will gain support from intervention. PP needs will be met through targeted interventions, challenge and support.</i>	<i>Pupil progress meetings each half term will identify children who require support</i> <i>Middle Leaders track intervention and meet regularly with TAs.</i>  <i>SLT discuss PP provision each half term</i>	NB/AB	<i>Each half term</i> <i>Autumn Pupil Progress – Setting Targets for all pupils</i> <i>Autumn Term 2 – Reviewing Progress from previous year</i> <i>Spring Pupil Progress</i> <i>Summer Pupil Progress</i>

<p><b>Children are in line with expected standard in Reading and Maths</b></p>	<p>School works through the varying programmes within the RWI study pack Reading targets form part of Pupil Progress meetings with Andie Bailey Quality intervention sessions are written and implemented (maths)</p> <p>To continue to improve outcomes in Maths at KS2</p>	<p>Daily Guided Reading ensures children have an opportunity to read with an adult at least twice a week and develop the skills to become a fluent reader</p> <p>Weekly HT drop ins look at the quality of reading across the school</p> <p>High quality response marking in place.</p> <p>Targeted pupils achieve ARE at end of year. Pupil conferencing demonstrates greater understanding and application in pupils</p>	<ul style="list-style-type: none"> <li>• Moderation of reading across school and with DSAT.</li> <li>• Attend English Subject Leaders Updates</li> <li>• Book Looks take place regularly and are part of SLT discussion.</li> </ul>	<p>Nic Bates</p> <p>Andie Bailey</p>	<p>Andie Bailey, Sarah Sadler and Kelly Sims to meet half termly to review the impact of interventions in reading</p> <p>English Action Plan in place.</p>
<p><b>To ensure that the Gap between PP and Non PP is reduced for those children reaching greater depth.</b></p>	<ul style="list-style-type: none"> <li>• Pupils who have potential to reach greater depth are targeted.</li> <li>• Specific work in place for Greater Depth children</li> <li>• Opportunities' for external competitions (when Covid-19 restrictions lift)</li> </ul>	<p>Pupil Premium Children are not reaching Greater Depth in SATS</p>	<ul style="list-style-type: none"> <li>• Class Teachers supported in pupil progress meetings to target PP children at greater depth</li> <li>• NB/AB monitor the progress of greater depth PP children as part of her role in AGT.</li> <li>• Greater Depth Pupil Interviews</li> </ul>	<p>Nic Bates</p>	<p>Half Termly</p>

**ii. Targeted support – budgeted cost £23,400**

<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>
<p><b>Speech and Language does not limit or hinder learning. As a result attainment in Reading in KS2 increases.</b></p>	<ul style="list-style-type: none"> <li>• SENCO over sees Speech and Language needs</li> <li>• Pupil progress meetings half termly will inform how the children are achieving.</li> <li>• Targeted Speech and Language via SALT will ensure quality delivery.</li> <li>• SALT will meet with parents.</li> <li>• Training for teachers and TA will allow professional development.</li> <li>• TA to work alongside SALT and deliver programmes</li> <li>• Talk Boost Used in each Key Stage – Staff fully trained.</li> </ul>	<p>Specialist delivery will ensure pupils have quality input. Staff will have wider training on Speech and Language and can use Talk Boost across School. SENCO will have a clear overview of the Speech and Language needs of the school.</p>	<ul style="list-style-type: none"> <li>• Speech therapist to ensure that there is specialist support for pupils</li> <li>• Staff trained to develop speech and language as part of the curriculum</li> <li>• Talk Boost Training for all staff</li> </ul>	Nic Bates	<p>Termly Children with Speech and Language will be reviewed and the number of children requiring support will be assessed.</p>
<p><b>Early identification of communication and interaction difficulties - early intervention through focussed support in the EYFS</b></p>	<ul style="list-style-type: none"> <li>• EYFS teachers identify children who have Speech and Language needs.</li> <li>• SENCO works with Class Teacher and SALT to produce a specific programme to meet the needs of the pupils.</li> <li>• Work with parent will ensure that pupils are also able to access support at home.</li> </ul>	<p>On entry children have a very low starting point and school is well below national on entry.  Early intervention will address the needs of pupils early.</p>	<p>Tracking pupil progress will ensure that we diminish the difference early. SENCO and EYFS Team will work together to ensure that the children receive high quality support.</p>	Nic Bates Rachel Bridge EPIC SALT team	<p>Each term data will be reviewed – SENCO and EYFS Lead to meet half termly and discuss.</p>

<p><b>Accelerate the progress of pupil premium children in KS2 through tailored interventions and support to fill gaps in learning</b></p>	<ul style="list-style-type: none"> <li>• Children in KS2 receive interventions daily addressing comprehension skills and maths concepts.</li> <li>• Talk Boost strategies are woven into quality first teaching and small group support.</li> <li>• Challenge groups for most able.</li> </ul>	<p><i>Diminish the difference between PP and NPP to ensure specific needs are met and to raise the standards of attainment across school.</i></p> <p><i>To ensure that all PP children made accelerate progress.</i></p>	<p><i>Tracking pupil progress will ensure that we diminish the difference.</i></p> <p><i>Pupil Progress Meetings to discuss specific needs of pupils.</i></p>	<p><i>Andie Bailey Nic Bates</i></p>	<p><i>Each term data will be reviewed</i></p>
<p><b>Attendance and Punctuality is in line with non-PP pupils.</b></p>	<ul style="list-style-type: none"> <li>• ELSA (Kelly Bartram) to monitor attendance weekly.</li> <li>• Early response to pupils not in school</li> <li>• Work with parents to encourage regular attendance.</li> <li>• Weekly attendance report to HT and attendance Governor.</li> </ul>	<p><i>ELSA to monitor attendance weekly so that pupils and families are identified</i></p> <p><i>Pupil Progress meetings highlight attendance concerns.</i></p>	<p><i>Nic Bates to monitor attendance and offer advice.</i></p> <p><i>Weekly attendance reports to HT</i></p>	<p><i>Nic Bates</i></p>	<p><i>HT meets after Pupil Progress Meetings to discuss attendance children raised with Learning Mentor.</i></p>

<p><b>Develop Parental Engagement, support and partnership work to remove barriers to learning and ensure children are confident and enthusiastic about learning.</b></p>	<ul style="list-style-type: none"> <li>• Inclusion and PP to engage families.</li> <li>• Work with Supporting Leicestershire Families</li> <li>• Structured Support in place for families via the CAF process.</li> </ul>	<p>Families will understand what support is available and will therefore access appropriate help.</p>	<ul style="list-style-type: none"> <li>• Nic Bates will ensure that all families are supported and direct work is offered to those who require it.</li> <li>• Nicola Sheridan the schools Learning Mentor will support families in ensuring children are in school and ready to learn.</li> </ul>	<p>Nic Bates Kelly Bartram</p>	<p>October 2020</p>
<p><b>iii. Other approaches – 12,350</b></p>					
<p><b>Nurture provision</b></p>	<ul style="list-style-type: none"> <li>• A nurture provision across school</li> <li>• Pupils who receive nurture have this reviewed with SENCO</li> <li>• Focus on social and emotional wellbeing alongside academic success.</li> </ul>	<p>Children who form positive attachments are more capable of learning. Some children need to work in a secure and quiet environment from time to time.</p>	<ul style="list-style-type: none"> <li>• Nic Bates SENCO has overall responsibility for leading Inclusion and Nurture Provision in school.</li> </ul>	<p>Inclusion Staff</p>	<p>The progress of children within a nurture setting is reviewed by the SENCO each term.</p>

## 6. Additional detail

[www.aschool.sch.uk](http://www.aschool.sch.uk)

### Identification of Pupils

Asfordby Captain's Close Primary School will be pro-active in ensuring that the identification of pupils who are eligible for funding are identified quickly to ensure that support can be offered quickly and therefore have the best impact. All new pupils to the school will be required to complete a form to help us identify if children could be eligible for funding. In addition, a census letter will be distributed before the January census day to ensure that any pupils who may have had a change of financial circumstances can be identified.

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

### Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice
- Paying for activities that broaden the curriculum and life experiences

All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave Asfordby Captain's Close Primary School at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having reached their full potential regardless of their starting points.

