



# ACE Pupil premium strategy statement 2017/18:

1. Summary information					
School	Arundel Church of England Primary School				
Academic Year	2017/18	Total PP budget	£22,740	Date of most recent PP Review	July 2017
Total number of pupils	196	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
Attainment for: 2016-2017 (2 pupils) Whole school *	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school/national Y6)
% achieving expected standard or above in reading, writing and maths	50%	75% / 61%
% achieving expected standard or above in reading	50%	90% / 71%
% achieving expected standard or above in writing	50%	80% / 76%
% achieving expected standard or above in maths	50%	80% / 61%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Behaviour, social and emotional issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
B.	Low ambition and progress in reading (although better than national) and in writing is closer to school average.
C.	Poor basic numeracy skills
<b>External barriers</b>	
D.	Attendance
E.	Lack of routine (sleep, food, homework,)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way, use the ACE values (and newly introduced with parents ACE Way circle) to help them make good decisions and acknowledge that problems can be solved.	Children retain more friendships and illustrate ACE values in and around school Children have less fall-outs Children need less support in class time to resolve friendship issues
<b>B.</b>	Children make expected or better attainment and talk with enthusiasm about their academic future. Writing performance of PP children will improve and performance in reading will continue to improve so progress remains higher than national (1.6 higher in 2017) and the gap between school average is closed.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work. Progress of PP children in writing and reading improves and remains higher than national PP children.
<b>C.</b>	PP children's mathematics progress improves in line with non-pp children	PP children make better progress in mathematics PP children can achieve well in times tables tests in preparation for life and tests in Year 4 Children enjoy mathematics lessons and can talk enthusiastically about lessons and learning PP children achieve in line with non-PP children.
<b>D.</b>	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national and school at 96%

## 5. Planned expenditure

**Academic year**

**2017/18**

The 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.

### Quality of teaching for all and Targeted Support for PP children

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?
A. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos linked to the ACE Non Negotiables and ACE Values is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This is also in line with the school vision statement too. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	HM will speak with the children to see that they feel they can talk about their feelings in school. The focus will be on relationships (linked to INSET day focus on Relationships) Drop ins to lessons will show the class/Christian ethos. Training will be offered to staff who are unsure about good quality circle time.	Hayley Meyer	January 2018

<p>B. Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings will inform how the children are achieving and Pupil Passports will help teachers to identify how children can be supported. Worship, assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career and maintain a Christian perspective. Children will be inspired by visitors (including those from St Nicholas Church and people from the sporting world) who talk about their jobs/careers.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support, morning club and Healthy Club). Sharing assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too e.g. Saltwater Creations September 2017. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.</p>	<p>Dates are set for the year. TAs are employed in the afternoons to carry out intervention. This will be the 2<sup>rd</sup> year of working the programme. Staff will invite people in to speak to the children. HM will attend those assemblies in class to show the children how aspirations are held in high regard. HM with HS in the Monitoring programme on Wednesday afternoons to interview children about purposeful learning.</p>	<p>Hayley Meyer and Heidi Simpson</p>	<p>By September 2018</p>
<p>B. PP children's reading and writing improves in line with non-pp children</p>	<p>Children will receive extra daily reading and writing via Lexia. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to read and write.</p>	<p>When children read and write daily their reading/writing improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed via the individualised tailored programme using Lexia. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will visit the school and children will have the opportunity to use the ACE library. PP children will be targeted by Library team. Setting up a Lexia morning group.</p>	<p>Pupil progress meetings will review intervention given (daily 20 mins use of Lexia and access to ICT) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk about the learning that is taking place and have opportunities to celebrate work including meeting an author later in the year.</p>	<p>James Cox Lexia Lead, Heidi Simpson and Hayley Meyer</p>	<p>September 2018 Regular review of intervention programme.</p>

c. Improved progress for PP children in mathematics so is in line with non PP children	Weekly small group sessions in maths for high-attaining pupils with experienced teacher and/or TA, in addition to standard lessons.	We want to provide extra support to improve both attainment and progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths Leader. Teaching assistant (TA) CPD and by PP Lead teacher.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	James Cox, Ursula Bhavan, Carol Richardson	September 2018 Regular review of intervention programme.
The attendance of PP children improves	Topics/themes will interest all children and especially PP children. They will include interactive days and Forest school, Art/DT work and exciting activities throughout the term.	When a child cares about the topics /themes learned and their purpose this can be a hook to want them to come to school. Interactive days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands-on activities and outdoor learning.	Learning booklets for the term will be shared with parents and be interesting. Interactive days will be shared with the children and parents as something to look forward to.. Forest school, and outdoor learning will be used.	As above and Jo Slater	September 2018

## 6. Review of expenditure (see evaluation of last year plan for more detail)

<b>Previous Academic Year</b>		<b>2016/17</b>			
<b>i. Targeted support</b>					
<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>

<p>To improve the progress of PP children in mathematics To develop language and strategies linked to Growth Mindsets</p>	<p>As a result of completing the data review 2017 a focus needs to be on mathematics for the majority of PP children. The PP Tutor will now focus on mathematics. Research Growth Mindset by Carol Dweck and discuss during staff meetings – look at work carried out by the EEF. Look at how teaching techniques can be altered to encourage Growth Mindset (twilight session). Create a whole school display to demonstrate Growth Mindset. Communicate with parents to show the impact that their attitudes can have.</p>	<p><b>Update September 2017</b> After Year 6 results where the Average standardised score in reading was 1.6 higher than National it was still below non-PP children (although we have decreased the gap by 1.8 from previous year). Mathematics is 9.3 lower than the School average, and 4.2 less than the national FSM average. The school gap has decreased by 4.5 from previous year.</p> <p>So further investment is needed on how gap can be closed quicker.</p> <p><b>Update September 2017</b> Further work is needed to identify those children who need to improve their mental well-being before attempting learning strategies.</p>	<p>Further work is needed to also develop Writing and Reading and further enhance mathematics progress. We need to invest in one-to-one tutoring for individual children in order to enhance progress. School is currently researching different strategies used in Outstanding schools.</p>	
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**7. Additional detail**

The whole SLT will now be responsible for PP children and further work is being developed to aid their progress.