



ACE Pupil premium strategy statement 2018/19:

1. Summary information					
School	Arundel Church of England Primary School				
Academic Year	2018/19	Total PP budget	£28,020	Date of most recent PP Review	September 2018
Total number of pupils	207	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Jan 2019
Whole School Priorities	<ul style="list-style-type: none"> Improving pupil progress and attainment in writing Raising the quality of teaching, including the strategy we use for pupil premium and SEND Implementing the new 'Marking and Feedback to Pupils Policy' and 'Learning and Teaching Policy' 			Subject Lead	Mr A Simpson
Current situation in September 2018	<ul style="list-style-type: none"> In the academic year 2017/18 79% of children made expected or better progress in all 3 areas. The most significant progress was in Mathematics where 45.5% of pupils made good progress. Attainment and progress of Yr 6 pupil children in 2017/18 was excellent and has improved over the last two years since 2016. <p><u>Areas for Further Development</u></p> <ul style="list-style-type: none"> Attainment and progress in core subjects and further development of what works well at ACE, e.g. Year 6, into other year groups. 			Desired outcomes by July 2019	<ul style="list-style-type: none"> End of KS 2 data shows PP make expected progress and achieve the same as peers nationally. In year data shows PP make the expected progress and achieve the same as their peers nationally and at ACE.
Key priorities for Pupil Premium	<ul style="list-style-type: none"> Review use of staff (including TA interventions) and impact on learning. Liaise with writing and maths lead to ensure they are aware of the trends and discuss what is being implemented to resolve this. Refresh the use of Quality Teaching First (QTF) principles. 			Link Governor	Elizabeth Cairns

2. Current attainment for Pupil Premium							
Attainment for Year 6 2017/2018		<i>Pupils eligible at Yr 6 for PP</i>			<i>Pupils eligible for PP National Yr 6 2017</i>		
% achieving expected standard or above in reading, writing and maths		75%			61%		
% achieving expected standard or above in reading		90%			71%		
% achieving expected standard or above in writing		80%			76%		
% achieving expected standard or above in maths		80%			61%		
Attainment for Whole School 2017/2018							
EYFS GLD%		N/A					
Yr 1 Phonics %		100% (Average score 36.5)					
		<i>Pupils eligible for PP at ACE</i>			<i>Pupils not eligible for PP at ACE</i>		
Looking at the end of Key Stages		Reading	Writing	Maths	Reading	Writing	Maths
% KS 1 achieving expected standard or above in reading, writing and maths (TA Assessment)		75%	75%	75%	77%	67%	85%
% KS 2 achieving expected standard or above in reading, writing and maths (not including Yr 6)		77.6 %	60%	72.3%	81%	67%	67%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Some PP children have poor reading ability and therefore require access to appropriate reading material
B.	Issues with fine motor skills and opportunities for completing extended writing tasks
C.	Recalling their times tables and other related calculations
External barriers	
D.	To ensure vulnerable children receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.

E.	Improve the attendance of PP children to 96%.
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4. Desired outcomes

Introduction from evaluation 2017/18

The ACE 360 illustrated that further work is needed to ensure best practice is used to enhance learning and the children’s educational experiences. It was clear that the best performers in the school were those children who received “Quality First Teaching” (QFT). This is in line with Sutton Trust and other research.

Therefore in 2018/19 as a school we are going to further develop the mindsets of all those involved, creating a positive climate for learning and ensuring that quality first teaching is at the heart of what we do with the children. Putting the emphasis on the adults who see the children day to day.

“The best thing about being a teacher is that it matters. The hardest thing about being a teacher is that it matters every day.” Todd Whitaker

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in reading across all year groups to close the attainment gap with their non-PP peers. (see Data Review 2018)	All PP children make at least 6 steps progress on Target Tracker for reading. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets. (See Data Review 2018)
B.	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non-PP peers.	All PP children make at least 6 steps progress on Target Tracker for writing. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets. (See Data Review 2018)
C.	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non-PP peers.	All PP children make at least 6 steps progress on Target Tracker for maths. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets. (See Data Review 2018)
D.	To ensure vulnerable children receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.	PP children are engaged in their learning and demonstrating positive learning behaviours as seen in ACE 360 including lesson observations, book scrutiny, pupil voice, home/school discussions and staff feedback. PP children in Y6 engaged in a range of extra-curricular activities. School, home and any outside agencies working cooperatively to support individual children.

E.	Improve the attendance on PP children to 96%	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%.
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5. Planned expenditure

Academic year

2018/19

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?
<p>To accelerate the progress of PP children (at least 6 steps on Target Tracker) in reading across all year groups to close the attainment gap with their non-PP peers.</p>	<ul style="list-style-type: none"> All staff know which children are PP within their class and always hear them read first. Use of same day intervention time, e.g. assemblies, worship and PP interventions, to target PP children. Ensure PP have additional 1:1 from volunteer time for reading across the week if not consistently reading at home. Deputy and Assistant heads to monitor QFT for PP through lesson observations, book scrutiny, pupil voice etc. (ACE 360) Deputy head to monitor progress and attainment of PP children, especially Y6, and those children 2c/2b prior attainment in KS2. Afternoon interventions to target those PP children who are making slow progress as identified through monitoring and tracking systems linked to performance management. (All staff to have PP children as a target – see Appraisal 2018/19) Delivery of Read Write Inc Phonics – 1:1 to target individual children when appropriate in KS 1 and lower KS 2. Lexia to be continued to be purchased using PP funding . Ensure a rolling programme starting in target year groups – 3, 4 and 5. Development of reading areas in KS1. 	<p>2017 – 18 data shows that there is a PP/ non-PP attainment gap in reading across all year groups in school.</p> <p>The attainment of the current Y6 PP children at the end of last academic year was below their non-PP peers.</p> <p>2017 – 18: The reading progress of PP children in KS2 is slower than their non-PP peers.</p> <p>Need to create a reading culture amongst KS2 PP children whilst providing opportunities to read for pleasure and to read for a purpose using such as resource as the ACE library, Accelerated Reader and Lexia.</p>		<p>Class teachers</p>	

	<ul style="list-style-type: none"> • Explore use of volunteer readers across school with targeted children. • CPD for support staff on reading in 2019. 				
To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non-PP peers.	<ul style="list-style-type: none"> • All staff to ensure they know which children are PP in their class and to always mark PP books first using the ACE Marking and Feedback Policy 2018/19 and use Gap Tasks (introduced 2018/19). • Use of same day intervention time, e.g. assemblies, worship and interventions to target PP children. • Deputy and Assistant heads to monitor QFT for PP through lesson observations, book scrutiny, pupil voice etc (ACE 360). • Interventions to target those PP children who are making slow progress as identified through monitoring and tracking systems linked to performance management (Appraisal 2018/19). • CPD to support staff on writing (see Meetings 2018/19) and further development of Talk for Writing and coaching programme to enhance progress of PP children. • Deputy headteacher to monitor progress and attainment of PP children especially Y6 and those children 2c/2b prior attainment in KS2. 	<p>2017 – 18 data shows that there is a PP/ non-PP attainment gap in writing across the school (Data Review 2018).</p> <p>Progress of Y6 PP children in writing was slower than their non-PP peers last academic year.</p>			

<p>To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non-PP peers.</p>	<ul style="list-style-type: none"> • Teachers to ensure support staff know which children are PP within the class and share targets, provision and planning to meet their needs. PP children get their books marked first. • Delivery of intervention to children using numicon materials by staff to those children who need it in their year groups (see Data Review 2018). • A group of year 6 to receive additional support for mathematics from additional Yr 6 teacher and/or specialist. • All teachers to ensure that PP children receive same day/ catch up sessions, (Gap Tasks introduced in 2018) within timetabled assembly/worship slots as and when a need is identified. • Subject leader lesson observations to have a specific section on support for PP children – Maths Lead to be involved in a selection of Maths lesson observations to monitor quality of teaching and learning for PP children . • Deputy and Assistant Headteachers to monitor progress and attainment of all PP children in maths, emphasis on Year 6 PP pupils, through termly book scrutiny, feedback from subject leader lesson observations (see above point), pupil voice • CPD for support staff on how to support children with specific maths misconceptions through Numicon and Bar Modelling Approach (by Mathematics Lead). • Teachers to ensure maths tasks are appropriately scaffolded for PP children to promote independent learning e.g. using concrete, pictorial and abstract approach, encouraging SEND children to use ‘ maths choose to use’ equipment and boxes. 	<p>2017 – 18 data shows that there is a PP/ non-PP attainment gap in maths across the school.</p> <p>Progress of Y3 and Y4 PP children in maths was slower than their non-PP peers last academic year.</p>			
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<p>To ensure vulnerable children receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.</p>	<ul style="list-style-type: none"> • Continue Play Therapist support for targeted individuals. • SENCo, and class teachers to continue to work with outside agencies to support target individuals. • Delivery of PHSCE by class teachers including weekly circle time. • Use of SEAL materials to deliver PHSCE including Worship and all aspects of teaching and learning to include Christian Values of Hope Faith and Love, and the ACE Way. • Development of the ACE Cabin to be utilised for pastoral support by Play Therapist and SENCo. • EMBRACE – all those vulnerable children have an opportunity to attend EMBRACE both before and after school. • Expand KS2 Homework Club using extra member of staff and targeting PP children. KS 1 club focus on needs and targeted children. • Ensure that all children are engaged in all aspects of school life e.g. clubs, sports, choir. 	<p>Significant groups of Y6 PP children who struggle with social, emotional and mental health issues that is impacting on their academic progress, attainment and personal well being.</p>			
<p>Improve the attendance on PP children to 95%</p>	<ul style="list-style-type: none"> • Attendance Team to continue to monitor attendance and punctuality of PP children in school using school systems. • Refer children to Local Authority to work alongside families as needed. • Continue to challenge and support families where attendance and punctuality is a concern through home/ school contact e.g. texts, emails, letters and face to face visits. 	<p>Authorised and unauthorised lates are slightly higher for PP than non-PP peers 2017 – 18.</p>			