



Pupil Premium at Arundel Church of England Primary School

In 2016/17 the school changed its strategy towards Pupil Premium after a close analysis of the system and created more opportunities for staff to work more closely with tutors in order to maximise benefits to the child. The following areas were changed or revised as a result:

- One Tutor who is highly skilled in a number of areas. This was decided as a result of needing to improve continuity and focus on the main area of development which was mathematics, and the need to have a mathematical expert in this area.
- Develop the expectations for pupil outcomes and Pupil Premium booklets further.
- Additional Parents' Evenings for PP children, including information and progress meetings.
- Regular updates on Pupil Premium pupils for staff during staff professional development meetings.
- Expectations for staff in relation to supporting Pupil Premium pupils clearly communicated.
- Continued regular data analysis and information sharing with governors and a nominated governor appointed to focus on Pupil Premium.

The main barriers to children achieving and having appropriate learning opportunities to inspire their learning at ACE are

Having a readiness to learn and learning behaviours

Giving the children the skills to learn. Developing the curriculum to ensure that children are engaged and excited about their learning. For children that are not ready to engage in learning for social and emotional reason we can support with behavioural support, Nurture, and this year we are able to offer Emotional support for children in our new ACE cabin. Developing 'Learning without Limits' within school and the concept of all children being independent and unique learners (linked to the school mission statement).

Engaging parents in their children's learning and wider school life

Some parents have a negative view of school and education. "Two recent meta-analysis from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months' positive impact." The Sutton Trust-EEF Teaching and Learning Toolkit, Sutton Trust, 2016



Parents have a range of opportunities to come in to school to share in their children’s learning; reading workshop, celebration of learning events and parents evenings.

Extra-curricular clubs and activities

Ensuring children in receipt of pupil premium funding are able to be given the same opportunities to join clubs and activities as their peers.

Funding will also be used for children in receipt of pupil premium to attend school trips, residential and to invite outside speakers/performers to school. These strategy allows children to learn skills they may not be exposed to in the regular home or school environments.

In 2015/16 the Year 2 and 6 Tests for Pupil Premium children were:

	Average Yr 2	Average Yr 6
 Reading	98.5	100.3
 Grammar	N/A	97.4
 Mathematics	98.5	95.3

Comparison for Year 6 results with National Scores



Subject	Percentage of pupils that met expected standard		
	Your School	England*	Comparison
1. Reading	50.0% [4/8]	66%	- 16.0%
2. Grammar	50.0% [4/8]	72%	- 22.0%
3. Mathematics	12.5% [1/8]	70%	- 57.5%
4. Writing TA	75.0% [6/8]	74%	+ 1.0%

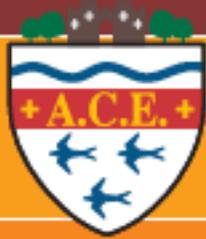
The Plans – Future, Present and Past

Below details how we have spent our Pupil Premium funding and how we plan to spend it in the future. The progress and achievement of all children are monitored carefully at Arundel Church of England Primary School and we endeavour to use the money to support the children in receipt of the funding, to be the best they can be.

Long-Term Pupil Premium Plan

Pupil Premium 2017–2019

- To narrow the gap for pupil premium pupils and others falling behind.



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Task:	Outcomes and Milestones Term 1 (Au), Term 2 (Sp), Term 3 (Su), Term 4 (Au)	Evidence updates /Location	Lead Person	Timescale	School/LA Resources /Cost	Summary Evaluation & Impact + Next Steps
<p>Pupil Premium Term 1 – <i>Increase Number of PP children</i> Ensure parents fill in the form to check eligibility for PP at the welcome meeting. Review the findings of the ‘Closing the Gap’ action/strategy from last year.</p> <p><i>New Strategy focusing on Mathematics</i> As a result of completing a data review 2016 a focus needs to be on mathematics for the majority of PP children. The PP Tutor will now focus on mathematics.</p>	Term 1	<p>Percentage of parents signing up for PP increases as percentage of free school meals has decreased.</p>	TS and VW	Regularly termly pushes for people to sign up	PP cost and £50 resources on maths	<p><u>Update January 2017</u> On-going and constant reflection needed.</p> <p><u>Update July 2017</u> We have increased our numbers by 3 but they will not be included in terms of January 2018 census. Mathematics was focused upon in 2017.</p> <p><u>Update September 2017</u> After Year 6 results where the Average standardised score in reading was 1.6 higher than National it was still below than school (although we have decreased the gap by 1.8 from previous Year) In Mathematics is 9.3 lower than the School average, and 4.2 less than the</p>



						<p>national FSM average. The school gap has decreased by 4.5 from previous year.</p> <p>So further investment is needed on gap can be closed quicker.</p>
<p>Term 2,3 and 4 <i>Growth Mindsets and Pupil Premium Children</i>. Pupil Premium teachers to reflect on 'Growth Mindsets' materials. A group will be set up for pupil premium pupils by PP Teacher to receive the Growth Mindset intervention for pupils in Year 1–6. They will become 'Learning Champions'.</p> <p><i>Meetings UB and AS</i></p> <p>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. Create a school Growth Mindset video to go on school website. Look at specific strategies such as Numicon intervention package to help support specific children. PP Tutor to lead this intervention and discuss with HT half termly.</p>	Term 2	<p>Pupil Premium Teacher to receive training from HT re Growth Mindsets.</p> <p>Evidence in the form of end-of-year tests where such values as resilience are demonstrated when completing papers.</p> <p>Improved strategies introduced to support mathematics and the needs of</p>	UB	Term 1, 2, 3 onwards	<p>Cost Resources for growth mindset £50</p>	<p>Update January 2017 Not completed yet.</p> <p>Update July 2017 As a school the children whom were Pupil Premium showed better resilience than previous years and this was illustrated by improvements in results. A lot of work was put on providing different support to help the children's mental health well being. Pupil Premium lead teacher spent time on other strategies such as play therapy and the school invested in a new healthy well being cabin.</p> <p>Update September 2017 Further work is needed to</p>



		individuals.				identify those children who need to improve their mental well being before attempting learning strategies.
<p>Term 1 to 6 –<u>EYFS and Extra Curricular Activities</u> Consider new approaches that can be used in the EYFS to support pupils eligible for pupil premium funding (e.g. peer mentoring of an EYFS PP pupil by a KS2 PP pupil). Closely monitor achievements of pupil premium pupils across the curriculum.</p> <p>At regular half-term meetings, ensure all staff in the school are aware of which children are eligible for PP funding.</p> <p>Ensure that all available opportunities are taken up by pupil premium pupils for funding (linked to SIP Visit July 2016):</p> <ul style="list-style-type: none"> • Some wrap-around care • All school trips, visits, residential and visitor experiences • School uniform or club uniform vouchers • Milk and fruit daily 	All year (termly meetings for members of staff organised by SBM and HT when appropriate)	<p>EYFS Lead, SBM and Office Manager to discuss with HT</p> <p>Notes from meetings and evidence of progress in meetings and on SPTO.</p>	TS AS, VW, UB and AF	Termly meetings	No costs	<p>Update January 2017 Letters sent out to EYFS and other pupils. Further work is still needed to help with the uptake of it. One child has taken up as a service child.</p> <p>Update July 2017 We developed a new leaflet and specific letter for EYFS children.</p> <p>Update September 2017 Further letters were sent out at the start of the year and we again reworded the EYFS letter.</p>
<p>Term 1 to 6 – <u>Data Term Meetings and Nurture Groups</u> Continue to have additional pupil progress meeting focusing purely on PP children half way</p>	Termly	HT with Pupil Premium Teacher	AS and UB	Termly Meetings with relevant	Costs £200 to set up cabin	Update January 2017 New cabin has helped with this and in Spring 2017 we are planning to use it more



<p>through the year.</p> <p>Positive Play/Nurture resources – PP and other children identified with need to boost self-esteem and confidence Children’s confidence increased (Survey at the beginning and measure at the end) resources to support this</p>				<p>staff and Pupil Premium Governor</p>	<p>regularly to support nurture and play therapy.</p> <p>Update July 2017 Data meetings involved teachers but further strategies need to be implemented in September 2017. A visit to a school in London helped the SLT develop further strategies to enhance performance linked to EEF research.</p>
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Pupil Premium 2016-2017

For the financial year 16/17 we will receive:

9 x pupil premium £1320 = £11,880

5 x ever6 £1320 = £6,600

1 x £1900 = £ 1,900

Total = £ 20,380

Intervention	Impact
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<p>Training on Numicon Maths Programme</p>	<p>Highly trained Teacher able to deliver and organise the programme effectively linked to Numicon.</p> <p><i>Catch up mathematics is delivered regularly and effectively.</i></p>
<p>Implementation of programme across KS2 including Mathletics</p> <p>£3,851</p>	<p>80% on track for Reading (current %)</p> <p>80% on track for Writing (current %)</p> <p>80% on track for Mathematics (current %)</p> <p><i>80% on track achieved</i></p>
<p>£3,183 Well-being leader – time to work with children on a variety of interventions including emotional intervention including play therapy. Developing a play therapy centre in the school grounds. Also supporting families and liaising with professionals and community groups.</p> <p>Provide training for Play Leader (Well-being leader)</p>	<p>Relationships with hard to reach families are strengthened. Opportunities to ensure children are ready to learn are maximised (teachers will report on this).</p> <p><i>Teachers report that the impact of this is positive. Each intervention has been assessed regarding impact and shared with the Pupil Premium Governor Champion.</i></p>
<p>£200 to support parents to with trips, clubs, uniforms etc.</p>	<p>Increased engagement with school – measured by attendance at parents meetings. <i>Parents have been happy for support with a variety of items including clubs, trips and uniform.</i></p>
<p>Total spend</p>	



£7,234

Additional funding £3374 from Virtual Schools to provide 1:1 tutoring sessions.

Pupil Premium 2015–2016

Pupil Premium Action Plan 2015/16 at Arundel CE Primary School

Questions all staff need to consider when referring to Pupil Premium Strategy at ACE –

- How well do our children achieve?
- How good is the overall personal development and well-being of the children?
- How well do our children make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do children have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care?

Aim: To develop strategy and approach to Pupil Premium to enhance provision and to raise standards

Objective 1: To further improve PP strategy through more structured monitoring programme

Success Criteria:

To provide additional educational support to improve the progress and raise the standard of PP pupils.

To close the gap between the achievement of PP pupils and other children.

To address any underlying inequalities between children eligible for PP and others.

To support Leadership Team in ensuring that additional funding reaches the pupils who need it most and that it impacts significantly upon their lives.



KS1 pupils to continue to maintain a good performance in terms of percentage of children reaching National Expectations by the end of Year 2.						
KS2 pupils to improve performance from 2014/15 and increase percentage of children reaching National Expectations in RWM.						
Action	Person responsible	Date	Outcomes	Status	Monitored by	Measured Impact
<p>To ensure the new leadership team put in place In January will include a specific responsibility for Pupil Premium which includes more regular monitoring of Pupil Premium children.</p> <p>The tailoring and targeting of teaching and learning to ensure that all pupils make good rates of progress, and in some cases, accelerated progress where required to close the gap.</p> <p>To expand proven classroom approaches – providing effective feedback on pupils' performance linked to the school assessment policy. Regular half-termly item at staff meeting.</p>	Headteacher and New Assistant Headteacher	Ongoing	Improved attainment at the end of Key Stage 2		Leadership Team will inform Board of Governors via Assistant Head Teacher's Termly Report	<p>The New Assistant Headteacher who was taking on the responsibility went off on maternity leave and the headteacher assumed role for the summer term 2016.</p> <p>Performance and progress in mathematics was not as effective as other areas of the curriculum for PP children. In 2016/17 a focus will be on Mathematics support in the school for PP children as Maths was highlighted in the data review 2016.</p>
Objective 2: To use 1:1 Tuition to raise standards of achievement for PP pupils, enabling them to make progress equivalent to those not entitled to PP.						
Success Criteria:						
<ul style="list-style-type: none"> To focus, on Year 5 and 6, on ensuring gaps in children's English and Mathematic skills are addressed, leading to accelerated progress and an increase in pupils' independence and confidence. 						



<p>Tutor allocated, focused and additional sessions in core subjects, to support target PP pupils in making progress and stay on course to reach targets identified on FFT Aspire.</p> <p>To increase the level of TA support for PP children, initially for one year, but in the spirit of Achievement for All, with the emphasis on what can be sustained.</p>	<p>SBM, New Assistant Headteacher and Pupil Premium Tutors</p>	<p>Ongoing</p>	<p>As above</p>		<p>Termly, following SPTO updates. Leadership Team will inform Board of Governors via Assistant Head Teacher's Termly Report.</p>	<p>PP children performed better in subjects areas such as English but were less successful in mathematics.</p> <p>TA support was focused more on English than Mathematics as the year went on. A greater focus on mathematics in 2016/17 via same day intervention with TAs.</p>
<p>Objective 3: To offer appropriate therapy to any child who is experiencing emotional, social or behavioural difficulties</p>						
<p>Success Criteria:</p> <p>To overcome barriers to learning, by reducing worry and lack of confidence.</p> <p>To reduce pupils experiencing issues over an extended time, with minimal referrals to CAHMS or other outside organisations.</p> <p>To learn how to cope with difficult situations, using an adult for support in developing suitable coping strategies.</p> <p>To reduce stress levels for parents, concerned about how well their child is coping with school life.</p> <p>Attendance to be in line with school attendance. Academic progress to be at least in line with non-PP children.</p>						
<p>Appropriate TAs or Pupil Premium tutors, will offer 10 sessions (longer if necessary) of a programme designed to support children through difficult times.</p>	<p>SBM, New Assistant Headteacher, SENCO and Pupil Premium Tutors</p>	<p>Ongoing</p>	<p>Improved attainment at the end of Key Stages and improved behaviour recorded.</p>		<p>Termly.</p>	<p>This was successful in terms of some of the emotional difficulties the children went through. The school also invested in such things as life coaches</p>



						and play therapy for individual children who struggled through the year.
<p>Objective 4: To encourage all PP pupils to participate in a variety of after-school clubs, thereby strengthening their inclusion within the school</p> <p>Success Criteria: To overcome barriers to learning, with 100% of pupils attending at least one club. To take part in activities requiring social skills, witnessing modelling of positive relationships. School attendance, for PP group to hit 95%+. Recordable behaviour incidents, as an aspiration, to be 0, but no more than one per term.</p>						
Funding attendance at fee-paying clubs – such as dance – whilst encouraging attendance of free clubs. Pupils tracked.	SBM, New Assistant Headteacher and Pupil Premium Tutors	Ongoing each term due to changes of clubs	Improved attendance and increased opportunities		Termly	PP children took part in far more sporting activities in particular and were able to attend all residential and school trips. The school needs to consider the benefits of supporting children in this aspect compared to the potential academic attainment (in the form of end of year 6 results).



Pupil Premium 2014-2015

Pupil Premium Impact Statement End Of 2014/15

Case Study – Pupil Premium Children

Introduction

The school has 21 children who are registered for Pupil Premium at the time of this report. The school tends to have a strategy, which focuses on the child as an individual. Tutors are allocated according to the child’s needs and the tutor’s skills. The school has a bank of Pupil Premium tutors who have a wide range of specialist skills. In 2015/16 the school changed its strategy towards Pupil Premium after a close analysis of the system and created more opportunities for staff to work more closely with tutors in order to maximise benefits to the child. The following things were changed as a result:

- New Tutors
- Develop expectations and booklets further
- Additional Parents’ Evenings for PP children including information and progress meetings
- Regular updates on Pupil Premium pupils for staff during staff professional development meetings.
- Expectations for staff in relation to supporting Pupil Premium pupils clearly communicated.
- Continued regular data analysis and information sharing with governors and a nominated governor appointed to focus on Pupil Premium.

The impact of this has been positive and this is illustrated in the table below.

**End of Academic Year
2014/15 ***

	Subject Area	Cohort		Pupil Premium	
		Progress	APS	Progress ***	APS
Yr5	Reading	4.2	26	4	24
	Writing	5	25	4	24
	Mathematics	4.4	25	3	22
Yr 2 **	Reading	3.9	15.8	4.7	15



	Writing	3.6	14.8	3.6	14.3
	Mathematics	4.1	15.5	4.2	14.3
Yr 1	Reading	3.9	12	4.5	12
	Writing	4.8	12.4	5	12.5
	Mathematics	4	12	4.5	12

*Please note, some year groups have not been featured in this table due to the small number of pupil premium children within them.

**Progress is based on the old National Curriculum

So in 2015/16

As a result of the data above we have further adjusted our strategy by adjusting the staffing and looking at different strategies to enhance the learning experiences of children who are entitled to Pupil Premium.

Pupil Premium 2013-2014

Pupil Premium Impact Statement End Of 2013/14

Case Study – Pupil Premium Children

Introduction

The school has 21 children who are registered for Pupil Premium at the time of this report. The school tends to have a strategy, which focuses on the child as an individual. Tutors are allocated according to the child's needs and then the tutor's skills. The school has a bank of Pupil Premium tutors who have a wide range of specialist skills. In 2013/14 the school changed its strategy towards Pupil Premium after a close analysis of the system and created more opportunities for staff to work more closely with tutors in order to maximise benefits to the child. The following things were changed as a result:

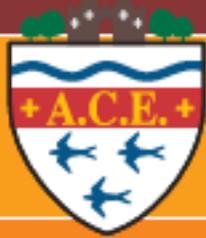
- New Tutor expectations and booklets
- Additional Parents' Evenings for PP children including information and progress meetings



- Regular updates on Pupil Premium pupils for staff during staff professional development meetings.
- Expectations for staff in relation to supporting Pupil Premium pupils clearly communicated.
- Continued regular data analysis and information sharing with governors and a nominated governor appointed to focus on Pupil Premium.

The impact of this has been positive and this is illustrated in the table below.

Figure 8. Pupil progress – Y6, Y5 & Y4 (School data July 2014)					
	Progress against target grades	Number of pupils			
		Cohort		PP	
		P	APS	P	APS
Y6	Reading	14.88	30.18	12.4	31.67
	Writing	14.91	29.53	11	30
	Mathematics	14.04	30.53	11	31.67
Y5	Reading	7.7	24.3	9.5	14
	Writing	6.04	21.4	8.5	13
	Mathematics	7.53	22.5	4	15
Y4	Reading	6.50	22.8	6.6	21.67
	Writing	6.4	20.7	6.6	20.6
	Mathematics	5.10	21.7	5.3	20.33
Y3	Reading	4.06	20.8	4	20
	Writing	4.58	19.7	3	20
	Mathematics	4.01	20.8	5	21



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