

High Ash CE School  
Pupil Premium Strategy Statement  
Academic Year 2018/2019  
Updated November 2018

Summary Information

School	High Ash CE School		
Total Number of children on roll (Nov 18)	274	Total number or pupils eligible for Pupil Premium Funding	23
Current % of children in school that are PPM	8.4%	National and local comparisons	Bucks- 7% National- 26%
Number of PPM children also SEN	This is only 3/23		

Impact of budget spend last financial year 2017/18....

£26980 (based on 24 children with PPM funding)

Objective/Rationale	Provision	Cost	Staff Lead	Monitored by	Actual outcome
1. To ensure PPM in Foundation Stage achieve GLD and make good progress from their baselines	Increase adult support in Foundation Stage to allow Quality First Teaching and interventions as necessary	£20000- (on staffing costs to ensure QFT as allowed teachers to have smaller groups/complete interventions)	Foundation Stage Leader	Sara Boyce, Headteacher and Governors	<b>Achieved-</b>  In EYFS all except 1 PPM child achieved GLD, with 2 of the 3 making at least expected progress in reading and writing and 100% in Maths, making the same progress as non PPM. <i>This child has now caught up in Year One.</i>  100% met the end of Foundation Stage phonics assessment expectation in July 2018.

<p>2. To ensure all PPM children achieve the national standard in Year One Phonics test</p>	<p>Increased adult support for phonics and introduction of Read Write Inc phonics in Foundation and KS1</p>	<p>£3890</p>	<p>Phonics Leader</p>	<p>PPM Leader and Headteacher Monitored also by Governors</p>	<p><b>Achieved and exceeded</b></p> <p>100% of PPM children in Year One met the national Phonics standard in June 2018. Average pass mark for the whole cohort was 36/40, yet average for PPM was better at 39/40.</p>
<p>3. Progress and attainment of PPM children in KS1 to be the same as non PPM</p>	<p>Teacher led interventions and additional PPA time for planning for these children as well as release time for 6 weekly pupil progress meetings</p>	<p>Part of £20000 staffing costs as in section 1</p>	<p>KS1 Leader and PPM Leader</p>	<p>Headteacher and Governors</p>	<p><b>Achieved</b></p> <p>In Year One, 100% of PPM made expected progress and 40% made more than expected progress- this was in line with the rest of the cohort</p> <p>Y2- no PPM children</p>
<p>4. Progress and attainment of PPM children in Years 3-5 to be the same as non PPM</p>	<p>Teacher led interventions and additional PPA time for planning for these children as well as release time for 6 weekly pupil progress meetings and focus on CPD staff meetings for QFT for PPM children</p> <p>Focus on live and more verbal feedback for PPM children by the class teacher</p>	<p>Part of £20000 staffing costs as in section 1</p>	<p>KS2 Leader and PPM Leader</p>	<p>Headteacher and Governors</p>	<p><b>Achieved in Year 5</b> with all PPM children making at least expected progress and same rates of progress as non PPM</p> <p><b>Improved in Year Three/Four-</b> yet still a focus needed on PPM progress in writing (this was in line with the cohort overall)</p>
<p>5. To improve added value</p>	<p>Teacher led interventions and</p>	<p>Part of £20000 staffing costs as in</p>	<p>KS2 Leader and PP Leader</p>	<p>Headteacher and Governors</p>	<p><b>Achieved-</b></p>

<p>KS1- end of KS2 progress for PPM children in Year 6</p>	<p>additional PPA time for planning for these children as well as release time for 6 weekly pupil progress meetings and focus on CPD staff meetings for QFT for PPM children</p> <p>Focus on live and more verbal feedback for PPM children by the class teacher</p> <p>Close tracking of scaled scores for PPM and gap analysis</p>	<p>section 1- additional temp teacher recruited to release Y6 teachers to support PPM in interventions</p>			<p><b>Reading</b> progress in July 2018 for PPM was + 1.32 compared to whole cohort of 0.75 and national average for non PPM of 0.31</p> <p><b>In writing</b>, PPM progress was better than whole cohort- -0.86 (PPM) compared to -2.84 (whole cohort) yet still not in line with national average of non PPM of 0.24</p> <p><b>In Maths</b>, PPM progress was not significantly different to non PPM yet it was below school average. However, in year progress for PPM was very good moving from scaled score of 97.2 to a scaled score of 103.</p> <p>Our % of PPM children attaining combined RWM was 67% compared to 70% non PPM nationally which is broadly in line.</p>
<p>To improve emotional well being of PPM children</p>	<p>Provide weekly 1 hour sessions of Play Therapy</p>	<p>£3000</p>	<p>Deputy Headteacher and PPM Leader</p>		<p>Positive improvements in SDQ scores for those PPM children who have taken part in Play Therapy. For these children there was also an improvement in behaviour and participation in lessons</p>

### **Current Summary:**

- Our provision for PPM children has improved as seen above, yet will continue to be a focus as we still recognise that whilst progress from starting points is in line with non PPM that as a school we need to continue to improve our KS1-KS2 progress for all children, including PPM and we need to be asking now ‘even better if...’ of our PPM support.
- We do have relatively small numbers of PPM in each year group which makes national % comparisons harder to compare so we review as numbers of children rather than %.
- Pastoral support has a positive impact on our PPM children
- Attendance of PPM children has been lower than that of non PPM children and continues to be a focus.
- Regular monitoring of PPM provision by the Senior Leadership Team and Governors has had a positive impact on outcomes.

### **Our rationale for funding allocation in 2018/19 budget is based on need and also on what has worked well.**

- Overall, only 3/23 PPM children this year have SEN needs. This means our focus needs to continue to be on Quality First Teaching, live feedback, tailored interventions if needed and pre-teaching of key concepts, ideas and vocabulary by qualified teachers. Research shows that the best impact on PPM children is to have access to highly effective teachers and be given high quality and immediate feedback verbally on their learning. This drives our approach at High Ash.
- We recognise the need to continue to have high expectations for PPM children and ensure they are engaging and active in all aspects of school life and that we do so by working closely with their parents.
- PPM children need to be in school and so we will continue to monitor as we have done their attendance at school and provide family support as needed.
- PPM and SEN children do well and make progress- existing strategies through SSP’s will remain in place for them.
- Continue to provide weekly release time for PPM Leader (Mrs Steph Burrows Asst Head) to monitor PPM provision and feedback to staff.

### **Overall strategic aims for PPM 2018/19- allocated budget £35000**

Objective/Rationale	Provision	Cost	Staff Lead	Monitored by	Intended outcome
To ensure Quality First Teaching for PPM children and to focus on increasing numbers of PPM children achieving Platinum/GDS compared to 2017/18	CPD for teaching staff on pitch and expectations for challenge in reading, writing and Maths by reviewing use of resources and allowing for bespoke planning time.	Staff meeting time and release time for SLT to support teams.	SLT	PPM Leader Headteacher Governors	By July 2019, more PPM children have achieved Platinum/GDS than in July 2018
To ensure PPM children receive					By July 2019, PPM children attain in line with non PPM.  By July 2019, 100% of PPM have made

<p>tailored interventions if needed for Reading, writing and Maths, supported by qualified teachers</p>	<p>Progress of PPM children to remain focus for Performance Management targets for teachers.</p> <p>Continue with 6 weekly pupil progress meetings</p> <p>Continue with live feedback in books/lessons for PPM children</p>				<p>expected progress from Key Stage starting points and 40% more than expected progress.</p> <p>PPM books show the impact of live verbal feedback and interventions.</p>
<p>To ensure PPM children have opportunity for learning/pre-teaching of new topics/concepts</p>	<p>PPM children to be supported by school staff to have access to resources and experiences that allow them to access the curriculum as well as their non PPM peers in our school</p>	<p>Additional staffing resource in place to allow for this.</p>	<p>SLT</p>	<p>PPM Leader Headteacher Governors</p>	<p>See progress and attainment measures above.</p>
<p>To ensure PPM children continue to read widely and often and that they are actively taking part in reading to also support their ideas for writing</p>	<p>DHT and TA to provide teachers with weekly Accelerated Reader reports to show % reading and success rates with comprehension. Provision to be adapted as needed.</p>	<p>Accelerated Reader subscription</p>	<p>DHT</p>	<p>PPM Leader Headteacher Governors</p>	<p>By July 2019, Accelerated Reader shows that PPM children are reading widely and often and are making good progress in their reading.</p>

<p>To support children to develop organisational skills needed for learning and ensure they are able to take part and fully access the same school experiences as non PPM children</p>	<p>TA assigned to checking on PPM children on a daily basis. Checklist to be completed and TA to report to PPM leader and class teacher weekly.</p> <p>Visual timetables to be displayed consistently in each classroom</p> <p>Daily reading to be completed with all PPM children</p> <p>‘School Mum’ to check planners, ensure have letters home, are prepared for Hook Days, bring in achievements to share in Star Assembly, take part in school trips etc.</p>	<p>Additional TA time allocated to this</p>	<p>Class Teachers and Key Stage Leaders</p>	<p>PPM Leader Headteacher Governors</p>	<p>Each Key Stage will have a TA who is responsible for supporting PPM children. Children will be prepared for lessons (pencils cases, PE kits, diaries and reading books).</p> <p>PPM children will have reading recorded in their diaries and will be regularly quizzing on Accelerated Reader.</p> <p>All concerns/support requirements will be fed back to PPM lead weekly.</p>
<p>To improve parental involvement</p>	<p>Ensure all PPM children’s parents attend parents evening</p> <p>Ensure communication methods are adapted for PPM parents (texts, phone calls)</p>	<p>Follow up time by class teachers and PPM Leader</p>	<p>PPM lead and class teachers</p>	<p>Headteacher and Governors</p>	<p>Parents will receive all school correspondence and be made aware of key dates.</p> <p>Parents will be invited into school, by their child, and will have an understanding of how to support their child at home.</p> <p>At regular parents evenings, teachers will follow up on how parents are supporting their children at home.</p>

<p>To improve attendance of PPM children</p>	<p>Arrange parent meetings regarding attendance</p> <p>Regular communication home</p> <p>Should PPM child be absent, TA to ensure work has been caught up on.</p>	<p>Additional admin member recruited to oversee attendance tracking.</p>	<p>PPM lead and class teachers</p>	<p>Headteacher and Governors</p>	<p>Attendance of PPM children will improve and be in line (or better) than non PPM children.</p> <p>PPM children not to have gaps in their learning due to absence.</p>
<p>To improve emotional well being of PPM children</p>	<p>In addition to School Mum checking in with PPM children to have PPM access to Play Therapy.</p> <p>Provide weekly 1 x hour sessions of Play Therapy per week for 2- 3 children at 12 week intervals (or longer if needed)</p>	<p>Provide weekly 1 x hour sessions of Play Therapy per week for 2- 3 children at 12 week intervals (or longer if needed)</p>	<p>£3000</p>	<p>PPM Leader SENCO Headteacher Governors</p>	<p>SDQ scores and pupil voice/feedback from Play Therapist show an improvement in emotional well being.</p>