

Arnold View Primary School Pupil Premium Strategy 2017-2018

Summary information					
School	Arnold View Primary School				
Academic Year :	2017-2018	Total PP Budget	£83,120 (approx.)	Date of most recent PP review	September 2017
Total Number of pupils	306 (full time) + 23 (PT)	Number of pupils eligible for PP	57	Date of next PP review	February 2018

Current Attainment at end of KS 2		
	Pupil Premium (School)	All Pupils (national)
% achieving the expected levels or above in reading, writing and maths combined	80%	61%
% achieving the expected levels or above in reading	90%	71%
% achieving the expected levels or above in writing	90%	83%
% achieving the expected levels or above in maths	80%	75%
% achieving the expected levels or above in EGPS	90%	90%
progress in reading (*progress data from in school VA calculator)	-0.28*	0
progress in writing (*progress data from in school VA calculator)	1.46*	0
progress in maths (*progress data from in school VA calculator)	-0.79*	0

Barriers to future attainment for PP children.	
In-school barriers	
1	Attainment in writing of pupil premium children is below that of non-pupil premium.
2	Attainment of higher ability pupil premium children in years 3, 4, 5 and 6 in Maths is below that on higher ability non-pupil premium children.
3	Progress of pupil premium children in reading is below that of non-pupil premium children.
External barriers	
3	Attendance
4	Parental involvement in their children's learning and their ability to support
Outcomes	Success Criteria
Improve the attainment of pupil-premium children across the school in writing and maths	Read Write Inc to be taught to Year 2 and 3 children to aid with spellings. Pupils will follow the T4W structure when writing extended piece of writing. The attainment of pupil premium children in their writing will increase. Gap between PP and non PP will be narrowed in Year 2,4 and 6.
More higher ability pupil premium children to reach greater depths in maths.	Higher ability pupils to be targeted during maths interventions by a HLTA. The attainment of high ability pupil premium children will increase.

Improve progress of Pupil premium children in reading	Gap between PP children and non PP is reduced.
Increased attendance percentages for pupils eligible for pupil premium in years 2, 5 and 6.	Reduce the number of persistent absentees among pupils who are eligible for pupil premium so that the overall attendance percentage for the year is in line with the non-pupil premium children and meets the school target of 96%.
Parents of pupil premium children will have greater involvement in their children's learning.	More pupil premium parents attending parents evening in the October and February parents evening. Parents discussing their child's learning with them.

Planned expenditure					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How we will ensure that it is implemented well.	Staff lead	Review date
Improve the attainment of pupil-premium children in years 2, 3, 4, 5 and 6 in writing.	Read Write Inc used for Year 2 and 3 as an intervention by a TA for pupil premium children who currently struggle with spelling. Clicker 6 to be used with less able pupil premium writers to support their sentence structure with the use of pictures – intervention time with a TA to be allocated for this. Moderation meetings to be held between year group staff, across school and other schools 2 x year min.	The writing data for last year showed a gap between the pupil premium and non-pupil premium children in their writing. Year 1 – a gap of -42% Year 2 – a gap of -11% Year 3 – a gap of -27% Year 4 – a gap of -7% Year 5 – a gap of -43%	PP lead and SLT to monitor the cold and hot tasks and the progress made during the independent writing. Talk for Writing books to be monitored to show the progression through the process.	English co-ordinator HT DHT Pupil premium lead	December 17 March 18 July 18
More higher ability pupil premium children to reach greater depths in maths.	HLTA to work with higher ability pupil premium children one afternoon a week. Arnold Hill Academy to be contacted again in regards to working with higher ability pupil premium children. Higher ability pupils to be selected for the Third Space maths program. The attainment of high ability	The maths data for last year showed a gap between the higher ability pupil premium and higher ability non-pupil premium children in their writing. Year 3 – a gap of -83% Year 4 – a gap of -14% Year 5 – a gap of +3% Year 6 - a gap of -58%	PP lead and SLT to monitor maths books of the higher ability pupil premium and higher ability non-pupil premium children to see if they are accessing the epic challenges during maths lesson frequently. To monitor the planning and learning to ensure the epic challenges do move the	HT DHT Pupil premium lead Maths co-ordinator	December 17 March 18 July 18

	pupil premium children to be monitored after key assessment periods and interventions put into place for those higher ability children. Test base to be used to allow the children to become familiar with reasoning problems.		learning on, into greater depth.		
Increased attendance percentages for pupils eligible for pupil premium in years 2, 5 and 6.	Absences monitored and followed up daily with first response provision. Attendance rewards in place for all children in the school. End of year attendance reward for all children who have achieved 98%	Attainment for those children who are frequently absent is below their peers who have 98% attendance or higher.	Designated member of staff to monitor attendance daily. Teachers to promote the importance of good attendance and monitor including discussions with parents. Head teacher, pupil premium lead and attendance officer to collaborate to ensure that provision and processes are working effectively.	Head Teacher Attendance officer Pupil Premium Lead	December 17 March 18 July 18
To engage parents of pupil premium children to encourage them to have greater involvement in their children's learning.	Class Dojo to be used in class to send images of their child's work to their phones. Gradual roll out during the Autumn term, with the whole school aiming to use the system by the start of the Spring 1 term.	Research has proven that children with high aspirations and high self-esteem perform better than those who have lower aspirations and self-esteem. This also applies to their parents and the support they receive. If they have their parents support and encouragement, it will help to raise their aspirations.		Head Teacher ICT co-ordinator Pupil Premium Lead	December 17 March 18 July 18