

## Arnold View Primary School Pupil Premium Strategy 2018 - 2019

Summary information					
School	Arnold View Primary School				
Academic Year :	2018-2019	Total PP Budget	£84,665 (approx.)	Date of most recent PP review	September 2018
Total Number of pupils	303 (full time) + 23 (PT)	Number of pupils eligible for PP	57	Date of next PP review	September 2019

Current Attainment at end of KS 2		
	Pupil Premium (School)	All Pupils (national 2017)
% achieving the expected levels or above in reading, writing and maths combined ( <i>13 PP end of Yr 6</i> )	23%	61%
% achieving the expected levels or above in reading	38%	71%
% achieving the expected levels or above in writing	54%	83%
% achieving the expected levels or above in maths	54%	75%
% achieving the expected levels or above in EGPS	54%	90%
progress in reading ( *progress data from in school VA calculator)	-4.9	0
progress in writing ( *progress data from in school VA calculator)	-1.8	0
progress in maths ( *progress data from in school VA calculator)	-3.1	0

Barriers to future attainment for PP children.	
In-school barriers	
1	Attainment and progress in writing for middle and high ability children.
2	Attainment and progress in reading for middle and high ability children.
3	Attainment and progress in maths for middle and high ability children.
External barriers	
4	Attendance of identified PP children (Yr 1, Yr2, Yr 3, Yr 5, Yr 6)
5	Parental involvement with their children's learning in supporting homework (Phonics, English, Maths)
Outcomes	Success Criteria
Attainment and progress in writing of pupil premium children is increased at the end of KS1 and KS2 for middle and higher ability children.	Writing for PP children is in line with National figures at the end of KS1 and KS 2. (78%) Identified middle and higher ability children make accelerated progress to ensure that attainment is at least in line with their previous end of KS results.
Attainment and progress in reading of pupil premium children is increased at the end of KS1 and KS2 for middle and higher ability children.	Reading for PP children is in line with National figures at the end of KS1 and KS 2 (75%) Identified middle and higher ability children make accelerated progress to ensure that attainment is at least in line with their previous end of KS results.
Attainment and progress, in maths, of pupil premium children is increased at the end of KS1 and KS2 for middle and higher ability children.	Maths for PP children is in line with National figures at the end of KS1 and KS 2 (76%)

	Identified middle and higher ability children make accelerated progress to ensure that attainment is at least in line with their previous end of KS results.
<p>Increase the attendance for PP pupils in Yr 1, Yr 5, Yr 6</p> <p><b>Key Year groups:</b></p> <p><i>Yr 1 - 43 % (3/7) vs 58% non-PP (22/38) at 96%</i></p> <p><b>Overall average cohort attendance</b> = 95.3%</p> <p><i>Yr 2 - 33% (1/3) vs 63% non-PP (26/41) at 96%</i></p> <p>Yr 3 - 71% (5/7) vs 74% non-PP (28/38) at 96%</p> <p>Yr 4 - 75% (6/8) vs 70% non-PP (26/37) at 96%</p> <p><i>Yr 5 - 50% (4/8) vs 78% non-PP (25/32) at 96%</i></p> <p><i>Yr 6 - 57% (8/14) vs 81% non-PP (26/32) at 96%</i></p>	<p>Attendance for PP children in Yr 1, 5 and 6 is in line with National figures and broadly in line with the attendance of non-PP children: 96%.</p> <p>Improved attendance for persistent absentee children has increased and pupil interviews show that they are wanting to be in school.</p>
Workshops will be provided for parents in phonics, maths and English.	<p>Feedback from parents shows increased confidence.</p> <p>Increased parental involvement in pupils learning outside of school (Verbal feedback and evidence in books)</p> <p>Workshops will have been provided in FU, KS1, LKS2 and UKS2 by the end of the Autumn and Spring term.</p>

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
Attainment and progress in writing of pupil premium children is increased at the end of KS1 and KS2 for middle and higher ability children.	<ul style="list-style-type: none"> <li>Before school: Rainbow grammar interventions (TAs)</li> <li>Small group support: Editing writing (CT) focus on MA and HA PP chn.</li> <li>PP pupils to be targeted during English lessons and named on planning for CT/TA.</li> <li>TA 1:1 phonic support</li> <li>S&amp;L therapist appointed (½ day a week)</li> </ul>	<p>The writing data for last year showed a gap in attainment between the pupil premium and non-pupil premium children in their writing.</p> <p>(Based on July 2018 data)</p> <p>Current Year groups:</p> <p>Year 2 – a gap of -33%</p> <p>Year 3 – a gap of -50%</p> <p>Year 4 – a gap of -15%</p> <p>Year 5 – a gap of -29%</p> <p>Year 6 – a gap of -10%</p> <p>Some PP children did not make expected progress in writing.</p> <p>Evidence shows that:</p> <ul style="list-style-type: none"> <li>Writing is an essential job skill.</li> </ul>	<p>PP lead and SLT to monitor the hot tasks and the progress made during the independent writing – assessment grids.</p> <p>English books to be monitored to show the progress of writing and adults have worked with identified children.</p> <p>Evidence of interventions – in books and attendance of interventions.</p>	English co-ordinator HT DHT Pupil premium lead	December 18 March 19 July 19

	<ul style="list-style-type: none"> <li>• Talk Boost</li> <li>• 1:1 and small group support in writing</li> <li>• 1:1 precision teaching for identified pupils – spelling focus</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is the primary basis upon which one’s work and learning will be judged—in college, in the work place and in the community.</li> <li>• Writing equips us with communication and thinking skills.</li> </ul>			
Attainment and progress in reading of pupil premium children is increased at the end of KS1 and KS2 for middle and higher ability children.	<ul style="list-style-type: none"> <li>• Afternoon registration: PP children to be targeted for Switch on reading (TAs).</li> <li>• Children to be targeted for inference during guided reading sessions (identified on planning).</li> <li>• Assembly &amp; afternoons: Children to be targeted for comprehension interventions (CT &amp; TAs).</li> <li>• Children to be identified for 1:1 reading (reading volunteers).</li> <li>• 1:1 and small group support in reading</li> </ul>	<p>The reading data for last year showed a gap between the pupil premium and non-pupil premium children in their writing. (Based on July 2018 data) Current Year groups: Year 2 – a gap of -18% Year 3 – a gap of -25%</p> <p>The reading data for last year identified certain PP children having not made expected progress based on their previous KS assessments in their reading.</p> <p>Evidence shows that:</p> <ul style="list-style-type: none"> <li>• Reading is fundamental to functioning in today's society.</li> <li>• Reading is a vital skill in finding a good job.</li> <li>• Reading is important because it develops the mind.</li> <li>• It is how we discover new things.</li> </ul>	<p>PP lead and SLT to monitor reading levels and use of planners of the pupil premium children.</p> <p>Monitor the planning of guided reading to ensure coverage of skills and gaps identified and approach during guided reading lessons.</p> <p>Guided reading learning walks to take place (termly)</p>	HT DHT Pupil premium lead English co-ordinator	December 18 March 19 July 19
Attainment and progress, in maths, of pupil premium children is increased at the end of KS1 and KS2 for middle and higher ability children.	<ul style="list-style-type: none"> <li>• PP children to be targeted for pre-teach sessions before school (TAs)</li> <li>• Pre and post-assessment interventions during assembly time (CT).</li> <li>• PP pupils to be targeted during</li> </ul>	<p>The maths data for last year showed a gap between the pupil premium and non-pupil premium children in their maths. (Based on July 2018 data) Year 1 – a gap of -40% Year 2 – a gap of -25% Year 3 – a gap of -9% Year 4 – a gap of -18% Year 5 – a gap of -1%</p>	<p>PP lead and SLT to monitor maths books of the pupil premium children to see if they are accessing the awesome and epic challenges during maths lessons frequently.</p> <p>Monitor the planning of maths to ensure coverage</p>	HT DHT Pupil premium lead Maths co-ordinator	December 18 March 19 July 19

	<p>maths lessons (identified on planning).</p> <ul style="list-style-type: none"> <li>• After school: Y5 &amp; 6 children to be identified for Third Space Maths intervention (CT/TA)</li> <li>• Assembly &amp; afternoons: Children to be targeted for maths interventions (CT &amp; TAs).</li> <li>• 1:1 tuition with SW during and after school (Yr 6)</li> <li>• 1:1 and small group support in maths</li> <li>• 1:1 precision teaching for identified pupils – maths focus</li> </ul>	<p>The maths data for last year identified certain PP children having not made expected progress based on their previous KS assessments in their reading.</p> <p>Evidence shows that:</p> <ul style="list-style-type: none"> <li>• Maths helps us to have analytical thinking;</li> <li>• Mathematics develops the ability to think so we can explain how things work;</li> <li>• Mathematics quickens our minds.</li> </ul>	<p>of skills and gaps identified.</p> <p>Monitor arithmetic books in KS2.</p> <p>Maths learning walks across school.</p>		
<p>Increase the attendance for PP pupils in Yr 1, Yr 5, Yr 6</p> <p><b>Key Year groups:</b>  <i>Yr 1 - 43 % (3/7) vs 58% non-PP (22/38) at 96%</i>  <b>Overall average cohort attendance = 95.3%</b>  <i>Yr 2 - 33% (1/3) vs 63% non-PP (26/41) at 96%</i>  Yr 3 - 71% (5/7) vs 74% non-PP (28/38) at 96%  Yr 4 – 75% (6/8) vs 70% non-PP (26/37) at 96%  <i>Yr 5 - 50% (4/8) vs 78% non-PP (25/32) at 96%</i></p>	<ul style="list-style-type: none"> <li>• Absences monitored and followed up daily with first response provision.</li> <li>• Attendance rewards in place for all children in school.</li> <li>• End of year reward for all children who have achieved 99% attendance each half term.</li> <li>• Packs of work sent home for extended absences.</li> </ul>	<p>Attainment for those children who are frequently absent is below their peers who have 98% attendance of higher.</p>	<p>Designated member of staff to monitor attendance daily.</p> <p>Teachers to promote the importance of good attendance and monitor including discussions with parents in meetings and during parents evening.</p> <p>Head teacher, pupil premium lead and attendance officer to collaborate to ensure that provision and processes are working effectively.</p>	<p>Head Teacher</p> <p>Attendance officer</p> <p>Pupil Premium Lead</p>	<p>December 18</p> <p>March 19</p> <p>July 19</p>

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<p>Workshops will be provided for parents in phonics, maths and English.</p>	<ul style="list-style-type: none"> <li>• Calculation policy to be shared and sent home to all PP children (maths co-ordinator and teachers)</li> <li>• Parental workshops to be carried out to target PP children's parents: <ul style="list-style-type: none"> <li>○ Yr 2 and 6: SATs (Nov 2018);</li> <li>○ Yr 1, 3, 4 and 5: calculation (Nov 18);</li> <li>○ FU and KS1: phonics (Oct 2018);</li> <li>○ KS1 and 2: grammar (Feb 19).</li> </ul> </li> <li>• Parents to attend parents evening and to be offered an alternative day if they do not respond to the initial parents evening dates.</li> </ul>	<p>Research has shown that parents who understand their children's learning are more likely to get involved and show an interest.</p>	<p>Maths co-ordinator and all staff in every KS to plan and deliver focused workshops.</p> <p>PP lead and SLT to monitor engagement of parents' attendance during parents evening and workshops e.g. verbal feedback from parents/ register/ evaluation form.</p>	<p>HT DHT Pupil premium lead Maths co-ordinator All staff</p>	<p>October 18 February 19 (Parents evening)</p>

## Pupil Premium Strategy Review 2018 - 2019

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Year 5 (9) 33	-4	-2	Increased 2%
Year 6 (14) 30	-16	-11	Increased 5%

All year groups have reduced the PP/NPP gap for each cohort, from July 2018 to July 2019.

Attainment of PP children at **GD** in reading:

	July 2019	July 2018	Difference
<b>F2 (6) 39</b>	17%		
<b>Year 1 (9) 36</b>	33%		
<b>Year 2 (4) 40</b>	25%	0% (Y1)	↑ 25%
<b>Year 3 (11) 33</b>	36%	0% (Y2)	↑ 36%
<b>Year 4 (9) 33</b>	22%	25% (Y3)	↓ 3%
<b>Year 5 (9) 33</b>	11%	13% (Y4)	↓ 2%
<b>Year 6 (14) 30</b>	14%	7% (Y5)	↑ 7%

Y2, Y3 and Y6 have increased the attainment of our PP children as a cohort, from July 2018 to July 2019.

Gap between PP/NPP children at **GD** in reading:

	Gap between PP & NPP 2019	Gap between PP & NPP 2018	Difference
<b>F2 (6) 39</b>	+7		
<b>Year 1 (9) 36</b>	-6		
<b>Year 2 (4) 40</b>	+12	-10	Reduced 22%
<b>Year 3 (11) 33</b>	-3	-27	Reduced 24%
<b>Year 4 (9) 33</b>	-26	-10	Increased 16%
<b>Year 5 (9) 33</b>	-22	-21	Increased 1%
<b>Year 6 (14) 30</b>	+4	-19	Reduced 23%

Y3, Y4 and Y5 have reduced the PP/NPP gap for each cohort, from July 2018 to July 2019.

Attainment and progress, in maths, of pupil premium children is increased at the end of KS1 and KS2 for middle and higher ability children.

- PP children to be targeted for pre-teach sessions before school (TAs)
- Pre and post-assessment interventions during assembly time (CT).
- PP pupils to be targeted during maths lessons (identified on planning).
- After school: Y5 & 6 children to be identified for Third Space Maths intervention (CT/TA)

Attainment of PP children at **ARE+** in maths:

	July 2019	July 2018	Difference
<b>F2 (6) 39</b>	67%		
<b>Year 1 (9) 36</b>	89%		
<b>Year 2 (4) 40</b>	50%	33% (Y1)	↑ 17%
<b>Year 3 (11) 33</b>	55%	57% (Y2)	↓ 2%
<b>Year 4 (9) 33</b>	89%	50% (Y3)	↑ 39%
<b>Year 5 (9) 33</b>	33%	63% (Y4)	↓ 30%

- Assembly & afternoons: Children to be targeted for maths interventions (CT & TAs).
- 1:1 tuition with SW during and after school (Yr 6)
- 1:1 and small group support in maths
- 1:1 precision teaching for identified pupils – maths focus

<b>Year 6 (14) 30</b>	79%	64% (Y5)	↑ 15%
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Y2, Y4 and Y6 have increased the attainment of our PP children as a cohort, from July 2018 to July 2019.

Gap between PP/NPP children at **ARE+** in **maths**:

	Gap between PP & NPP 2019	Gap between PP & NPP 2018	Difference
<b>F2 (6) 39</b>	<b>-12</b>		
<b>Year 1 (9) 36</b>	<b>+6</b>		
<b>Year 2 (4) 40</b>	<b>-30</b>	<b>-40</b>	Reduced 10%
<b>Year 3 (11) 33</b>	<b>-12</b>	<b>-25</b>	Reduced 13%
<b>Year 4 (9) 33</b>	<b>+13</b>	<b>-9</b>	Reduced 22%
<b>Year 5 (9) 33</b>	<b>-40</b>	<b>-18</b>	Increased 22%
<b>Year 6 (14) 30</b>	<b>-4</b>	<b>-1</b>	Increased 3%

Y2, Y3 and Y4 have reduced the PP/NPP gap for each cohort, from July 2018 to July 2019.

Attainment of PP children at **GD** in **maths**:

	July 2019	July 2018	Difference
<b>F2 (6) 39</b>	0%		
<b>Year 1 (9) 36</b>	33%		
<b>Year 2 (4) 40</b>	25%	0% (Y1)	↑ 25%
<b>Year 3 (11) 33</b>	0%	0% (Y2)	↔ 0%
<b>Year 4 (9) 33</b>	22%	13% (Y3)	↑ 9%
<b>Year 5 (9) 33</b>	11%	13% (Y4)	↓ 2%
<b>Year 6 (14) 30</b>	14%	7% (Y5)	↑ 7%

Y2, Y4 and Y6 have increased the attainment of our PP children as a cohort, from July 2018 to July 2019.

Gap between PP/NPP children at **GD** in **maths**:

	Gap between PP & NPP 2019	Gap between PP & NPP 2018	Difference
<b>F2 (6) 39</b>	<b>-13</b>		
<b>Year 1 (9) 36</b>	<b>+5</b>		
<b>Year 2 (4) 40</b>	<b>+12</b>	<b>-10</b>	Reduced 22%
<b>Year 3 (11) 33</b>	<b>-27</b>	<b>-27</b>	↔ 0%

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<p>Increase the attendance for PP pupils in Yr 1, Yr 5, Yr 6</p> <p><b>Key Year groups:</b>  <i>Yr 1 - 43% (3/7) vs 58% non-PP (22/38) at 96%</i>  <b>Overall average cohort attendance = 95.3%</b>  <i>Yr 2 - 33% (1/3) vs 63% non-PP (26/41) at 96%</i>  Yr 3 - 71% (5/7) vs 74% non-PP (28/38) at 96%  Yr 4 - 75% (6/8) vs 70% non-PP (26/37) at 96%  <i>Yr 5 - 50% (4/8) vs 78% non-PP (25/32) at 96%</i>  <i>Yr 6 - 57% (8/14) vs 81% non-PP (26/32) at 96%</i></p>	<ul style="list-style-type: none"> <li>Absences monitored and followed up daily with first response provision.</li> <li>Attendance rewards in place for all children in school.</li> <li>End of year reward for all children who have achieved 99% attendance each half term.</li> <li>Packs of work sent home for extended absences.</li> </ul>	<p>Attendance at 96%:</p> <table border="1" data-bbox="1317 331 1924 595"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2017-18</th> <th colspan="2">2018-19</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td></td> <td></td> <td>50%</td> <td>42%</td> </tr> <tr> <td>Y1</td> <td>43%</td> <td>58%</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Y2</td> <td>33%</td> <td>63%</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>Y3</td> <td>71%</td> <td>74%</td> <td>64%</td> <td>71%</td> </tr> <tr> <td>Y4</td> <td>75%</td> <td>70%</td> <td>56%</td> <td>73%</td> </tr> <tr> <td>Y5</td> <td>50%</td> <td>78%</td> <td>44%</td> <td>78%</td> </tr> <tr> <td>Y6</td> <td>57%</td> <td>81%</td> <td>36%</td> <td>70%</td> </tr> </tbody> </table>		2017-18		2018-19		PP	NPP	PP	NPP	F2			50%	42%	Y1	43%	58%	56%	60%	Y2	33%	63%	50%	78%	Y3	71%	74%	64%	71%	Y4	75%	70%	56%	73%	Y5	50%	78%	44%	78%	Y6	57%	81%	36%	70%
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<p>Workshops will be provided for parents in phonics, maths and English.</p>	<ul style="list-style-type: none"> <li>Calculation policy to be shared and sent home to all PP children (maths co-ordinator and teachers)</li> <li>Parental workshops to be carried out to target PP children's parents: <ul style="list-style-type: none"> <li>Yr 2 and 6: SATs (Nov 2018);</li> <li>Yr 1, 3, 4 and 5: calculation (Nov 18);</li> <li>FU and KS1: phonics (Oct 2018);</li> <li>KS1 and 2: grammar (Feb 19).</li> </ul> </li> <li>Parents to attend parents evening and to be offered an alternative day if they do not respond to the initial parents evening dates.</li> </ul>	<p>Workshops were provided for parents in Phonics/English (Autumn term):</p> <table border="1" data-bbox="1317 916 1879 1257"> <thead> <tr> <th>Year Group</th> <th>No. of parents that attended</th> <th>Year Group</th> <th>No. of parents that attended</th> </tr> </thead> <tbody> <tr> <td>F1</td> <td>12 out of 21</td> <td>Y3</td> <td>6 out of 44</td> </tr> <tr> <td>F2</td> <td>30 out of 45</td> <td>Y4</td> <td>9 out of 43</td> </tr> <tr> <td>Y1</td> <td>18 out of 43</td> <td>Y5</td> <td>6 out of 40</td> </tr> <tr> <td>Y2</td> <td>8 out of 43</td> <td>Y6</td> <td>7 out of 45</td> </tr> </tbody> </table> <p>Workshops were provided for parents in Maths (Spring term):</p>	Year Group	No. of parents that attended	Year Group	No. of parents that attended	F1	12 out of 21	Y3	6 out of 44	F2	30 out of 45	Y4	9 out of 43	Y1	18 out of 43	Y5	6 out of 40	Y2	8 out of 43	Y6	7 out of 45																								
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