



Ashmount Primary School

Pupil Premium Strategy 2019-2020

Proposed review date: 13th July 2020

Summary

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

This document sets out Ashmount Primary School's Pupil Premium Strategy and planned expenditure for 2019-2020.

| Numbers of pupils and Pupil Premium grant received | |
|--|--|
| Total number of pupils on roll | 430 Nursery to Year 6 |
| Total number of pupils eligible for PP (Years R-6) | 202 (Including 2 LAC children) (49.5%) |
| Amount of PP per pupil | £1320 (plus adjustment for LAC children) |
| Total amount of PP predicted | £268,600 (Forecast) |
| Total amount of PP planned spending 2018-2019 | £269,500 |
| Nature of Support and Planned Expenditure 2018-19 | |
| <ol style="list-style-type: none"> 1. Learning, attainment and progress in the curriculum 2. Social, emotional and behaviour support 3. Enrichment beyond the curriculum 4. Management, Planning, Administration 5. Specialist Support 6. Developing teaching and learning | |

Overall focus for 2019-2020

Increase % of children entitled to Pupil Premium Grant working at Age Related Expectations in reading, writing and maths in each year group, and to increase the % of children at the "Greater depth" in reading, writing and maths to improve on current percentages.

To ensure that all children make expected or better progress across each year group and key stage. This to include the children in the Pupil Premium group that also have SEND.

Ashmount Primary School Objectives for Pupil Premium Spending 2019-2020

We carefully consider the use of our Pupil Premium funding to take into account the context of the school and its pupils and previous and current data.

Our prime objective in using the Pupil Premium funding is to minimize the attainment and progress gap between those children who are entitled to the Pupil Premium, and those who are not but also to ensure we promote children from this group making Greater Depth. This is the most important priority at Ashmount in 2019-2020. Nationally, the group of children who are entitled to Pupil Premium achieve less well than their non-eligible counterparts which can be limiting to their future life-chances. It is not only important that children entitled to Pupil Premium achieve well academically, but also that they have access to a full range of enrichment opportunities that should be the entitlement of all. This includes access to a range of creative, musical and sporting experiences.

Historically, where children at Ashmount achieve well overall and make good progress, attainment for children eligible for Free School Meals (FSM) or Pupil Premium has been lower than the non-eligible group – in 2018-2019 this was not the case for the first time in our history outcomes at KS2 showed children entitled to the PPG did better than their peers and we now need to develop this success and embed with even stronger pupil outcomes. Through targeted interventions, we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, we aim to help them make accelerated progress in order to reach age-related expectation as they move up through the school.

Last year we made significant progress in narrowing the gap for children achieving age-related expectation between those entitled and not entitled to FSM or Pupil Premium. However, this progress has not been as strong when looking at Greater Depth outcomes and there remains a significant gap in attainment between those entitled to Pupil Premium and others at the Greater Depth – far fewer children entitled to Pupil Premium reach the Greater Depth.

Whilst acknowledging that each cohort of children is different and outcomes at the end of each year vary, it is clear that currently, the children in KS2 entitled to Pupil Premium are making less progress overall than their peers since leaving the EYFS.

We have identified some key principles which we believe will maximise the impact of our Pupil Premium spending.

Key Principles:

Ensuring high expectations

- Staff believe in the ability of ALL children to make good progress and achieve well
- There are no excuses made for underperformance
- Staff adopt a solution-based approach to overcoming barriers
- Staff support children to develop good learning behaviour
- We seek to engage parents as partners in their children's learning and try to ensure that they share our high expectations

Analysing Data

- All teaching staff use data to inform their planning and teaching
- All staff involved in analysis of data are fully aware of the strengths and areas for development across the school
- Through regular pupil progress meetings between class teachers and Senior Leadership Team, the progress and attainment of all children is discussed including barriers to learning and solutions to these barriers. The discussions take place with children's up to date progress tracking
- Teachers' performance management targets include a target related specifically to the progress of children entitled to Pupil Premium
- We use research such as the Education Endowment Fund (EEF) to support us in selecting

appropriate strategies

Identification of Pupils

- All staff are aware of those children who are entitled to Pupil Premium
- All teaching staff are involved in discussions about individual children and their needs
- Underachievement at all levels is targeted (not just lower attaining children)
- All children who are entitled to the Pupil Premium grant benefit including those who are performing at and above expectation

Improving Day to Day Teaching

- We are dedicated to the view that 'Quality First' teaching from all staff across the school is the most important feature in supporting learning of all children
- We have an annual target in school improvement planning relating to percentage of 'outstanding' teaching that we are aiming towards
- High expectations are set for all children
- We ensure the implementation of a consistent message around expectations including in marking, presentation, guided reading and moderation
- We share good practice within the school, across the Islington Community of Schools and the Future Zone network

Increasing Learning Time

- We address punctuality and attendance using school-wide and individual approaches
- We extend learning beyond the school day including a wide range of home learning and academic support groups as part of our core offer
- We look to rigorously intervene and provide early intervention across the school from EYFS to Year 6

Individualising Support

- We ensure that support provided is effective by considering the learning needs of each individual child and having a clear purpose for each intervention session
- We ensure that support staff and class teachers communicate regularly
- Assistant Headteachers and class teachers have a clear picture of interventions in their teams and the impact that these are having
- We work with external agencies and advisors including CAMHS, our Child Psychotherapist, Learning Mentor, Speech and Language Therapists and Home School Support officer to ensure that individuals are best supported

Working with Parents

- As well as liaising closely with parents about expectations for their children, we also provide extensive information about the curriculum and its delivery
- We hold termly meetings informing parents about expectations and areas that children will be studying and send regular information home about topics and areas of the curriculum being covered
- We communicate well with parents about how they can support their children at home, and how their children are performing in school – academically and socially

Funding Priorities 2019-2020

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers identified for Ashmount children entitled to the Pupil Premium grant are; low language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There is also a huge difference in the cultural capital that this group experiences. There may also be complex family situations that prevent children from flourishing. These challenges are varied and there is no “one size fits all” approach at Ashmount. We offer a bespoke approach based on individual need.

Using a range of evidence, as well as our knowledge of the children in each year group, we have identified a number of strategies that will close the progress and attainment gaps between children entitled to Pupil Premium and those who are not entitled.

Having conducted extensive analysis of both end of year data and data from other sources, such as Pupil Progress meetings, we have identified these priorities:

1. The development of English skills across the curriculum with a focus on reading in class and at home (**reading attainment**)
2. The development of mathematical reasoning skills through a Teaching for Mastery approach
3. The development of emotional literacy and resilience (**Social and emotional wellbeing**)
4. The development of the Early Years environment and provision, with a focus on developing **writing, problem-solving and independence skills**
5. The development of broader experience and opportunities for ‘cultural capital’

These fit in with our Whole School Priorities:

1. Improve the quality of learning for all pupils in English with particular focus on the opportunity to develop oracy, reading and writing in all curriculum areas.
2. Develop and implement systems that will help accelerate progress and ensure greater consistency for Pupil Premium groups of children across the school with a particular focus on lower prior attainers to ensure we narrow the gap.
3. Embed systems to ensure governors are effective and have a good impact on improving outcomes for pupils and have a clear understanding of data.
4. Embed systems to ensure the role and expertise of senior leaders in developing middle leaders to more effectively drive school improvement.
5. To engage parents and the wider community to create a school culture in which all pupils can excel.
6. Further embed a whole school approach to diversity and inclusion across the school community and curriculum.

| Desired Outcome | Chosen action | Costs | Description | Evidence and rationale | Success Criteria | Staff lead | Review |
|--|---|---------|---|--|--|------------------|--------|
| Whole school focus (total number of children entitled to the Pupil Premium grant = 202) | | | | | | | |
| Focus on learning, attainment and progress in the curriculum | Additional hour for TAs each week | £18,000 | To improve the quality of communication between class teachers and TAs to better focus interventions and discuss outcome. To ensure that TAs are very clear about the content of learning across each week and are better able to provide quality support to children. | In order for support staff to deliver high-quality intervention, and to ensure consistency between teaching and support staff across the school, support staff will meet with class teachers each week. This to include moderation, assessment and SEMH discussion. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit on learning. | Targeted interventions have high impact on progress and attainment. Support staff meet PM targets by end of year. | Inclusion Leader | |
| Management, Planning, Administration | HT, DHT and AHT's/Team leaders and Disadvantaged Champion lead time in accounting for and analysis PP data | £30,000 | Time taken to account for tracking progress of PP group, setting up, and monitoring quality of delivery and accounting for expenditure. | Research shows that within-school variance has a significant negative affect, particularly on vulnerable children including those entitled to the Pupil Premium. Time spent moderating, analysing and scrutinising data and assessment, and ensuring consistency of provision addresses this issue. | All learning will be judged as "good or better" (lesson observation and triangulation- SLT) by end of year. Children entitled to PP will make excellent progress (8 steps in Target Tracker, and an increasing proportion at Age Related Expectations and at Greater depth by the Years end). | DHT | |
| Focus on social, emotional well-being and behavioural needs | Developing a whole school team to staff time and additional support services to support children with complex needs across the school | £45,000 | Continued deployment of learning mentors to support and raise achievement and attainment of vulnerable pupils, and to embed recently introduced systems. One to one and group interventions for vulnerable children entitled to PP. This focussed on learning and barriers to learning including behavioural and | On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Additionally they provide a conducive learning atmosphere, which has been widely commended during | The continued use of the Learning Mentors across school in and out of class to ensure that although the school is full that the learning environment is calm and purposeful. This allied to the excellent psychological support we provide to children and families should continue to have a hugely positive impact on key vulnerable groups and their | Inclusion Leader | |

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| | | | <p>social/emotional needs.</p> <p>Investment in Child Psychotherapist and Child and Adolescent Mental health Services above general SLA and EP services and additional investment in Place2be.</p> <p>Individual child support, parental support and staff support to engage in key learning needs that arise for our key pupil groups.</p> <p>Investment in additional SHS support, as needed, to ensure attendance strategy is sustained, particularly targeting disadvantaged and vulnerable pupils.</p> | external school reviews. | <p>families – through both CAMHs support and our own Child Psychotherapist.</p> <p>Our attendance in Summer 2019 continues to be good and as a school we are now more focused on supporting our Pupil Premium group with any attendance issues they may face.</p> | | |
| Development of additional SEND offer across the school | Development of an additional support offer external to the school curriculum for key SEND children and support staff | £15,000 | Investment in additional support outside of the core curriculum offer to ensure these children, particularly targeting those children who are disadvantaged to they can increase their cultural capital to broaden their experiences and improve their educational outcomes. | <p>The Inclusion Leader and SEND support teacher hold responsibility for PP-entitled children across the school. They will, in consultation with the DHT and AHT's / Team leaders design a package of external support for children with SEND to ensure we further narrow the gap in their learning with their peers.</p> <p>Activities that this could include are, but not exclusively so – tutors, horse riding, art sessions, physical movement offers additional music offers</p> | This group shows improvement in their outcomes and progress in comparison to previous terms and the depth and breadth of their core and extracurricular offer is deepened. | Inclusion Lead and SEND support teacher. | |
| Developing teaching and learning | Release time for Strategic Leadership for AHT's and key leaders to impact on | £15,000 | Addressing within school variance. Ensuring consistent implementation of practice and expectations. Improving monitoring and evaluation. | AHT's hold responsibility for PP-entitled children in their teams. In order to ensure consistency and high-quality teaching and learning, they must lead by example, team-teaching, quality- | All learning will be judged as "good or better" (lesson observation and triangulation - SLT) by end of year. Development of larger | HT and SLT | |

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| | PPG groups dynamically | | <p>Ensuring Quality First Teaching and sharing best practice. Team teaching and planning including joint lesson study. Modelling lessons and presenting best models relating to quality of feedback.</p> <p>Ensuring Effective Intervention. Ensuring effectiveness of support staff interventions Providing targeted support/interventions for pupils to address underachievement.</p> <p>Increasing engagement of parents in learning. Leading on organisation of termly parents meetings.</p> <p>Development of Maths Mastery across the school.</p> | <p>assuring teaching and evaluating impact through measures as listed below.</p> <p>Encouraging the delivery of collaborative approaches where the on learning is consistently positive. Approaches which promote talk and interaction between learners have tended to result in the best gains.(EEF)</p> <p>Developing a whole school Mastery approach. Here there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. (EEF)</p> | <p>proportion of Outstanding learning. Children entitled to PP will make excellent progress (6 steps plus in Target Tracker, and an increasing proportion at Age Related Expectations and Greater Depth from this group by end of year.)</p> | | |
| Developing teaching and learning | Teacher cover release - observing outstanding practice | £5,000 | <p>Teachers covered at class level and as curriculum leaders one and a half days each for example to seek out outstanding practice in other high-performing schools or to work with AHT's or other senior leaders.</p> <p>Schools chosen based upon Performance Management, Lesson observation and whole-school targets.</p> <p>Teachers write up visits or develop support work in order to evidence impact.</p> | <p>There is significant research proving that quality-first teaching has the biggest single impact on progress and attainment. Teachers seeing outstanding practice in other high-performing schools, and drawing up action-plans based upon this will lead to improvements in the quality of teaching across the school.(EEF)</p> | <p>All learning will be judged as "good or better" (lesson observation and triangulation - SLT) by end of year. Children entitled to PPG will make excellent progress (6 steps plus in Target Tracker, and an increasing proportion at Age Related Expectations and the Greater depth from this group by end of year).</p> | DHT and AHTs | |
| Development of Cultural Capital for key Pupil premium Children across the school | Support for places at extra – curricular club provision and experiences | £30,000 | <p>Key identified children to have access to an array of enrichment activities to broaden their cultural and curricular experiences.</p> | <p>The EEF states that (through arts and sports involvement) "Improved outcomes have been identified in English, mathematics and science</p> | <p>The percentage of children accessing this extra-curricular offer will match the percentage of children qualifying for the PPG</p> | HLTA's and SLT | |

| | | | | learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners." | group. | | |
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| | | £158,000 | | | | | |
| Team 1 Focus | | | | | | | |
| Desired Outcome | Chosen action | Costs | Description | Evidence and rationale | Success Criteria | Staff lead | Review Date |
| Focus on learning, attainment and progress in the curriculum | Nursery & Reception Basic Skills Groups including Wellcom | £12,000 | Deployment of TA's led and supported by the Deputy Headteacher and Inclusion Leader based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including programmes related to cognition and learning. | The EEF highlights the benefit of early years and oral language intervention. This intervention has been used to target low levels of language skills and poor communication. | Children in the bottom 20% in terms of attainment will make rapid progress as judged against EYFSP and other measures during the year. | DHT, AHT Team 1 and Inclusion Leader | |
| Specialist Support | Development of planning, curriculum and indoor and outdoor provision to support writing. | £1,500 | LBI EYFS lead to support on development of writing opportunities across Team 1 with a particular focus on PP and hard to reach groups and learning that will inspire writing. | The EEF says that "pedagogical expertise is a key component of successful teaching of early reading." High quality, age-appropriate phonics teaching at Ashmount is developing alongside the school's new approach in the Early Years. | Increase in percentage of children attaining expected level or above in literacy for children eligible for the PPG. A higher proportion of children entitled to PP will pass the phonics check at the end of year 1. Those who pass will achieve a higher score than children entitled to PP historically. | DHT, AHT Team 1 and Inclusion Leader | |
| Focus on social, emotional and behaviour development | Nursery and Reception nurture groups | £3,500 | Deployment of TA's led and supported by the Deputy Headteacher and Inclusion Leader based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including programmes related to cognition and learning. Small | The use of programmes which are targeted at students with particular social and emotional barriers to learning have been found to be particularly successful with disadvantaged pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social | Social development good across phase, and Reception outcomes show improvement on 2018 for PSED. | DHT, AHT Team 1 and Inclusion Leader | |

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| | | | group interventions intended to support the social development of targeted groups of children. | relationships in school, and attainment itself (four months' additional progress on average - EEF). | | | |
| Focus on sensory and physical development | Nursery and Reception fine motor group | £6,500 | Continued redevelopment of the outdoor spaces to include mud kitchen, woodwork provision, tools and materials. Continued use of fine motor group and also additional musical support. | Enriching key PP groups physical coordination and the impact of collaborative approaches on learning is consistently positive. This will have an impact on perseverance, self-regulation, problem solving and meta-cognition. | A higher proportion on children entitled to PP will attain at age related expectations in physical, communication and understanding the world elements of prime areas. | DHT, AHT Team 1 and Inclusion Leader | |
| | | £23,500 | | | | | |

Team 2 Focus (total number of children entitled to the Pupil Premium grant = 76)

| Desired Outcome | Chosen action | Costs | Description | Evidence and rationale | Success Criteria | Staff lead | Review Date |
|---|--|---------|--|---|--|------------|-------------|
| Focus on learning, attainment and progress in the curriculum. | <p>Bespoke group work for particular PP children to support accelerated progress in the classroom.</p> <p>Inclusion of an HLTA within team with particular focus on Year 2 outcomes and interventions.</p> | £30,000 | <p>Deployment of TA's led and supported by the Deputy Headteacher and Inclusion Leader based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including a variety of bespoke additional interventions.</p> <p>The use of key trained staff on a variety of cognition and learning approaches to support key PPG children and their academic progression.</p> | <p>DHT and inclusion Leader hold responsibility for PP-entitled children in their teams. In order to ensure consistency and high-quality teaching and learning, they must lead by example, team-teaching, quality-assuring teaching and evaluating impact through measures as listed below.</p> <p>Encouraging the delivery of collaborative approaches where the on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p>Developing a whole school Mastery approach. Here there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p>The use of programmes which are targeted at students with particular social and emotional</p> | Attainment of PPG children raised and progress accelerated by end of each term and at end of key stage marker. | AHT Team 2 | |

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| | | | | barriers to learning have been found to be particularly successful with disadvantaged pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average - EEF). | | | |
| Focus on learning, attainment and progress in the curriculum | Bespoke group work for particular PP children to support accelerated progress in the classroom. | £20,000 | Small group support based upon misconceptions from previous days and pre-teaching. | English is a focus at Ashmount in 2018-2019, and children entitled to PP have done the least well in the last two years. The EEF states that "Overall, the pattern is that small group tuition is effective." | Children who qualify for the PPG grant in focus groups reach the same milestones as their peers each term and by the end of their key stage marker. | AHT Team 2 | |
| Focus on learning, attainment and progress in the curriculum | Small group intervention reading and writing Year 2 - staffing | £8,000 | Small group resources proven to help children rapidly get to ARE in Years 1, 2 and 3 | The EEF states that: "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above)who are not making expected progress | All children in intervention reach ARE by end of Year 2. | AHT Team 2 | |
| | | £53,000 | | | | | |

Team 3 Focus (total number of children entitled to the Pupil Premium grant =80)

| Desired outcome | Chosen action | Costs | Description | Evidence and rationale | Success Criteria | Staff lead | Review Date |
|---|---|---------|--|---|---|------------|-------------|
| Focus on learning, attainment and progress in the Curriculum. | Before and after school bespoke tutoring. | £12,000 | 20 children receive 10 hours tutoring from trained graduate tutors outside of school hours. | EEF says: "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress." | All children in intervention reach ARE by end of Year 6 and a number reach Greater Depth. | DHT | |
| Focus on learning, attainment and progress in the curriculum | Bespoke group work for particular PG children to support accelerated progress in the classroom in | £10,000 | Small group interventions in reading, writing and maths based upon misconceptions from previous days and pre-teaching. | English is a focus at Ashmount in 2018-2019, and children entitled to PP have done the least well in the last two years. The EEF states that "Overall, the | Attainment of PPG children raised and progress accelerated by end of each term and at end of key stage marker | AHT Team 3 | |

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| | Year 4,5 and 6. | | | pattern is that small group tuition is effective." | | | |
| Focus on learning, attainment and progress in the curriculum | <p>Small group intervention reading, writing and maths Year 6 - staffing</p> <p>Inclusion of an HLTA within team with particular focus on Year 4 outcomes and interventions.</p> | £13,000 | Small group resources proven to help children rapidly get to ARE in Years 4 and 6 | <p>The EEF states that: "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. This has been small group approach has been similarly found to have an impact on progression in both Maths and Writing.</p> | All children who qualify for the Pupil Premium Group in intervention reach ARE and above by end of Year 6 | AHT Team 3 | |
| | | £35,000 | | | | | |