



## Pupil Premium Impact 2017/2018 – Amington Heath Primary and Nursery School

At Amington Heath Primary School Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We have a duty to ensure best value for money and our strategy is reflective of this.

### Summary:

<b>Academic Year</b>	2017/18
<b>Total Number of Pupils</b>	117
<b>Total Number of Pupils Eligible for Pupil Premium</b>	66 (56%)
<b>Total Pupil Premium Budget £</b>	97680
<b>Date of Pupil Premium Strategy</b>	September 2017
<b>Date of next Pupil Premium Strategy Review</b>	September 2018

### Attainment 2017/2018:

#### EYFS: 19 Pupils

	School	National (2017)
% All Pupils Achieving GLD	58%	70.7%
% Pupil Premium Pupils Achieving GLD	57%	54%

#### KS1: 16 Pupils

	All Pupils	Pupils Eligible for Pupil Premium - School	Pupils not eligible for Pupil Premium – National (2017)
% achieving in Reading	69%	50%	78%
% achieving in Writing	63%	63%	71%
% achieving in Maths	75%	63%	78%

**KS2: 17 Pupils**

	<b>All pupils</b>	<b>Pupils Eligible for Pupil Premium – School (12 pupils)</b>	<b>Pupils not eligible for Pupil Premium – National (2017)</b>
% achieving in Reading, Writing and Maths	71%	67%	67%
% achieving in Reading	71%	67%	77%
% achieving in Writing	76%	67%	81%
% achieving in SPAG	76%	67%	82%
% achieving in Maths	76%	75%	80%
% Making Progress in Reading	76%	75%	
% Making Progress in Writing	94%	92%	
% Making Progress in Maths	65%	67%	

### **Pupil Premium Impact 2018/2019 – Amington Heath Primary and Nursery School**

At Amington Heath Primary School Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We have a duty to ensure best value for money and our strategy is reflective of this.

#### **Summary:**

<b>Academic Year</b>	2018/19
<b>Total Number of Pupils</b>	102 (school only)
<b>Total Number of Pupils Eligible for Pupil Premium</b>	62 (66%)
<b>Total Pupil Premium Budget £</b>	85,800
<b>Date of Pupil Premium Strategy</b>	September 2018
<b>Date of next Pupil Premium Strategy Review</b>	September 2019

#### **We have identified our Pupil Premium children as having the following barriers to future attainment:**

- Additional SEND needs such as moderate or specific learning needs;
- Complex family circumstances having an impact on pupil welfare – E.g. LAC, Early Action, Family Support, Child Protection;
- Punctuality issues;
- Pupil Premium children who join Amington Heath historically have not achieved as well as those who have been at the school since the start of Early Years;
- Behaviour – pupils with specific social and emotional needs which affect their learning;
- Self esteem and independent learning.

These are the most common but should any other barriers be present then individual needs will be catered for.

**Desired outcomes (for pupils eligible for PP, including high ability):**

- A. The progress in English and Maths of most able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers;
- B. To develop the knowledge of pupils’ individual social and emotional needs which affect their learning, and improve their readiness to learn;
- C. Increased Progress and Attainment across the curriculum for Pupil Premium children across the school;
- D. To improve the attendance and punctuality rates of Pupil Premium children compared to Non Pupil Premium children.
- E. To provide further learning opportunities within the Arts and Sports in order to foster lifelong learning and habits.

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

**Quality Teaching for All:**

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
Increased Progress and Attainment across the curriculum for Pupil Premium children across the school  The progress of Pupil Premium children is high compared to national outcomes, and compares favourably to their peers	<b>Collaborative Learning</b> - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.	Pupils learn together recognising one another’s skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.	Deputy Headteacher Headteacher Classteachers

	<p><b>Feedback</b> – information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies.</p> <p><b>Meta-cognition and self-regulation</b> - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning.</p> <p><b>Mastery Learning</b> – Learning content is split into units with clearly specified objectives which are pursued until they are achieved over time. Pupils must demonstrate a high level of success before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p> <p><b>Peer Tutoring</b> - Learners work in pairs or small groups to provide each other with explicit teaching support.</p>	<p>It will produce improvement in students’ learning. Feedback leads to pupils achieving the next steps in their learning.</p> <p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These ‘learning to learn’ approaches help learners think about their own learning more explicitly. There is a clear system for pupils to enable them to become ‘unstuck.’ They will be ready for High School challenges.</p> <p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress.</p> <p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and</p>	
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	<p>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p><b>Phonics</b> - an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p> <p><b>Reading Comprehension Strategies</b> - improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p> <p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p> <p>Raised attainment and progress in Reading which will prepare pupils to achieve across the whole curriculum.</p>	
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**Targeted Support:**

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>Increased Progress and Attainment</p>	<p><b>Behaviour Intervention</b> - This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying. The interventions themselves can be</p>	<p>Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give</p>	<p>Deputy Headteacher Headteacher SENDCO</p>

<p>across the curriculum for Pupil Premium children across the school</p> <p>The progress of Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p> <p>To improve the attendance and punctuality rates of Pupil Premium children compared to Non Pupil Premium children.</p>	<p>split into three broad categories:</p> <ol style="list-style-type: none"> <li>1. Approaches to developing a positive ethos across the whole school which also aim to support greater engagement in learning.</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom.</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol> <p><b>Digital Technology</b> - The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ul style="list-style-type: none"> <li>• Programmes for students, where learners use technology in problem solving or more open-ended learning.</li> <li>• Technology for teachers such as interactive whiteboards</li> </ul> <p><b>Small Group or 1:1 Tuition</b> – Tuition is where a teacher, teaching assistant, specialist teacher, student teachers and members of the local community (Reading) gives a pupil or</p>	<p>them a greater access to the curriculum and raise attainment and self esteem.</p> <p>The school ethos is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children.</p> <p>We aim to invest in personalising the</p>	
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	<p>group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p> <p><b>Speech and Language Intervention –</b> Oral language approaches include:</p> <ul style="list-style-type: none"> <li>• Use of a Speech Therapist for targeting pupils with SEND and establishing provision led by trained Teaching Assistants.</li> <li>• Targeted reading aloud and discussing books with young children.</li> <li>• Explicitly extending pupils’ spoken vocabulary.</li> <li>• The use of structured questioning to develop reading comprehension.</li> </ul> <p><b>Family Support Worker –</b> Interventions include:</p> <ul style="list-style-type: none"> <li>• Attendance and home visits;</li> <li>• Safeguarding;</li> <li>• Parent support – workshops;</li> <li>• Ensuring financial support for Achievement for All;</li> <li>• Improving parental engagement and partnership.</li> </ul>	<p>learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school. Amington Heath place great value and emphasis on children becoming confident and assured speakers and listeners.</p> <p>There is a strong link between attendance/punctuality and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance and worse punctuality than their peers and the school is committed to bridging that gap. The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children’s</p>	
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	<p><b>Breakfast Club –</b></p> <ul style="list-style-type: none"> <li>• Aimed at Pupil Premium children getting the essentials in life and being ready to learn;</li> <li>• Giving more opportunities for social interaction – recognising other people’s characteristics, developing empathy;</li> <li>• Improving attendance and punctuality for Pupil Premium children.</li> </ul>	<p>learning and offer support with social and emotional needs.</p> <p>Pupils have full access to the wider curriculum and are not disadvantaged in gaining life experiences.</p> <p>There is a strong link between attendance/punctuality and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance and worse punctuality than their peers and the school is committed to bridging that gap.</p>	
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**Other Approaches:**

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead
To improve the attendance and punctuality rates of Pupil Premium children compared to Non Pupil Premium children.	<b>Parental Involvement -</b> Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. The school monitors all	There is a strong link between attendance/punctuality and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance and worse	Deputy Headteacher Headteacher Attendance Officer

<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn. To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn. To ensure equality of opportunity for PP children.</p> <p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>To provide further learning opportunities within the Arts and Sports in order to foster lifelong learning and habits.</p>	<p>groups attendance/punctuality and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Family Support Worker. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs. Children are rewarded for attendance and punctuality in a variety of ways.</p> <p>The school contributes to the funding of educational visits.</p> <p>To support the teaching of sport and the arts to enrich the curriculum including subsidising a specialist music teacher for all pupils. In specific cases of hardship, resources for lunchtime or after school clubs for children who may not be able to purchase equipment/kit, etc.</p>	<p>punctuality than their peers and the school is committed to bridging that gap.</p> <p>The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.</p> <p>Pupils have full access to the wider curriculum and are not disadvantaged in gaining life experiences.</p> <p>Using the Arts and Sports to motivate the children, raise self-esteem and confidence and nurture talent.</p>	
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	<b>Total Cost £</b>
<b>Quality Teaching for All</b>	28675
<b>Targeted Support</b>	71334
<b>Other Approaches</b>	7851

<b>Total Income for Pupil Premium £</b>	85,800
<b>Total Expenditure for Pupil Premium £</b>	107860