



Air Balloon Hill Primary School Pupil Premium Strategy Statement 2017-2018

The Pupil Premium Grant was introduced in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The categories of pupil who attract this funding are:

- Pupils who are eligible for free school meals, or who have been eligible at some time in the past 6 years
- Pupils whose parents are in the armed services
- Looked after children
- Children who have been adopted from care

At Air Balloon Hill Primary we fully support the Closing the Gap agenda and creatively use Pupil Premium funding to support progress and attainment of disadvantaged learners, helping every child to be the best they can be. As a school, we continue to strive to provide children with the highest standard of Quality First Teaching, which benefits not only disadvantaged pupils but all pupils and will therefore continue to provide high quality CPD to all members of staff. This will also contribute to our whole school improvement and benefit all pupils including those who are not eligible for pupil premium funding and support our continuous drive to raise standards. This is supplemented by interventions to support vulnerable learners as and when required.

The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium. Academic achievement is high on our agenda and we use evidenced based intervention to target these learners. We are guided by the information provided by the Sutton Trust and the Education Endowment Foundation, who report on the cost and effectiveness of different styles of support. However, at Air Balloon Hill Primary we do not underestimate the importance of self-esteem and aspiration. As a result of this we have invested in the creation of a Nurture Team to ensure pupils have the emotional tools to be 'settled to learn'.

1. Summary information					
Academic Year	2017/18	Total PP budget	£244,620	Date of most recent PP Review	Sept 17
Total number of pupils	809	Number of pupils eligible for PP	190	Date for next internal review of this strategy	Sept 18

2. Current attainment		
	<i>Disadvantaged (your school)</i>	<i>Non-disadvantaged pupils (national average)</i>
% making least the expected standard in reading	62	71
% making at least the expected standard in writing	71	76
% making at least the expected standard in maths	57	75
% making at least the expected standard in grammar, punctuation & spelling		77

This table outlines the five key areas identified as the barriers to learning for 2017-2018. Our funding allocation will prioritise these barriers in order to make rigorous improvements in these areas.

3. Barriers to future attainment (for pupils eligible for PP)	
A.	Poor communication and language skills
B.	Low attainment in reading, writing and maths at the end of KS1 and KS2.
C.	Lack of self-esteem, resilience and motivation for learning affects progress and attainment for some of our most vulnerable children.
D.	Attendance rates for pupils eligible for PP are poor.
E.	Family engagement is poor.
F.	Lack of funding for school trips and residential trips

Table 4 (below) shows how we plan to address these barriers to learning and the proposed spending for 2017-2018. Allocation of spending is subject to change, in order to meet the needs of pupils eligible for pupil premium over the year.

4. Proposed expenditure 2017-18			
Barrier A: Poor communication and language skills			
Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
Improved communication and language skills – targeted support.	<p>Speech Link Intervention:</p> <ul style="list-style-type: none"> • Evidence based targeted intervention for children working below age related expectations in communication and language skills. • All Y1 pupil premium children who have been identified as having poor language skills are assigned to a speech and language group starting in term 1. • On re-testing in term 4 we hope to see their speech standardised score above 40th centile. • Reception children will be screened in term 4 for intervention in term 4. • Any new arrivals are tested and allocated provision if required. 	<p>National Studies suggest that oral language interventions make a +5 months progress gain (Education Endowment Foundation).</p> <p>SCHOOL BASELINE</p>	£1600

Improving the teaching of language and communication skills.	<ul style="list-style-type: none"> • Staff training on developing oracy in Foundation Stage. • All early years practitioners to model and insist on children speaking in full sentences. This is monitored through our observation cycle. 		N/A
Total budgeted cost			£1600

Barrier B: Low attainment in reading, writing and maths at the end of KS1 and KS2.

Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
Improved attainment for pupils eligible for pupil premium in reading.	Book Buddies: Higher Level Teaching Assistant to train and co-ordinate reading buddies to work with pupil premium children to make sure they reach their targets and make good progress in reading.	Reading interventions prioritise PP children. Individual tuition produces gains +5 months progress. Our own school data year on year supports this as children make accelerated progress. We use standardise testing and progress through the reading recovery levels to measure progress.	£28,824
	Fast track Reading: Trained Reading Recovery teacher delivering 1:1 reading intervention to eligible PP children.	Individual tuition produces gains +5 months progress. School data demonstrates that children make around 7RR level/9 months progress in 12 weeks.	£18,159

	<p>Reading Inference Training:</p> <p>Reading intervention for vulnerable children working below age related expectations in reading comprehension. Allows children to make rapid and sustained progress.</p>	<p>The Education Endowment Foundation conducted research, which found that such intervention can produce gains of 5 months progress.</p>	£5,559
Improved attainment for pupils eligible for pupil premium in maths.	<p>Number Land:</p> <p>1:1 or small group intervention for PP children working below age related expectations in maths with specialist maths teacher.</p>	<p>Individual tuition produces gains +5 months progress (EEF). Maths interventions prioritises PP children.</p> <p>Our school data shows that children make around 15 months progress in 12 weeks. We measure progress using the Sandwell test.</p>	£20,636
	<p>Maths Counts:</p> <p>Intervention for out of step KS2 PP learners who have struggled to make progress. This is our second year running this intervention after we took part in a pilot scheme funded by the Education Endowment Foundation.</p>	<p>Individual tuition produces gains +5 months progress (EEF).</p> <p>We have seen up to 29 months progress in 12 weeks. We measure progress using the Sandwell test.</p>	£6777
Improved attainment for pupils eligible for pupil premium in writing.	<p>Writing coaching/peer tutoring:</p> <p>LSA to work with PP children who are working below age related expectations in writing in KS2. Children work in peer groups, scaffolded by adult.</p>	<p>EEF reports that peer tutoring produces gains of +5 months.</p> <p>Our success measure will be children achieving age related expectations in writing composition and vocabulary, punctuation and grammar.</p>	£2,541

Improved attainment for Y6 pupils eligible for pupil premium in maths, reading and writing.	Tutoring in maths and literacy: After school tutoring with TA in maths and English.	EEF reports that small group tuition produces gains of +4 months.	£1403
Improved attainment for pupils eligible for pupil premium in maths, reading and writing.	<p>'Keep Up' provision:</p> <p>Provision in all year groups to target pupils who are eligible for PP. LSAs work as directed by class teachers to offer bespoke sessions in the afternoons to ensure children remain on track to achieve age related expectations and to address and gaps in learning.</p> <p>In reception and year one, this includes in class support and small group work.</p> <p>Reception: 4 x nursery nurses</p> <p>Year 1: 2 x nursery nurses</p> <p>Year 2: 2 x afternoon provision</p> <p>Year 3- 6: 1 x afternoon provision</p>	<p>EEF places 1:1 tuition highly on their scale of effectiveness (gains of +5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learner's needs (+4 months).</p> <p>We began to use this model in year 1 and they have had the smallest PP non PP gap for the last three years as a result.</p>	£101,546
Total budgeted cost			£185,445

Barrier C: Lack of self-esteem, resilience and motivation for learning affects progress and attainment for some of our most vulnerable children.

Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
Children with have increased resilience, improved behaviour and be more motivated to learn.	<p>Art therapy:</p> <p>Art therapist is commissioned for one day a week to work with our most vulnerable pupils who need emotional support.</p>	<p>The provision available as our nurture package falls into several categories in the EEF toolkit. Their impact measure suggests gains of between 1-4 months.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Our measure is a reduction in recorded behaviour incidences and return to normal school provision.</p> <p>We also use other methods for measuring outcomes where appropriate, such as the Boxall Profile.</p>	£4,973
	<p>Counselling:</p> <p>School counsellor is commissioned for one day a week to work with our most vulnerable pupils who need emotional support.</p>		£7,166
	<p>Thrive:</p> <p>We have two Thrive trained practitioners who run our 'Epic' (Thrive) provision. PP children are identified for this intervention based on their social, emotional and behavioural needs.</p>		£11,575
	<p>Supported play lunch club:</p> <p>To promote inclusion and interaction amongst vulnerable children and the development of social skills. Pupils settle more quickly into lessons and there is a reduction in playtime incidents.</p>		£5,505
	<p>Pastoral lead:</p> <p>Dedicated Thrive trained learning support assistant who works with our most vulnerable children to support their social, emotional and behavioural needs.</p>		£3,388
Total budgeted cost			£32,607

Barrier D: Attendance rates for pupils eligible for PP are poor.

Barrier E: Family engagement is poor.

Barrier F: Lack of funding for school trips and residential trips

Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
<p>Increased attendance of Pupil Premium children to meet National Target of 95%</p> <p>Increase parental engagement with school.</p>	<p>Family Support Worker:</p> <p>Provision of support for vulnerable families, signposting to services and promoting attendance.</p> <p>Attendance:</p> <ul style="list-style-type: none"> • Family Support Worker is alerted to drops in attendance below 95%. • Links are made with these families and support given. • Education Welfare Officer working alongside school staff and families to ensure attendance is monitored and maintained • Use of breakfast club for families with persistently poor attendance • <p>Parental engagement:</p> <ul style="list-style-type: none"> • Pupil premium parents to attend parent’s evenings. Family Support Worker to check sign up and make telephone contact with any non-attenders to encourage a visit. • Nurture programme practitioners to have special events for parents and children together in school, e.g. EPIC/Thrive tea party. 	<p>We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>‘The link between absence and attainment at KS2 and KS4 2012/13 academic year’ states that ‘In general, the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2’</p> <p>Attendance measures for Pupil Premium children show an increase from 92.4% in 2015-16 to * in 2016-17.</p> <p>EEF states that parental involvement can make +3 months impact in children’s attainment.</p>	<p>£25,222</p>

All pupils eligible for PP will be able to attend school trips and residential trips	Trips: Half price educational visits for all children in receipt of Pupil Premium.	Supported by EEF, who report that pupils who participate in adventure learning interventions appear to make approximately three months additional progress.	£1,500
Total budgeted cost			£26,722

Table 5 (below) outlines how the funding was spent in 2016 -2017 and the impact of this.

5. Review of expenditure				
Previous Academic Year		2016-17		
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Children with have increased resilience, improved behaviour and be more motivated to learn.	Nurture programmes including art therapy, counselling, coaching, learning mentor, supported lunch play and Thrive (EPIC in our setting)	<ul style="list-style-type: none"> 45 PP children took part in our nurture programme last year. Feedback from children and parents showed that they felt it made a real difference to their behaviour and confidence. All children have access to support during unstructured times, which means they can go outside. Most children have discontinued successfully and are now in whole school provision 	We saw less impact on children with emotional, social and behavioural needs with the Learning Mentor role than with those children who experienced our Thrive (Epic) provision. We will therefore focus our resources on our Epic provision this year.	£21,358

<p>Increase parental engagement with school.</p>	<p>Family Support Worker Family Support Assistant</p>	<p>All eligible families in receipt of PP were supported by the Family Support worker.</p> <p>There were planned events which took place to support parents and bring them into school throughout the year, for example, coffee mornings, parenting classes, EPIC tea parties and support and advice for parents of children in year 6 and applying for new school places.</p>	<p>The Family Support Worker role will continue in order to support families this year.</p> <p>The assistant role will now be a 'Pastoral' role, focusing on supporting pupils.</p>	<p>£31,641</p>
<p>Increased attendance of Pupil Premium children</p>	<p>Family Support Worker Family Support Assistant</p>	<ul style="list-style-type: none"> • Average attendance was 92.4% • Family Support Worker is alerted to drops in attendance below 95%. • Links are made with these families and support given. • Breakfast club sourced for vulnerable students with persistent poor attendance. • Attendance contracts made • All PP children with attendance below 90% were worked with. 		
<p>Improved attainment for pupils eligible for pupil premium in reading.</p>	<p>Higher Level Teaching Assistant to train and co-ordinate reading buddies to work with pupil premium</p>	<p>Last year Book Buddy children made an average of 3.3 RR levels progress and up to 8RR levels in a 12 week period.</p> <p>118 children were targeted. All eligible PP children had this intervention.</p>	<p>We will continue with this intervention next year. Moving forward, our HLTA will work solely with PP children, while our trained volunteers will work with other children who need support with their reading.</p>	<p>£7,291</p>

Improved attainment for pupils eligible for pupil premium in reading.	Fast Track Reading Teacher Reading Recovery teacher	Children made accelerated progress. Children having Reading Recovery achieved a 11 month increase in reading age over a 20 week period. Children having Fast Track Reading over 12 weeks made an average of 7RR levels progress. Parents / carers were invited into school to observe a lesson so they can replicate the techniques at home.	Pupils can only access Reading Recovery between the ages of 5 years and 9 months and 6 years and 3 months. Our fast track reading intervention means that pupils who are older than this can access intervention with our specialist reading teacher. From September, our reading teacher will be in class every morning. We will therefore continue to deliver fast track reading to all year groups, allowing more flexibility.	£25,273
	Reading inference training intervention	Children made progress of an average of 40 months progress in year 3 and 11 months in year 4.	We will continue with this provision in years 3 -5. In y6, pupils made little or no progress. In future, we will focus on developing y6 pupil's skills in tackling long comprehension questions.	£1,060
Develop speech, language and communication skills.	Speech and Language support programme: Speech Link.	95% of PP children exited intervention successfully with no further action needed. One child was referred on for further support.	This intervention will continue along side a project to improve oracy in the foundation stage. We have 20/120 EAL learners in 2017-18 so will continue to offer a programme for pupils with English as an additional language.	£600

Improved attainment for pupils eligible for pupil premium in writing.	Writing coaching	52.4% of pupils who had writing coaching were secure in Vocabulary, Grammar and Punctuation and Composition (compared to 70% in 2016).	Writing coaching not as successful as previous year due to disruption in staffing. Next year, LSA will be used for part of the afternoon to manage the class while class teachers deliver provision to pupils.	£1,074
Improved attainment for pupils eligible for pupil premium in maths.	Number Land specialist maths teacher First Class at Number intervention Maths keep up in year 2 Maths Counts intervention	Maths interventions prioritised PP children. Number Land average progress was 15 months in year 2 and 12.6 months in year 3, over a 12 week intervention. First Class at Number average progress was 10 months over a 12 week period. Maths Counts is an intervention for out of step KS2 learners who have struggled to make progress. We took part in a pilot scheme funded by the Education Endowment Foundation. We have seen up to 29 months progress in 12 weeks and an average progress of 20 months.	First Class @ Number finished in term 4 and will not be in place next year. It is no longer relevant with the implementation of our new mastery maths curriculum. Maths Counts: Next year we will see the cost per child reduced as there will be fewer assessments and workshops to carry out (these were an expectation of being part of the pilot scheme).	£46,008

<p>Improved attainment for pupils eligible for pupil premium in maths, reading and writing.</p>	<p>‘Keep Up’ provision to target pupils who are eligible for PP. Bespoke sessions in the afternoons to ensure children remain on track to achieve age related expectations and to address and gaps in learning.</p> <p>In reception, year one and y2 this included in class support and small group work.</p>	<p>The gap between PP and Non PP children is the smallest in the school in year 1.</p> <p>The gap in year 2 has increased but pupils with PP achieved around floor target of 65% in maths.</p> <p>In reception, 80% of PP pupils achieved GLD compared to 74% of children who are not eligible.</p>	<p>Keep up provision has now been replicated in all other year groups.</p> <p>In reception and year one, this includes in class support and small group work.</p> <p>Reception: 4 x nursery nurses</p> <p>Year 1: 2 x nursery nurses</p> <p>Year 2: 2 x afternoon provision</p> <p>Year 3- 6: 1 x afternoon provision</p>	<p>£128,418</p>
<p>All pupils eligible for PP will be able to attend school trips and residential trips</p>	<p>Half price educational visits for all children in receipt of Pupil Premium.</p>	<p>All PP children attended school trips, boosting self esteem and motivation.</p> <p>Children were able to participate fully in the wider curriculum and follow up work.</p>	<p>We will continue to offer this provision next year.</p>	<p>£1,428</p>

<p>Parents who are eligible to claim free school meals.</p>	<p>Free book bag to encourage PP sign up now that all meals are free for EYFS + KS1 children</p>	<p>All families filled in the paperwork to receive a book bag. 19 applications were successful in attracting the grant.</p>	<p>Friends of Air Balloon (FAB) have offered free tickets to school Circus event. All families with children starting reception in 2017 who applied for PP grant were entered into a raffle for the tickets. 116 families filled in the form (97%).</p>	<p>£660</p>
---	--	---	---	-------------