



Air Balloon Hill Primary School Pupil Premium Strategy Statement 2018-2019

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	2018/19	Total PP budget	£257,360	Date of most recent PP Review	Oct18
Total number of pupils	786	Number of pupils eligible for PP	194	Date for next internal review of this strategy	Oct 19

2. Current attainment: Year 6 2018		
	<i>Disadvantaged Learners (School)</i>	<i>Non-Disadvantaged Learners (National Average)</i>
% making at least the expected standard in reading, writing and maths	49% (68% non DL)	64%
Reading Progress Score	-2.4	0.3
Writing Progress Score	-0.9	0.2
Maths Progress Score	-2.6	0.3

This table outlines the five key areas identified as the barriers to learning for 2018-2019. 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, aspiration 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 2018-2019. 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 2018-19			
Barrier A: Poor communication and language skills			
Desired outcome	Actions	What is the evidence for this choice?	Cost
Improved communication and language skills.	<ul style="list-style-type: none"> - Staff training on oracy and use of vocabulary – all staff to model and insist on children speaking in full sentences. This is monitored through our observation cycle. - Speech and Language Therapist to work with all PP reception children who have speech or language difficulties – one day a week. - Targeted intervention through our Speech Link Intervention: 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. 	<p>Communication is crucial and early identification and intervention are essential . Children living in areas of social disadvantage are at much higher risk of having a SLC need, with around 50% of children starting school with delayed language and other identified SLCN. Just 26% of young children with SLCN made expected academic progress in the Early Years Foundation Stage in 2017, compared with 69% of all children. Just 15% of pupils with identified SLCN achieved the expected standard in reading, writing and mathematics in KS2 in 2017, compared with 61% of all pupils. (Bercow, 2018, <i>An independent review of provision for children and young people with speech, language and communication needs in England</i>)</p> <p>National Studies suggest that oral language interventions make a +5 months progress gain (Education Endowment Foundation).</p>	<p>£1,600 Speech Link</p> <p>£7,200 Speech and Language Therapist</p> <p>TOTAL £8,800</p>

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.	<ul style="list-style-type: none"> • Disadvantaged children to be a focus group for pupil progress meetings three times a year. • GEM project (metacognition) embedded throughout the school. • Learning walks/observations to comment on progress and participation of PP children. • Staff training on teaching on mastery maths, whole class reading and Talk4Writing. • Monitoring by Standards and Achievement Middle Leaders (release time). 	National Studies suggest that mastery learning can give +5 months progress gain and reading comprehension strategies can lead to a progress gain of +6 months, Metacognition strategies can see gains of +7 months (Education Endowment Foundation).	Release time £12,000
	<p>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.</p>	<p>Reading interventions prioritise PP children.</p> <p>Individual tuition produces gains +5 months progress.</p> <p>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.</p>	£28,800
	<p>Fast track Reading: Trained Reading Recovery teacher delivering 1:1 reading intervention to eligible PP children.</p>	<p>Individual tuition produces gains +5 months progress.</p> <p>School data demonstrates that children make around 4RR levels / 9 months progress in 12 weeks.</p>	£6,000

	<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>	<p>£7,513</p>
<p>Improved attainment for pupils eligible for pupil premium in maths.</p>	<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>	<p>£14,321</p>
<p>Improved attainment for pupils eligible for pupil premium in maths, reading and writing.</p>	<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 Early Years practitioners 35,287.2</p> <p>Year 1: 2 x LSAs 16,204</p> <p>Year 2:- 6 1 x afternoon provision 28,173</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>	<p>£80,700</p>

Improved attainment for pupils eligible for Year 6 pupil premium in maths.	'Keep Up' provision with teacher – 2.5 days a week. Provision to target year 6 pupils who are eligible for PP to ensure children remain on track to achieve age related expectations and to address and gaps in learning.		£22,222
Total budgeted cost			£171,556

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.	Art therapy: Art therapist is commissioned for one day a week to work with our most vulnerable pupils who need emotional support.	The provision available as our nurture package falls into several categories in the EEF toolkit. Their impact measure suggests gains of between 1- 7+ months.	£6,000
	Counselling: School counsellor is commissioned for one day a week to work with our most vulnerable pupils who need emotional support.	The EEF Toolkit suggests that targeted interventions matched to specific students	£15,000

	<p>Children's Support Worker / EPIC (Thrive): Our Children's Support Worker works with PP children who have difficulties with their social, emotional and mental health. In addition to providing bespoke support to these pupils (and their families), the CSW works 1:1 with pupils on our EPIC programme and delivers group interventions such as 'The Zones of Regulation'</p>	<p>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>	<p>£22,000</p>
	<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>		<p>£10,278</p>
	<p>SEMHD interventions: LSA lead interventions to support pupils with emotional resilience, social communication / interaction and anxiety.</p>		<p>£2,348</p>
Total budgeted cost			£55,626

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>Attendance:</p> <ul style="list-style-type: none"> - Family Support Worker works with attendance team to identify families where attendance drops below 97%. - Links are made with these families and support given either via FSW, class teacher or Pastoral Leader. - 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. - Regular support for PP families, including signposting to services (e.g. housing) and making referrals where further support is beneficial (e.g Families in Focus). 	<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 93.5% in 2017-18.</p> <p>EEF states that parental involvement can make +3 months impact in children's attainment.</p>	<p>£28,681</p> <p>Attendance 17/18 93.52%</p>
	<p>AAA Project – Achievement / Attendance / Aspiration:</p> <p>Teacher led project aiming to engage hard to reach families. Teachers will each work with one family from their class in order to identify 'marginal losses' and barriers, then work closely with the families in order to seek to overcome these, therefore improving attendance, aspirations and achievement.</p> <p>(Teacher release time)</p>	<p>EEF states that parental involvement can make +3 months impact in children's attainment.</p> <p>The Sutton Trust (2014) estimate that around 7,000 pupils each year, who were in the top ten per cent at KS2, fail to achieve in the top 25 per cent at GCSE. Disadvantaged children are the most likely to be in this group. Disadvantaged students are four times as likely to be excluded than their peers</p>	<p>£800</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			£30,981
TOTAL PREDICTED COSTINGS FOR 2018-19: £266,963			

5. Review of expenditure and Impact 2017-2018

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Children with have increased resilience, improved behaviour and be more motivated to learn.	<p>Nurture programmes: art therapy, counselling and Thrive (EPIC in our setting)</p> <p>Supported Play Lunch Club</p> <p>Children's Support Worker</p>	<ul style="list-style-type: none"> • 49 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. • Interventions generally impacted positively on achievement, attendance, engagement and behaviour/ self-esteem. • Most children have discontinued successfully and are now in whole school provision. • Where there are still concerns, pupils have been referred to other services such as CAMHS, Community paediatrics or an Alternative Learning Provision. • 12 PP pupils accessed this provision. • All children have access to support during unstructured times, which means they are able to access play areas. • CSW worked with all PP children who needed support with social, emotional and mental health needs as identified by staff, parents or pupils themselves. • Implementation of 'Zone of Regulation' nurture group for a group of 4 PP children in year 5. This reduced behaviour incidents and fixed term exclusions and pupils were more engaged.. 	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.	<p>EPIC: £8,340</p> <p>Counselling: £5,616</p> <p>Art Therapy: £4,973</p> <p>Lunch club: £7,896</p> <p>CSW: £10,530</p> <p>TOTAL: £33,355</p>

Increase parental engagement with school.	Family Support Worker	<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 and support and advice for parents of children in year 6 and applying for new school places.</p> <p>Families were also supported during parents evening, including in booking appointments.</p>	<p>The Family Support Worker role will continue in order to support families this year.</p> <p>FSW will work with the attendance team to monitor and improve attendance, following our newly implemented attendance policy.</p>	£25,222
Increased attendance of Pupil Premium children	Family Support Worker	<ul style="list-style-type: none"> • Average attendance was 93.5% • Family Support Worker was alerted to drops in attendance below 95%. • Links were 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. 		
Improved attainment for pupils eligible for pupil premium in reading.	Higher Level Teaching Assistant to train and co-ordinate reading buddies to work with pupil premium	<p>Last year Book Buddy children made an average of 9 months progress in their reading age over a 12 week period.</p> <p>All eligible PP children had this intervention (26 children).</p>	We will continue with this intervention next year.	£28,824

Improved attainment for pupils eligible for pupil premium in reading.	Fast Track Reading Teacher	<p>40 PP children benefitted from this intervention.</p> <p>Children made accelerated progress.</p> <p>Children having Fast Track Reading over 6 weeks made an average of 5.4 months progress in their reading age.</p>	We will continue with this intervention next year.	£18,159
	Reading inference training intervention	<p>App eligible PP children in years 3-5 were selected for this intervention (15).</p> <p>Children made accelerated progress, achieving an average of 23 months progress in their reading age.</p>	We will continue with this provision in years 3 -5.	£5,559
Develop speech, language and communication skills.	Speech and Language support programme: Speech Link.	Most PP children exited intervention successfully with no further action needed. Two children were referred on for further support from Speech and Language Therapy.	This intervention will continue next year.	£1,919

<p>Improved attainment for pupils eligible for pupil premium in maths.</p>	<p>Maths Counts with specialist maths teacher</p> <p>Maths Counts with LSA</p>	<p>Maths Counts is an intervention for out of step KS2 learners who have struggled to make progress. We were originally part of 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 15 months.</p>	<p>We have seen little difference in progress when the intervention is delivered by a trained LSA rather than a teacher. We will continue with this model next year to reduce the cost per pupil.</p>	<p>£27,413</p>
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<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 and year one, this included in class support and small group work.</p>	<p>In reading, the gap between disadvantaged learners is not closing quickly in this area despite being prioritised for intervention. The small gap in year 1 has been maintained.</p> <p>In writing, the disadvantaged learners’ gap has decreased in some year groups.</p> <p>In maths, disadvantaged learners in year 1 continue to do better than their peers. Year 4 and 6 have also exceeded their targets.</p>	<p>Keep up provision will continue in all year groups next year.</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 LSAs</p> <p>Year 2: 2 x afternoon provision</p> <p>Year 3- 5 1 x afternoon provision</p> <p>Year 6: 2 x afternoon provision</p>	<p>£104,087</p>
<p>Improved attainment for Y6 pupils eligible for pupil premium in maths, reading and writing.</p>	<p>After school boosters with TA in maths and English using Bug Club and Mathletics.</p>	<p>The impact of this intervention was difficult to measure. 49% of PP children achieved the expected standard in reading, writing and maths in Y6.</p>	<p>This will be replaced with bespoke teacher led booster interventions.</p>	<p>£1403</p>

All pupils eligible for PP will be able to attend school trips and residential trips	Half price educational visits for all children in receipt of Pupil Premium.	All PP children attended school trips, boosting self-esteem and motivation. Children were able to participate fully in the wider curriculum and follow up work.	We will continue to offer this provision next year.	£1,428
<p>Total PP budget for 2017-18: £244,620</p> <p>Total PP spend: £247,369</p>				