



The government continues to provide funding targeted at addressing underlying inequalities and aiming to tackle the disadvantages that some children experience in life. As a school we use the money carefully to ensure that our vulnerable children achieved the best support possible.

We are pleased that our PP gap narrowed for attainment in the academic year of 2015/2016, but we are aware that due to our vulnerability factors, we will always need to be mindful of this challenge. The academic year of 2016/2017 did present us with further challenge in regards to the gap between PP and NPP children, however our attainment and progress for all children increased greatly, especially at the end of KS 2.

Alderwood continues to be committed to tackling early inequalities.

Pupil Premium Strategy Statement – Alderwood Primary School

Summary Information					
School	Alderwood Primary School				
Academic Year	2018/19	Total PP Budget	£129,360	Date of Most Recent PP Review	July 2018
Total Number of Pupils	180 (Yrs 1 – 6)	Number of Pupils Eligible for PP	88	Date of Next Internal Review of Strategy	July 2019

Barriers to Future Attainment (for pupils eligible for PP including high ability)	
In-school Barriers	
A.	Oral communication skills are low for many children who enter FS 1 & 2, especially for those in receipt of Pupil Premium funding. This slows early progress.
B.	A lack of early exposure to rich and varied language slows down progress in English for children eligible for Pupil Premium funding across the school, especially of boys, in Reading and Writing. This is seen from the low baseline scores.
C.	Children generally present with insecure attachment which can have a negative effect on their dispositions for learning, and this is more prevalent in children who are receipt of Pupil Premium funding.
D.	A number of children entitled to Pupil Premium have social, emotional and behavioural issues that have a detrimental impact on their academic progress
External Barriers	
E.	The attendance rate for children in receipt of Pupil Premium funding is marginally higher compared to the overall attendance, 95.6% compared to 95.5%, however the attendance rate of Persistent Absence children in receipt of PP funding is 1.7% lower than the rate of PA children not in receipt of PP funding.
F.	Social disadvantage can manifest in limited aspirations and a lack of parental engagement. Children may not be exposed to rich and varied life experiences and this can put them at a disadvantage

Outcomes		
	Desired Outcomes and How They Will Be Measured	Success Criteria
A.	Teaching focuses on Improving oral communication skills for all children during their time in EYFS, especially for those in receipt of Pupil Premium funding.	By the end of EYFS Pupils entitled to Pupil Premium reach (GLD) or exceed expectations as a result of making rapid progress.
B.	Increased access to rich and varied contexts, texts, educational visits and experiences raises pupil engagement and expectations.	At the end of KS 2 children entitled to Pupil Premium, particularly boys, reach or exceed national expectations as a result of making rapid progress.
C.	Children, especially those in receipt of Pupil Premium funding, will develop secure learning behaviours and dispositions for learning that support them to make good progress, including home learning.	Children will have learning behaviours that enable them to sustain independent learning and make better than expected progress to reach or exceed national expectations at the end of Year 6.
D.	Early interventions identify and successfully support vulnerable children and families to access learning successfully.	Social, behavioural or emotional issues are resolved or minimised and children and families feel supported to address issues so that learning takes place There a fewer behavioural incidences recorded for these children
E.	Increase attendance rates of all children in receipt of Pupil Premium funding, especially in those aforementioned year groups by at least 0.4% as to ensure attendance is 96% for disadvantaged children.	The gap between the attendance of children who are in receipt of PP funding and those who are not in receipt of Pupil Premium funding will narrow.
F.	Increase engagement and involvement of parents in education at Alderwood. Our inclusion team, consisting of a full time FSW and LM, will continue to target vulnerable families, usually those in receipt of PP finding, to ensure that children receive their cultural entitlement.	Families value education and aspirations are raised. Families will be supported holistically and children will access the full range of services. Attendance at workshops, open evenings and other events will increase.

Academic Year	2018 -19			
Desired Outcomes A,B,C	Chosen Actions	Evidence & Rationale	Review	Cost
All children consistently receive Quality First Teaching throughout Alderwood in all year groups	<p>Provide outstanding training for all staff ensuring that learning and feedback is effectively differentiated and precisely targeted to accelerate progress for children with Pupil Premium funding and close learning gaps</p> <p>CPD is research driven</p> <p>Training for Higher Level Teaching Assistants and Teaching assistants</p> <p>Funding for teachers to attend GTLP course.</p>	<p>This will ensure that all children get the best provision possible within the classroom for Reading, Writing and Maths. Teaching is rapidly improving and children are receiving at least good teaching consistently across the school.</p> <p>Ensures that interventions for vulnerable groups, are taught by outstanding practitioners and learning gaps are closed.</p> <p>Key Teachers are accessing relevant training which will impact on their regular practice.</p>	Jan 2019	£70,000

	<p>Lead teacher time is dedicated to KS2 to support teaching and learning and support Subject Leadership. Tracking system</p> <p>More rigorous assessment supported by tests and quizzes to support improved retention of learning</p> <p>SLT coaching and support for Key staff</p>	<p>Feedback and precise AFL is an effective strategy for improved attainment</p> <p>Focus group teaching is known to have dramatic effect on the attainment and progress of children.</p> <p>Evidence taken from learning walks, observations, data drops, progress meetings and reports for Governors</p>		
Improved understanding and oral skills in the EYFS	<p>'Together in Communication' good practice - Historical CLLD project</p> <p>Improved provision maximising interactions between staff and children.</p> <p>Focused interventions from Inclusion team SALT training</p> <p>Tracking system – Tapestry</p> <p>Outdoor Learning Project – Borough development and improvement strategy – Historical project.</p> <p>EYFS QM</p>	<p>Improved language skills in the early years provide a good foundation for later learning</p> <p>All interactions are maximised to accelerate progress</p> <p>Evidence taken from learning walks, observations, data drops, progress meetings and reports for Governors</p>	Jan 2019	£5,000
Precision teaching in Reading to enable children to access higher level text and inference questions which results in more children reaching the GDS.	<p>Investments in high quality texts</p> <p>PEE approach to answering inference questions</p> <p>Reception and Yr 1 to robustly target children who are not reading at home through daily and weekly reads.</p>	<p>Not enough children eligible for Pupil premium reached expected levels in Reading at the end of KS 2. Children need precise teaching of vocabulary and comprehension skills to accurately reflect their reading abilities in a test.</p> <p>Evidence taken from learning walks, observations, data drops, progress meetings and reports for Governors</p>	Dec 2018	£5,000
Precision teaching in Grammar to close learning gaps.	<p>Subject training and resources to ensure staff are using every opportunity to clear up early misconceptions.</p>	<p>Not enough children eligible for Pupil premium reached expected levels in Grammar at the end of KS 2. Children need precise teaching of Grammar skills in order to accurately reflect their Grammar and spelling abilities in a test.</p> <p>Evidence taken from learning walks, observations, data drops, progress meetings and reports for Governors</p>	Dec 2018	£5,000
Children receive a personalised provision, where appropriate, to ensure all learning gaps are closed	<p>Booster classes after school and therapeutic work.</p> <p>Additional teaching and precision teaching for focus groups to close learning gaps</p>	<p>In school case studies show that children who receive targeted support make accelerated progress.</p> <p>Evidence taken from data drops, progress meetings and reports for Governors</p>	Dec 2017	£10,000

	Targeted interventions and specific support for learning to enable children to access the curriculum			
All children, but especially those in receipt of PP funding, will have access to the cultural enrichment elements of our curriculum	<p>Investment in high quality texts and artefacts</p> <p>School Library is open twice weekly at lunchtime</p> <p>School garden will be opened daily</p> <p>The school works in partnership with the Unicorn Theatre, The Tower of London and The Young Shakespeare Company</p> <p>Forest School surplus supplies and other school equipment provided for children who do not bring in their own kit</p> <p>Forest School is offered to our Yr 1 pupils for the entire year</p> <p>All children have access to and learn how to use cutting edge technology to support their learning</p> <p>Funding has been used to provide places at our extra provisions</p> <p>The school has a full time Family Support Worker</p> <p>Full time Learning Mentor in role</p>	<p>Support rich and creative learning environments encourage interest and a thirst for learning.</p> <p>Ensure that all children have access to high-quality texts throughout the school, regardless of their background. This will give children the opportunity to explore the natural around them.</p> <p>All children will go to the theatre and experience live performances regardless of their background.</p> <p>All children will be able to experience our enriched curriculum.</p> <p>Investment in Lego resources to support coding element of the computing curriculum. Children have the opportunity to use the internet and computer software to support with home learning activities.</p> <p>Vulnerable children are able to access these provisions, including School Journey, irrespective of means.</p> <p>FSW supports families to access educational provision effectively.</p> <p>Attendance at clubs of PP children to increase. Currently our range is 20% to 50%.</p>	July 2019	£15,000
Desired Outcomes D,E,F	Chosen Actions	Evidence	Review	
Children who are in receipt of PP funding are identified and supported	<p>Family Support Worker to support vulnerable families and signpost support</p> <p>Parent classes and workshops</p>	<p>In school case studies show that children who receive targeted support make accelerated progress. Interventions are well led by LSAs and progress is seen.</p> <p>Evidence taken from data drops, progress meetings and reports for Governors</p>	Dec 2018	£7,000
Raised parental aspirations for their children, in particular those in receipt of PP funding	<p>Target key parents and look for informal and formal ways to Invite parents in to school Support from Family Support Worker</p> <p>These events to include Parents' Evenings, coffee mornings, coffee shop, assemblies, parent classes and working parties.</p>	<p>It is well documented that where parental engagement with learning is high, children perform better. White British, working class children, in receipt of PP funding, especially boys are a vulnerable group.</p> <p>Evidence from parent surveys and take up of targeted events</p>	July 2018	£5,000

	Parenting Classes eg P4P Purchase of hours from CAMHS to facilitate EIT meetings with vulnerable families.			
Increase attendance of vulnerable children who are in receipt of PP funding	Continue to follow the Borough's attendance programme to improve attendance for all and use in school resources, to target key children and families. Intensive support from Family Support Worker.	Children need to attend school regularly to support their academic progress, but also their social understanding of the world. Attendance gap has narrowed, however more work needs to be done in order to narrow the PA gap.	March 2019	£5,000
Parents understand their crucial role in supporting their children both academically and emotionally	The school buys in time from CAHMS and holds Early Intervention meetings with parents of the most vulnerable children. Workshops	The most vulnerable children are well supported by their parents and have their emotional needs adequately met	Ongoing through out year	£3,000

Progress across the school 2017-18

% of children in Year 2 (2016) Achieving Expected or Above	% Pupils Eligible for PP	% Pupils not eligible for PP
Combined (Reading, Writing and Maths)	50%	89%
Reading	56%	89%
Writing	56%	89%
Maths	50%	89%
Grammar, Punctuation and Spelling Test	N/A	N/A
% of children in Year 6 (2016) Achieving Expected or Above	% Pupils Eligible for PP	% Pupils not eligible for PP
Combined (Reading, Writing and Maths)	73%	100%
Reading	73%	100%
Writing	73%	100%
Maths	80%	100%
Grammar, Punctuation and Spelling	%	%
Progress over Key Stage 2	% Pupils Eligible for PP	% Pupils not eligible for PP
Combined (Reading, Writing and Maths)	N/A	N/A
Reading	-1.4	0.7
Writing	-0.7	4.4
Maths	3.9	2.3
Grammar, Punctuation and Spelling Test	N/A	N/A

Additional Detail

The academic year of 2016/2017 did present us with further challenge in regards to the gap between PP and NPP children, however our attainment and progress for all children increased greatly, especially at the end of KS 2.

In 2017/2018, our disadvantaged children out performed our non-disadvantaged children in the EYFS. However, this was not the picture across the school. At the end of KS2, disadvantaged children attained broadly in line with non-disadvantaged children in Maths. Their progress in Maths also outperformed non-disadvantaged children.

