



## Pupil Premium Strategy REVIEW 2017-18

Summary information					
<b>School</b>	Albemarle Primary School				
<b>Academic Year</b>	2017-18	<b>Pupil Premium Budget:</b>	£112,391		
		<b>Year 1-6:</b>	£110,880		
		<b>Early Years:</b>	£1,511		
<b>Total number of pupils</b>	363 313 Excluding Nursery	<b>Number of pupils eligible for PP</b>	71	22.6%	

The majority of children who attend Albemarle are Pakistani (23%), White British (15%) and from any other Asian background (10%). During the past four years, there has been an increase in the percentage of children from minority ethnic groups, to 78%. Last year the percentage of children with EAL was 56%. This remains significantly higher than National which underwent a slight increase to 19.5%. The percentage of children entitled to Pupil Premium Grant (PPG) has declined in recent years from 32% in 2015 to 22% in 2016-17. However, the KS2 classes, particularly Years 4, 5 & 6 have around 30% of children entitled to the Pupil Premium Grant, representing the changing demographic.

Current attainment 2016-17 (Greater Depth)												
	Reading			Writing			Maths			Gap (Calculated from Albemarle PPG and National Other)		
	PPG Sch	National Other	Other Albemarle Pupils	PPG Sch	National Other	Other Albemarle Pupils	PPG Sch	National Other	Other Albemarle Pupils	Reading	Writing	Maths
<b>EYFS</b>	100%	80%	84%	88%	76%	84%	100%	80%	84%	+20%	+12%	+20%
<b>Phonics</b>	100%	81%	93%							+19%		
<b>KS1</b>	69% (15%)	79% (28%)	92% (23%)	62% (15%)	72% (18%)	90% (21%)	69% (15%)	79% (23%)	90% (23%)	-10% (-13%)	-10% (-3%)	-10% (-8%)
<b>KS2</b>	58% (0%)	77% (29%)	88% (19%)	67% (8%)	81% (21%)	88% (13%)	75% (8%)	80% (27%)	81% (31%)	-19% (-29%)	-14% (-13%)	-5% (-19%)



### School Development Plan Objectives:

- To raise (attainment and) standards in writing in Key Stage 1 (and 2) by ensuring pupils continue to build on the good start made in the Early Years Foundation Stage (OFSTED priority from 2009 Full Inspection) **(including Pupil Premium)**
- To raise Key Stage 2 standards in Maths **(including Pupil Premium)**
- To instil a growth mind set approach (across all aspects of school life)
- To embed consistent practises and processes which are in line with the school's vision
- To raise achievement through the learning environment
- To drive school improvement through working in collaboration with other professionals and organisations
- To increase the percentage of attendance to 97% by the end of the Summer term 2018

### Barriers to Future Attainment.

The barriers and challenges faced by our disadvantaged pupils at Albemarle are varied and very much dependent on the circumstances of each individual child. At Albemarle, we quickly identify strategies which can be implemented for individual children so that they are able to thrive and reach their full potential.

<b>A.</b>	English as an Additional Language (EAL)
<b>B.</b>	Low Attendance
<b>C.</b>	Parental Support
<b>D.</b>	SEND



Desired Outcomes		
Objective	Success criteria	
<b>A.</b>	To maintain high levels of attainment for disadvantaged pupils in the Early Years Foundation Profile and Phonics Screening Check.	<ul style="list-style-type: none"> <li>To ensure quality first teaching is in place.</li> <li>To ensure that all staff are provided with regular, effective CPD</li> <li>To implement tailor made interventions for phonics.</li> </ul>
<b>B.</b>	To close the gap in attainment between disadvantaged children in KS1 across Reading, Writing & Maths.	<ul style="list-style-type: none"> <li>To ensure quality first teaching is in place.</li> <li>To ensure that all staff are provided with regular, effective CPD</li> <li>To implement focussed interventions for phonics, reading, writing &amp; maths.</li> </ul>
<b>C.</b>	To close the gap in attainment between disadvantaged children in KS2 across Reading, Writing & Maths.	<ul style="list-style-type: none"> <li>To ensure quality first teaching is in place.</li> <li>To ensure that all staff are provided with regular, effective CPD</li> <li>To implement focussed interventions for phonics, reading, writing &amp; maths.</li> </ul>
<b>D.</b>	To improve attendance levels for particular groups of disadvantaged pupils across the school	<ul style="list-style-type: none"> <li>To maintain a high profile of attendance.</li> <li>To reach 97% for whole school attendance</li> <li>To celebrate attendance weekly and half termly.</li> <li>To rigorously monitor the attendance of disadvantaged pupils and highlight any child below 95%.</li> </ul>
<b>E.</b>	To provide an enriched, wider curriculum that supports and inspires all pupils with a specific focus on the disadvantaged.	<ul style="list-style-type: none"> <li>To provide a wide range of trips which extend pupil's learning and experiences.</li> <li>To implement creative hooks which engage and inspire all learners.</li> <li>To provide access to a range of after school clubs at subsidised rates including trips..</li> <li>To ensure that all disadvantaged pupils have access to at least one after school club.</li> <li>To ensure that all disadvantaged pupils have access to uniform and stationary supplies.</li> </ul>
<b>F.</b>	To overcome emotional, behavioural, learning and social difficulties which create barriers to learning.	<ul style="list-style-type: none"> <li>To identify key barriers to learning for each pupil premium child.</li> <li>To implement intervention support, in partnership with the class teacher, for children under the direction of the inclusion team.</li> <li>To liaise with external agencies to support families and their children to ensure they make the best possible progress.</li> </ul>



## Pupil Premium Review 2017-18

Review of Expenditure					
Academic year	2017-18				
Item/Project	Outcome Objectives Phase/Pupil Focus	Key Impact Targets	Impact Review	Staff lead	Cost
<b>Phonics Training</b> <ul style="list-style-type: none"> <li>- Read Write Inc for 4 Teaching Assistants</li> <li>- 2 Class Teachers.</li> </ul>	A & B  Early Years and KS1	<ul style="list-style-type: none"> <li>- All staff in Lower School are confident in their delivery of phonics.</li> <li>- Interventions for Pupil Premium pupils are highly effective.</li> <li>- Pupil Premium children perform in line or above their peers.</li> </ul>	<p>Learning Walks showed that staff who worked in Early Years and KS1 were confident and understood how to deliver and support sessions effectively.</p> <p>Small group interventions put in place to support PPG pupils.</p> <p>82% of PPG pupils achieved expected standard. 9 out of 11 pupils.</p>	KS1 Phase Leader  KS1/EYF S Teachers	£900.00  £720.00 (Supply Costs)
<b>Inclusion Assistant</b> <ul style="list-style-type: none"> <li>- Monitors and supports pupils &amp; families with attendance and wider concerns.</li> <li>- Oversees Head Teacher's Tea Parties to celebrate attendance.</li> <li>- Responsible for raising self-esteem of pupils</li> <li>- Oversees and updates class profiles</li> <li>- Attends TAC meetings.</li> <li>- Deputy Designated Person for safeguarding.</li> <li>- Supports class teachers along with SEND.</li> <li>- Works alongside the Inclusion Manager</li> </ul>	D, E & F  All Pupils	<ul style="list-style-type: none"> <li>- All staff are aware of the Pupil Premium pupils in their care and their individual circumstances</li> <li>- All staff have regular up to date class profiles</li> <li>- Children with low self-esteem are supported so that there is minimal impact on progress.</li> <li>- All teachers understand relevant SEN strategies and requirements for pupils their care.</li> <li>- Attendance is well publicised to parents and pupils.</li> <li>- Pupil Questionnaire shows that children want to come to school</li> <li>- Attendance for disadvantaged pupils is on average above 96%.</li> </ul>	<p>Class profiles updated half termly with assessment data and provide clear overview of needs and attendance levels.</p> <p>Children with low self-esteem were supported where appropriate by the Inclusion team and members of SLT.</p> <p>In class support and testing such as the rapid lucid test are carried out to support staff with next steps and SEND files are regularly updated by the Inclusion Assistant and Manager.</p> <p>Attendance targets are well known across the school and where appropriate, low attendance was challenged by the Inclusion Assistant</p> <p>Pupil Questionnaire results revealed that 90% of pupils like coming to school.</p> <p>Attendance for PPG pupils was: 93.5% with 35% of Persistent Absentees were PPG pupils</p>	SLT  Inclusion Assistant	See Additional Adult Costs



<p><b>Motivational Leader</b></p> <ul style="list-style-type: none"> <li>- Ensures high quality PE sessions are delivered across the school.</li> <li>- Ensure that pupils understand the importance of remaining fit and healthy.</li> <li>- Provides structured lunch time supervision to maximise learning opportunities.</li> <li>- Raises self-belief and esteem amongst all pupils, promoting a growth mind-set ethos.</li> </ul>	<p>E &amp; F All Pupils</p>	<ul style="list-style-type: none"> <li>- 100% of PE lessons are graded good or better.</li> <li>- Lunch times in Upper School provide children with structured activity that maximises learning opportunities.</li> </ul>	<p>100% of observed PE lessons taught by the Motivational Leader across the school were graded good or better.</p> <p>Upper School lunch times demonstrate good levels of behaviour from pupils and there are an increasing amount of structured activities on offer for pupils.</p> <p>The motivational Leader uses lunch times to teach about self-awareness, respect and team work.</p> <p>Pupil Questionnaire results show that 87% children enjoy lunch times and the playground.</p>	<p>AHT Motivational Leader</p>	<p>£ 19,460.00</p>
<p><b>Parent Subsidies</b></p> <ul style="list-style-type: none"> <li>- Uniform</li> <li>- PE Kit</li> <li>- BFC Subsidies</li> <li>- Twinkling Stars</li> <li>- School Journey</li> <li>- School Trips (Including seaside and pantomime)</li> <li>- After School Clubs</li> </ul>	<p>E &amp; F All Pupils</p>	<ul style="list-style-type: none"> <li>- Disadvantaged children are included in all aspects of school life and enjoy coming to school (outlined in Pupil Questionnaire)</li> <li>- Support is provided to disadvantaged families through Wrap Around Care provisions.</li> <li>- All disadvantaged pupils have access to at least one after school club of their choice.</li> </ul>	<p>Parent subsidies have been used to provide discounted access to wrap around care to support disadvantaged families</p> <p>Uptake of after school clubs amongst Pupil Premium children is positive. Number of clubs attended by PP children was 99 over the academic year.</p> <p>This academic year saw whole school events/ trips to Wimbledon Common, the pantomime, seaside, author visits and reindeer visits to support pupils learning.</p>	<p>HT &amp; SBM</p>	<p>£11,800</p>
<p><b>Special Educational Needs &amp; Disability Provision</b></p> <ul style="list-style-type: none"> <li>- Rapid Lucid Licences &amp; Software</li> <li>- Education Psychologist time with pupil premium pupils.</li> <li>- ELKLAN Training for TAs</li> <li>- Outside Agencies and Professionals</li> </ul>	<p>A, B, C, E &amp; F. All SEN Pupil Premium Pupils</p>	<ul style="list-style-type: none"> <li>- Learning Barriers are identified early by the Inclusion team and SENDCo.</li> <li>- Strategies are implemented into everyday practice to meet the needs of all pupils through quality first teaching.</li> <li>- SEN pupils make at least 4 points progress in Reading, Writing and Mathematics.</li> </ul>	<p>PPM meetings and assessment analysis identifies concerns in progress.</p> <p>Lesson Observations are consistently graded good or better.</p> <p>SENDCO and Inclusion Manager assist with relevant outside agencies where appropriate.</p> <p>SEND pupils progress: Reading: 5.6 Writing 5.1 and Maths: 5.7</p> <p>PPG pupil progress: Reading: 6.0 Writing: 5.8 Maths 6.0</p>	<p>SENDCO Inclusion Assistant</p>	<p>£359.70 £4000.00 £1080.00 (Supply Costs)</p>



<p><b>Mindfulness Training</b></p> <ul style="list-style-type: none"> <li>- SLT undergoing Mindfulness training with a view to becoming a mindfulness school.</li> <li>- Andrew Curran INSET which focusses on developing a deeper understanding of children as learners.</li> </ul>	<p>A, B, C, E &amp; F.  All Pupils</p>	<ul style="list-style-type: none"> <li>- SLT understand the key impacts of mindfulness and how it can be implemented in school.</li> <li>- All staff will have a clearer understanding of how the brain works and how to support and extend children's learning through the work with Andrew Curran.</li> </ul>	<p>SLT have developed awareness of the benefits of mindfulness as a strategy.</p> <p>6 Members of the teaching team also attended Mindfulness training.</p> <p>Andrew Curran INSET has developed awareness amongst staff about child development and has led to the introduction of Monday Madness.</p>	<p>SLT</p>	<p>£1200.00  £900.00  £2000.00</p>
<p><b>Whole School Curriculum Enrichment</b></p> <ul style="list-style-type: none"> <li>- Once upon a time treasure hunt.</li> <li>- Dragons Visit</li> <li>- Circusology</li> <li>- Reindeer Visit</li> <li>- School Pets contribute towards emotional well being.</li> <li>- Music Teachers (25% of cost)</li> </ul>	<p>A, B, C, D &amp; E  All Pupils</p>	<ul style="list-style-type: none"> <li>- Lessons and whole school topics provide children with interesting hooks and contributes to all pupils making 6 points progress in Reading, Writing and Maths.</li> <li>- Lesson observations are improved through the use of creative hooks and are 100% good or better.</li> <li>- Attendance is 97%</li> </ul>	<p>Circusology, Dragon Visit, Reindeer Visit, Treasure Hunt all introduced as whole school hooks and themes to inspire high quality writing across the curriculum</p> <p>Specialist Music Teachers enhanced quality of tuition.</p> <p>PPG pupil progress: Reading: 6.0 Writing: 5.8 Maths 6.0</p> <p>FSM progress: Reading: 6.0 Writing: 6.0 Maths:5.9</p> <p>All pupils Reading 6.1 Writing 6.1 Maths 6.0</p>	<p>SLT  All teachers</p>	<p>£510.00 £499.50 £995.00 £2,500.00  £3000.00</p>
<p><b>KS2 Interventions</b></p> <ul style="list-style-type: none"> <li>- Saturday School</li> <li>- Thursday Club</li> <li>- Yr 5 Maths intervention</li> <li>- Yr 6 Reading &amp; Maths Intervention</li> <li>- Dance – Radiate (Year 3 &amp; 4)</li> </ul>	<p>C  KS2</p>	<ul style="list-style-type: none"> <li>- KS2 Progress of Pupil Premium Pupils is better than 2016-17 (Reading -4.3, Writing -1.5, Maths -2.1)</li> <li>- All pupils make 6 points progress in Reading, Writing and Maths.</li> <li>- Attainment gaps are closed between PPG and Non-PPG</li> </ul>	<p>KS2 Progress for PPG pupils was: Reading +1.7 Writing: - 0.2 Maths: +2.2 KS2 Progress for FSM pupils was Reading: +6.7 Writing: +1.8 Maths: +5.4</p> <p>In school data: PPG pupil progress: Reading: 6.0 Writing: 5.8 Maths 6.0 (Expected =6.0)</p> <p>In School data across Year 1-6 the gap is closing across Reading (4%) Writing (5%) Maths (11%)</p>	<p>KS2 Phase Leader  KS2 Staff</p>	<p>£2,400.00  £1,440.00</p>
<p><b>KS1 Interventions</b></p> <ul style="list-style-type: none"> <li>- Phonics Interventions</li> </ul>	<p>A  Early Years &amp; KS1</p>	<ul style="list-style-type: none"> <li>- Pupil Premium children perform in line or above their peers.</li> </ul>	<p>82% of PPG passed phonics screening check 88% of all pupils passed phonics screening check. (9/11 pupils)</p>	<p>KS1 Phase Leader KS1 Staff</p>	



<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Two new libraries installed on Upper and Lower School Sites.</li> <li>- Accelerated Reader</li> <li>- Reciprocal Reading to be reviewed and improved.</li> <li>- Question Stems embedded throughout Years 2-6</li> <li>- Mrs Wordsmiths Subscription</li> <li>- Reading Eggs Subscription</li> </ul>	<p>A, B, C &amp; E All pupils</p>	<ul style="list-style-type: none"> <li>- Profile of reading will be raised across the school</li> <li>- All pupils, but particularly disadvantaged pupils will make 6 points progress in reading.</li> <li>- Progress in Reading for KS2 Pupils and Disadvantaged will be in line with national (0.0).</li> <li>- Classroom book corners are well stocked and celebrate reading.</li> </ul>	<p>Libraries have been installed on both sites with further work to be completed.</p> <p>96% of pupils said that their classroom was a great place to learn.</p> <p>Accelerated Reader has been used to assess children's vocabulary and reading age to identify gaps for in-class intervention.</p> <p>Reciprocal Reading has been adapted to increase capacity of support staff, include question stems and Mrs Wordsmith subscription. Increased understanding of vocabulary (reflected in increased numbers of pupils achieving greater depth in Reading at KS1 &amp; KS2)</p> <p>Reading progress for disadvantaged pupils significantly up on last year (-4.3) to +1.7 for PPG and +6.7 for FSM pupils.</p> <p>In School Data: PPG progress for all pupils was expected (6.0)</p>	<p>Reading Leader</p> <p>SLT</p>	<p>£5,725.00</p> <p>£1,400.00</p> <p>£1,792.00</p> <p>£105.00</p>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Maths Mastery approach being trialled and 2 teachers to be sent on training.</li> </ul>	<p>A, B &amp; C All pupils</p>	<ul style="list-style-type: none"> <li>- Two teachers from KS1 &amp; KS2 will have completed the Maths Hub Mastery Training by Summer 2018</li> <li>- 6.0 points progress or above will be evident for Pupil Premium Pupils.</li> </ul>	<p>Two class teachers have completed Maths Mastery training and developed partnerships with local Outstanding primary school for Maths.</p> <p>In School Data: Progress for PPG pupils was expected at 6.0 points.</p> <p>KS2 progress scores for PPG (+2.2) and FSM (+5.4) which was significantly up from last year. (-2.1 for PPG and -2.9 for FSM)</p> <p>School now adopting Maths Mastery approach</p>	<p>Maths Lead</p> <p>SLT</p>	<p>£1020.00 (Cover costs)</p>



<p><b>Parent Workshops</b></p> <ul style="list-style-type: none"> <li>- Phonics</li> <li>- Statutory Assessment</li> <li>- Upper &amp; Lower School Reading</li> <li>- Head Teacher Coffee Mornings</li> <li>- Reading</li> </ul>	<p>A, B &amp; C All Pupils</p>	<ul style="list-style-type: none"> <li>- Parents who attend are more informed of how to support their children with their learning.</li> </ul>	<p>An increased amount of parents attended the workshops ran by members of SLT and Core Subject Leaders.</p> <p>Parents who attended have a clearer understanding of how to support their children at home.</p>	<p>SLT Core Subject Leaders</p>	
<p><b>Homework Club</b></p> <ul style="list-style-type: none"> <li>- New Project based homework introduced.</li> <li>- Reading Eggs Subscription</li> <li>- Mathletics Subscription</li> <li>- Homework Lunch time club.</li> </ul>	<p>A, B &amp; C All Pupils</p>	<ul style="list-style-type: none"> <li>- All children will be engaged in the new project based homework.</li> <li>- Disadvantaged children have the opportunity to complete homework in a club to be run on Tuesday and Thursday lunch times.</li> </ul>	<p>Homework club took place on Tuesday, Wednesday &amp; Thursday during lunch times.</p> <p>All children provided with opportunity to do homework with support of an adult during the school day, Around 20-25 children attend the club daily with 33% of pupils being Pupil Premium.</p>	<p>SLT</p>	<p>£1,109.00 £1,512.00 £577.00</p>
<p><b>Pupil Premium Teacher Buddy</b></p> <ul style="list-style-type: none"> <li>- Each teacher to be given a child from another class to oversee, support and monitor.</li> </ul>	<p>A, B, C, D, E &amp; F All pupils</p>	<ul style="list-style-type: none"> <li>- Selected pupil premium children will have a designated adult outside their normal classroom environment.</li> <li>- Designated teachers will have time provided to work with these pupils and work as a teacher buddy around school. These will start from children within the same phase.</li> </ul>	<p>Member of SLT with responsibility for Pupil Premium raised the profile of Pupil Premium children across the school and particularly within Pupil Progress Meetings.</p> <p>Designated teachers not assigned.</p>	<p>SLT &amp; Teachers</p>	



<b>Additional Adults</b> <ul style="list-style-type: none"> <li>- Teaching Assistant for Year 5 Interventions for 1 term.</li> <li>- Assistant Head (KS2) for Year 6 interventions and maths club.</li> <li>- Assistant Head for Inclusion – support PPG pupils with SEN, attendance and safeguarding.</li> <li>- Inclusion Assistant.</li> </ul>	A, B, C, D, E & F  All Pupils	<ul style="list-style-type: none"> <li>- Pupil Premium pupils make strong progress across Reading, Writing and Maths (6.0 points progress)</li> <li>- The gap in statutory attainment data is closed.</li> </ul>	Small group interventions ran by Assistant Head and Deputy Head in Year 6 for PPG pupils to maximise progress.  In School Data: PPG pupil progress: Reading: 6.0 Writing: 5.8 Maths 6.0 (Expected =6.0)  <b><i>GAP calculated from PPG and Albemarle Other Pupils</i></b>  KS2 gap in attainment at expected standard has closed from 30% (2017) to 24% (2018) in Reading, 21% to 15% in Writing but increased from 6% to 15% in Maths.  KS1 gap in attainment at expected standard has closed from 23% (2017) to 17% (2018) in Reading, 28% to 24% in Writing and 21% to 1% in Maths.	SLT	£52,500.00
<b>TOTAL ACTUAL COST</b>					£119,504.20

<b>Attainment 2017-18 (Greater Depth)</b>												
	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>			<b>Gap</b> (Calculated from Albemarle PPG and National Other)		
	<b>PPG</b>	<b>National Other</b> <small>(2017 National Other)</small>	<b>Other Albemarle Pupils</b>	<b>PPG</b>	<b>National Other</b> <small>(2017 National Other)</small>	<b>Other Albemarle Pupils</b>	<b>PPG</b>	<b>National Other</b> <small>(2017 National Other)</small>	<b>Other Albemarle Pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths/Number</b>
<b>EYFS</b>	75%	80%	81%	75%	76%	81%	75%	80%	85%	-5%	-1%	-5%
<b>Phonics</b>	82%	84%	89%							-2%		
<b>KS1</b>	69% (23%)	79% (28%)	86% (40%)	62% (15%)	72% (18%)	86% (23%)	85% (15%)	79% (23%)	86% (30%)	-10% (-5%)	-10% (-3%)	+6% (-8%)
<b>KS2</b>	58% (25%)	80% (33%)	82% (41%)	67% (0%)	83% (24%)	82% (35%)	67% (25%)	81% (28%)	82% (71%)	-22% (-8%)	-16% (-24%)	-14% (-3%)



**Additional detail(s)**

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