

Pupil premium strategy statement

1. Summary information			
School	Aldersbrook Primary School		
Academic Year	2018-19	Total PP budget	£123,600 (April – July)
Total number of pupils	671	Number of pupils eligible for PP	80

2. % Pupils making Good Level of Development in EFYS (2017-2018)	Pupils	School	Redbridge	National
Pupils eligible for PP (8)	5	62.5%	68.4%	Data not published
Pupils not eligible for PP (82)	63	76.8%	75.5%	

3. Current attainment (2017-2018) KS1			
		Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in Reading (KS1)	School	73.3%	81.7%
	National	62.5%	78.9%
% achieving greater depth in Reading (KS1)	School	20.0%	43.7%
	National	14.1%	28.8%
% achieving expected standard in Writing (KS1)	School	73.3%	77.5%
	National	55.4%	73.8%
% achieving greater depth in Writing (KS1)	School	13.3%	38%
	National	7.7%	18%
% achieving expected standard in Maths (KS1)	School	73.3%	83.1%
	National	62.8%	79.6%
	School	20.0%	39.4%

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% achieving greater depth in Maths (KS1)	National	11.8%	24.5%
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4. Current attainment (2017-2018) KS2			
		Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in Reading	School	86.7%	85.1%
	National	64.2%	80.1%
% achieving the high standard in Reading	School	33.3%	43.2%
	National	17.8%	32.6%
% achieving expected standard in Writing	School	93.3%	79.7%
	National	67.4%	83.0%
% achieving the high standard in Writing	School	40%	43.2%
	National	11.2%	23.6%
% achieving expected standard in Maths	School	93.3%	83.8%
	National	63.8%	80.7%
% achieving the high standard in Maths	School	40.0%	66.2%
	National	13.7%	27.9%

5. Progress (2016-2017) KS2	Reading	Writing	Maths
Progress Score of Disadvantaged	2.87	3.27	3.86
National Average	0.31	0.24	0.31
Number of Disadvantaged	14	14	14

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6. Predicted % of pupils making a Good Level of Development in EYFS	Pupils	School
Pupils eligible for PP	3	33%
Pupils not eligible for PP	88	78%

Data is based on entry assessments and will fluctuate through the first term.

7. Predicted outcomes for End of KS1	Pupils eligible for PP (10)	Pupils not eligible for PP (80)
% achieving expected standard in Reading	80%	78.75%
% achieving greater depth in Reading	50%	35%
% achieving expected standard in Writing	80%	75%
% achieving greater depth in Writing	30%	17.5%
% achieving expected standard in Maths	90%	81.3%
% achieving the greater depth in Maths	30%	31.3%

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8. Predicted outcomes for End of KS2	Pupils eligible for PP (14)	Pupils not eligible for PP (74)
% achieving expected standard in Reading	71.4%	89%
% achieving the high standard in Reading	28.5%	67.5%
% achieving expected standard in Writing	64.2%	89%
% achieving greater depth in Writing	35.7%	63.5%
% achieving expected standard in Maths	71.4%	94.6%
% achieving the high standard in Maths	35.7%	72.9%

9. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school*)

A.	EYFS – PSED
B.	EYFS & KS1 – Oral language skills
C.	Whole School – Broaden vocabulary for writing
D.	KS1& KS2 – Developing comprehension skills
E.	KS2 – Spellings

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	KS1 & KS2 – Language skills
G.	KS1 & KS2 – Parental engagement

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10. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Ensure children leave EYFS with better PSED	<ul style="list-style-type: none"> • Personalised groups planned for specific individuals • Individuals targeted and put into small focus groups – Forest School, Green Fingers, Music for Movement • Interventions • Parent information evening – support for parents on how to engage with children at home • PP parent consultation group – meetings to take place termly, support workshops planned • Outdoor learning opportunities to engage boys • Nurture groups set up at lunchtime • Peer mediators and Reading Buddy system • Target activities planned for in the classroom
B.	Improve oral language skills in KS1 Phonics – 90% (2017-18)	<ul style="list-style-type: none"> • Use the schools Phonics and Spelling programme to support children in class. • Parents information evening – explain how Phonics is taught for parental support at home.
C.	Broaden vocabulary for writing	<ul style="list-style-type: none"> • Children to have access to resources to support their understanding of rich vocabulary • Children to feel more confident when using broader vocabulary for description • Montessori pedagogy used to inform planning in EYFS and KS1 • Increased provision for vocabulary within all subjects including foundation subjects across the curriculum.
D.	Develop comprehension skills	<ul style="list-style-type: none"> • Children to make rapid progress in reading comprehension tests and in reading sessions with class teachers. • 1:1 tuition offered to pupils.

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E.	KS2 Spellings	<ul style="list-style-type: none">• Writing leader and SENCo to introduce spelling strategies to teaching staff.• Spellings taught in line with end of year expectations.• Spellings to be incorporated in all lessons across the curriculum.• Teaching of spellings to be planned into ALL grammar sessions.• Use of spelling grids as visual aids in classrooms
F.	Develop language skills	<ul style="list-style-type: none">• Increase in middle leader's subject promotion through curriculum planning with year groups to promote broader approach to discussion across topics.• Newly arrived EAL pupils to be assessed and interventions put into place.• 1:1 tuition offered to pupils.
G.	Increase parental engagement	<ul style="list-style-type: none">• Pupil Premium Champion to meet with parents of LAC and adopted children with class teachers to discuss progress and strategies used to raise attainment as well as any other focus areas.• Pupil Premium Champion to contact parents of Pupil Premium children half termly to update on progress and any other issues.• Pupil conference day – class teachers to meet with parents to discuss progress and targets.