



# ARDLEY HILL ACADEMY



Pupil Premium Statement of Impact 2018-2019  
Action Plan for Spending 2019-2020

## Pupil premium 2018-2019

### SUMMARY INFORMATION

Head Teacher:	Jonathan Smith	Chair of Governors:	Neil Williams
Deputy Head Teacher:	Natalie Read	Pupil Premium Lead:	Natalie Read
Date of most recent pupil premium review:	External – December 2016 Internal – January 2019	Date of next pupil premium review:	External – TBC Internal – July 2020
Total number of pupils:	412	Total pupil premium budget:	£97,680
Number of pupils eligible for pupil premium:	62	Amount of pupil premium received per child:	£1300
Number of pupils eligible for pupil premium plus (LAC):	2	Amount of pupil premium plus received per child:	£2300

## STRATEGY STATEMENT

Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals, to children who have been looked after in the care of the Local Authority for more than six months and to children whose parents are currently serving in the armed forces. This includes all children who have received free school meals at any time in the last six years, known as EVER 6.

The funding received for each child at Ardley Hill is spent on raising the attainment of disadvantaged pupils of all abilities to reach their potential.

All members of staff and governors are committed to closing the gap between vulnerable pupils and their peers This funding helps remove barriers to learning so that all pupils reach their full potential and fully engage in the curriculum and school life.

In 2018-2019 Ardley Hill Academy used the Pupil Premium funding in the following ways;

- Pre-teaching to target individual needs
- Intervention programmes by teachers and TAs
- Post-teaching to target individual needs
- Small group social and emotional work – Nurture groups
- Teacher to carry out reading intervention
- Nesy programmes to learn reading and spelling
- Behavioural and emotional support
- Speech and language

## Assessment information

EYFS			
	4 pupils eligible for pupil premium (PP)	56 pupils not eligible for PP	
	Pupil Premium Average	School Average	National average 2018
Good level of development (GLD)	100%	68%	71%

EYFS			
Reading	100%	72%	77%
Writing	100%	70%	74%
Number	100%	77%	80%
Shape	100%	77%	82%

YEAR 1 PHONICS SCREENING CHECK		
5 pupils eligible for PP	54 pupils not eligible for PP	National average 2018
100%	95%	92%

END OF KS1			
	4 pupils eligible for PP	56 pupils not eligible for PP	
	Pupil Premium Average	School average	National average 2018
% achieving expected standard or above in reading, writing and maths	75%	78%	65%
% achieving expected or above in reading	100%	82%	75%
% achieving expected or above in writing	100%	80%	70%
% achieving expected or above in maths	75%	83%	76%

**END OF KS2**

	Pupils eligible for PP	Pupils not eligible for PP	
	Pupil Premium Average	School average	National average 2018
% achieving expected standard or above in reading, writing and maths	33%	51%	64%
% achieving expected or above in reading	67%	63%	75%
% achieving expected or above in writing	60%	75%	78%
% achieving expected or above in maths	40%	63%	76%

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Pupils need specific, tailored feedback to ensure progress is accelerated.
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B	Some pupils have slow progress rates particularly in English.
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### ADDITIONAL BARRIERS

#### External barriers

C	Some pupils have personal, social and emotional barriers which can inhibit their readiness to learn.
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D	Some low attendance and some persistent absenteeism.
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E	Some pupils have challenging behavioural needs which can impact on their learning.
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## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Pupils receive specific, tailored support to ensure that progress is accelerated in all year groups.	<ul style="list-style-type: none"> <li>• The gap between PP and National PP will narrow in all year groups so that a higher percentage of children are working at ARE.</li> <li>• Data drops will focus on vulnerable groups and discuss progress and attainment.</li> <li>• Consistent application of pre and post teaching will ensure gaps are identified and filled.</li> <li>• Increased percentage of pupils working at or above age related expectations across all subjects.</li> </ul>
B	Pupils progress, particularly in English will improve.	<ul style="list-style-type: none"> <li>• Pre and post teaching will focus on the specific needs of pupils, particularly English skills in identified year groups.</li> <li>• Increased parental engagement through Accelerated Reader will help to focus on Reading skills.</li> </ul>
C	Pupils receive support to develop their personal, social and emotional skills to ensure they are ready and willing to learn.	<ul style="list-style-type: none"> <li>• Nurture support will improve personal, social and emotional skills.</li> <li>• Pupils will show an improved readiness to learn.</li> <li>• Pupils will be able to discuss their feelings and deal with situations in a more positive manner.</li> </ul>

D	Improved attendance and punctuality to improve attainment.	<ul style="list-style-type: none"> <li>Attendance will improve from 93% to in line with National at 96%.</li> <li>Unauthorised absences will dramatically reduce.</li> </ul>
E	Pupils behaviour will improve and learning will not be impacted.	<ul style="list-style-type: none"> <li>Pupils behaviour will improve.</li> <li>Pupils will be ready and will to learn.</li> <li>Progress will improve.</li> <li>Pupils will talk about their feelings before a situation arises.</li> </ul>

## Planned expenditure for current academic year 2019-2020

Total number of pupils:	389	Total pupil premium budget:	£83,160			
Number of pupils eligible for pupil premium:	43	Amount of pupil premium received per child:	£1300			
Number of pupils eligible for pupil premium plus (LAC):	3	Amount of pupil premium plus received per child:	£2300			
Year Group	Total pupils	Pupil Premium	Boys	Girls	SEND PP	Non-PP
R	51	3	2	1	1	47
1	59	5	2	3	0	54
2	57	5	3	2	3	52
3	59	3	1	2	0	56
4	57	7	5	2	3	50
5	50	14	7	7	1	36
6	50	9	3	6	2	41

## Quality of teaching for all

## Targeted support

A - Pupils receive specific, tailored support to ensure that progress is accelerated in all year groups.

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review	Cost
Pre-teaching	<p>Pupils learn meanings of vocabulary used before the lesson and practice skills needed before the lesson so that they feel confident in the lesson, can understand what is taught and the learning is embedded. This enables accelerated progress to be achieved as children learn quickly and embed the learning in each lesson. This also includes work if a child has been absent to allow them to access the lesson.</p>	<p>Evidence from the EEF states that metacognition and self-regulation skills where children 'learn to learn' have high impact for very low cost. This approach involves teaching strategies to enable children to access a specific task involving subject knowledge and being able to select the appropriate skills for the task.</p> <p>This can be achieved through pre-teaching as it gives the child the tools to be able to begin the task straight away with some subject specific content so they can achieve and succeed.</p> <p>This has been shown to be successful during the last academic year.</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Group evaluation and analysis</li> <li>• Data</li> <li>• Regular meetings with staff</li> </ul>	Natalie Read	Half termly	£22,062.91

Post-teaching	Gaps in learning are identified during the lesson and are addressed in an intervention during the afternoon teaching the child to understand the area of learning they are struggling with enabling new learning to take place the next day.	<p>Evidence from the EEF states that feedback given to the learner shows very high effects on learning. The feedback can be about the output of the activity, the process of the activity, the student's management or self-regulation, or them as individuals.</p> <p>This coupled with individualised instruction and small group tuition which post-teaching can take either form of ensures that there is a positive effect on learners in an approach that is personally tailored.</p> <p>This has been shown to be successful during the last academic year.</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Group evaluation and analysis</li> <li>• Data</li> <li>• Regular meetings with staff</li> </ul>	Natalie Read	Half termly	£22,062.91
B - Pupils progress, particularly in English will improve.						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review	Cost

Nessy	<p>Pupils with dyslexia will learn more effectively how to read and write so that they can access texts more readily.</p> <p>Weaknesses will be identified and exercises given to practice.</p>	<p>Research undertaken by Dr Carbol on behalf of Nessy Learning shows that the majority of students using the Nessy programme increased their reading ability by 2 years or greater.</p> <p>We are hoping that continued use of this programme will generate similar results.</p>	<ul style="list-style-type: none"> <li>• Monitoring data</li> <li>• Ensuring pupils are using Nessy regularly</li> <li>• Meetings with staff</li> <li>• Test data</li> </ul>	Ally Edwards	Termly	£538.80
UKS2 Interventions	<p>The high proportion of Pupil Premium children in this Key Stage (23 out of 46 in the school) will attain Age Related Expectations and above by the end of UKS2.</p>	<p>Evidence from the EEF states that teaching reading comprehension strategies links to metacognition and self-regulation as pupils identify difficulties themselves and comprehend what they have read. This links to the pupils progress in writing and mathematics also.</p> <p>Doing this in a small group is a strategy to ensure effective progress and teach challenging topics or skills. This will help to prepare the pupils for the end of Key Stage 2 SATs.</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Group evaluation and analysis</li> <li>• Data</li> <li>• Regular meetings with staff</li> </ul>	Emma Eely	Half termly	£9,984.58

Speech and Language intervention	Help pupils with speech and language difficulties to build grammatical correct sentences and aid working memory.	A fully trained member of staff has successfully run this programme specific to each pupil's individual needs for a number of years. Evidence from the EEF reiterates that one to one tuition where a pupil is given intensive individual support is effective especially when delivered by a trained member of staff.	<ul style="list-style-type: none"> <li>Monitoring data</li> <li>Regular sessions</li> <li>Meetings with staff</li> <li>Test data</li> </ul>	Sue Coe	Half termly	£786.60
Total budgeted cost:					£55,435.80	
Other approaches						
C - Pupils receive support to develop their personal, social and emotional skills to ensure they are ready and willing to learn.						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review	Cost

Nurture programme	<p>Pupils will develop techniques and skills that boost their self-esteem and enable them to communicate effectively.</p> <p>A greater self-esteem and resilience allows the pupil to make good progress.</p> <p>Positive relationships will be developed so that playground disputes are reduced and don't interfere with learning in the classroom.</p>	<p>Evidence from the EEF states that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships. This also leads to an average overall impact of four months' additional progress on attainment.</p> <p>This has been reflected in the nurture and programmes that have been implemented this last academic year and why a more structured programme has been put in place.</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Boxalls</li> <li>• Test data</li> <li>• Reduced behaviour incidences</li> <li>• Feedback from staff</li> </ul>	Kirstie Forder	Half termly	£6,533.67
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<p>3D PSHE programme</p>	<p>Develops fully-rounded children who are healthy, sociable and emotionally literate. Supports pupils' SMSC (moral, social and cultural) education, focusing on Health and Wellbeing, Relationships and Living in the Wider World.</p> <p>Prepares children for life in modern Britain today and also develops and apply skills and attitudes to allow pupils to become full and active citizens in our wider global community.</p>	<p>Evidence from the EEF states that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships. This also leads to an average overall impact of four months' additional progress on attainment.</p> <p>Improvements appear more likely when social and emotional learning approaches are embedded into routine educational practices and supported by professional development and training for staff.</p>	<ul style="list-style-type: none"> <li>• Curriculum review</li> <li>• Reduced behaviour incidences</li> <li>• Greater readiness to learn</li> <li>• Test data</li> </ul>	<p>Susie Bennett</p>	<p>Termly</p>	<p>£1,200</p>
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Lego Therapy	Pupils will be better prepared to communicate and develop their language and take turns by building a shared project and each pupil having a specified role.	LEGO® Therapy was developed by Daniel Le Goff in the United States and researched by Gina Owens and colleagues at the Autism Research Centre, University of Cambridge. LEGO® Therapy has proved effective for children and adults with high functioning autism (HFA), Asperger Syndrome (AS), or pervasive developmental disorder – not otherwise specified (PDD-NOS). It can also be effective for individuals with anxiety disorders (especially social phobia), depression, or adjustment difficulties manifesting as depression or anxiety.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Boxalls</li> <li>• Test data</li> <li>• Reduced behaviour incidences</li> <li>• Feedback from staff</li> <li>• Greater readiness to learn</li> </ul>	Ann Wintersgill	Half termly	£881.40
Forest Schools	Pupils will be given regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment.	<p>Evidence from the EEF states that adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>This has been trialled during the last academic year and early indications are that this is having a positive impact.</p>	<ul style="list-style-type: none"> <li>• Boxalls</li> <li>• Staff feedback</li> <li>• Greater readiness to learn</li> <li>• Test data</li> </ul>	Grace Worrall	Half termly	£8,500
D - Improved attendance and punctuality to improve attainment.						

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review	Cost
Monitor attendance and call parents in for meetings.	Improve attendance and punctuality to improve attainment.	<p>The DfE report 'Attendance: impact on attainment' published 2<sup>nd</sup> August 2017 states that</p> <p>'the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.'</p> <p>Ofsted, 2014 'The pupil premium: an update' also state that 'lower performance was associated with higher absence levels and lower proportions of disadvantaged pupils.'</p>	<ul style="list-style-type: none"> <li>• Admin team to have daily contact with parents</li> <li>• Home visits to be completed for persistent absenteeism</li> <li>• Meet with EWO as required to discuss pupils and families</li> <li>• Half termly attendance data produced</li> <li>• Correlations for families to be produced</li> </ul>	Gemma Knight	Half termly	£707.83
E - Pupils behaviour will improve and learning will not be impacted.						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review	Cost

<p>Drawing and Talking programme</p>	<p>Pupils will be able to talk about their feelings.</p> <p>Pupils will be ready to learn and be able to achieve academically.</p>	<p>Originally created by Dr John Allan in 1967, then further used and researched at University of British Columbia from 1973-1997. Drawing and Talking is a safe and easy to learn serial drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. The technique is based on Jungian and Attachment (Bowlby) theories.</p> <p>Drawing and Talking therapy supports those who are not realising their full potential either socially or academically.</p>	<ul style="list-style-type: none"> <li>• Boxalls</li> <li>• Staff feedback</li> <li>• Greater readiness to learn</li> <li>• Test data</li> <li>• Reduced behaviour incidences</li> </ul>	<p>Kirstie Forder</p>	<p>Half termly</p>	<p>£1,306.28</p>
<p>Social lunchtime club</p>	<p>Pupils will have a nurturing environment in which to spend their lunchtimes in order to make successful social relationships with adult support.</p>	<p>Evidence from the EEF states that behaviour interventions improve attainment by reducing challenging behaviour.</p> <p>This has been proven during this last academic year with the reduced number of incidences involving pupils who attend social club.</p>	<ul style="list-style-type: none"> <li>• Boxalls</li> <li>• Staff feedback</li> <li>• Greater readiness to learn</li> <li>• Test data</li> <li>• Reduced behaviour incidences</li> </ul>	<p>Kirstie Forder</p>	<p>Half termly</p>	<p>£2,612.56</p>
<p>Planned spend: £77,177.54                      Remainder to spend: £5,982.46</p>				<p>Total budgeted cost: £21,741.74</p>		

## ADDITIONAL INFORMATION

The planned expenditure for this academic year has been developed using a number of different sources including Analyse School Performance and other internal assessment systems, evidence from the education endowment foundation (EEF) and analysis of attendance records

Ofsted's 2013 report on pupil premium progress, 'The Pupil Premium, How schools are spending the funding successfully to maximise achievement' emphasises that successful schools 'used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked' and 'systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it' which the planned expenditure accounts for.

Ofsted's 2014 report 'The pupil premium: an update states that 'the most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience,' which is reflected throughout the plan. They continue that 'in the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs. In these schools, leaders put in place a balanced programme of whole-school, targeted and specialist support that takes into account the needs of all pupils,' which is again evident throughout Ardley Hill Academy's plan.

The NFER report 'Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice,' by Caroline Sharp, Shona Macleod, Daniele Bernardinelli, Amy Skipp, Steve Higgins dated 5th November 2015 states that 'schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies' have greater success rates. 'Schools' typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement.'

Ardley Hill Academy has used this research to ensure that the funding is spent on raising the attainment of disadvantaged pupils of all abilities to reach their potential.

## Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £97,680				
Quality of teaching for all				
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Pre teaching prior to a lesson.	Pupils learn meanings of vocabulary used before the lesson and practice skills needed before the lesson so that they feel confident in the lesson, can understand what is taught and the learning is embedded.	When used, this method was effective. Pupils have made progress and have a better starting point to begin new learning.	Staff found pre teaching quite difficult to slot into the curriculum. This needs to be used more regularly to ensure accelerated progress. We will continue this next year with a more specific timetable.	£17,950.62
Post teaching after a lesson.	Gaps in learning are identified during the lesson and are addressed in an intervention during the afternoon teaching the child to understand the area of learning they are struggling with enabling new learning to take place the next day.	This has proven very effective and resulted in accelerated progress, closing gaps and tailoring support to each child's specific needs.	This has been more successful in certain year groups when the timetable has been specific and regular. Key Stage Leaders will be ensuring timetables are more locked in place and staff have clear guidelines.	£17,950.62

Year 6 reading comprehension/ support	Teacher to develop the children's reading speed and scanning skills. To develop their comprehension skills including inference and reasoning. Children become confident in these skills and are able to understand and correctly answer reading comprehension questions.	Reading has shown an increase since the last academic year to 67% which is higher than the rest of the cohort, however, this is still below National.	This will now be covered during specific interventions and pre and post teaching so that children will be able to access more of the content during lessons.	£1394.46
Interventions Maths Phonics Spelling SPaG Writing Reading Handwriting	Interventions based on specific gaps and identified areas help to target individual needs to enable children to progress and be ready for their next steps of learning. This will help children to be confident in the knowledge and strategies they have so they can use it to scaffold their future learning.	These interventions have enabled gaps to close and been specific to areas identified from previous assessment points, however, Year 6 results are still not in line with National.	This will now be covered during specific interventions and pre and post teaching so that children will be able to access more of the content during lessons.	£12,705.78
Nessy reading and spelling	To help children with dyslexia learn to read and write so that they can access texts more readily. The programme identifies weaknesses and gives the child exercises to practise.	The children who have been using this programme have made progress in their reading and spelling.	The progress has not been accelerated so the programme will continue.	£499.98
Teacher interventions	Short regular sessions focused on individual needs and delivered by the class teacher help to fill gaps and give intensive individual support outside of normal lessons.	These interventions have enabled gaps to close and been specific to areas identified from previous assessment points, however, Year 6 results are still not in line with National.	This will now be covered during specific interventions and pre and post teaching.	£4767.88

Small group support	Feedback during daily lessons is used to identify areas of learning need which is then addressed immediately within the lesson. Small groups enable greater impact to ensure effective progress and to teach challenging topics and skills.	This support has enabled gaps to close and been specific to areas identified from previous assessment points, however, Year 6 results are still not in line with National.	This will now be covered during specific interventions and pre and post teaching.	£15,199.12
Speech and Language	Helps children with speech and language difficulties. It helps to build grammatical correct sentences and aid working memory.	This is an ongoing support programme to aid speech and language difficulties.	Ongoing. Will continue into next academic year.	£786.60
Year 2 SATs intervention	Children given specific targeted support to ensure confidence when answering inference and comprehension questions.	This was highly successful – 100% of pupils passed reading.	This will now be covered during specific interventions and pre and post teaching as 100% of pupils due to undertake SATs in the next academic year passed the phonics.	£151.40
Challenge for HA	Extra challenge and feedback to progress the higher ability learners ensures that children can be challenged to exceed targets and push themselves.	Most GDS pupils have made accelerated progress. A small percentage did not make accelerated progress.	This will now be covered during specific interventions and pre and post teaching.	£3918.15
<b>Other approaches</b>				
Action	Intended outcome	Impact	Lessons learned	Cost
Lego Therapy	Lego Therapy helps children to communicate and develop their language and take turns by building a shared project and each child having a specified role.	This programme is beginning to build communicate, language and co-operative skills.	Ongoing. Will continue into next academic year.	£783.66

Social Club	Gives the children a nurturing environment in which to spend their lunchtimes in order to make successful social relationships with adult support.	Lunchtimes have been more successful for these pupils who have begun to build stronger relationships and have less negative social experiences.	Will continue into next academic year.	£376.89
Emotional and Behavioural support	Supporting children with social emotional communication difficulties to manage social situations on the playground and support in the classroom with tricky situations as necessary.	This is an ongoing issue. Some progress has been made but needs further work.	Pupils need a more structured nurture programme to allow for all social, emotional and communication difficulties to be addressed. This will take the form of a more tailored nurture programme in the next academic year.	£7542.40
5 point scale – behaviour programme	Children are given skills to cope with, recognise causes and release their anger enabling them to focus on their learning and make progress. The children learn to grade their feelings and recognise when they are feeling calm.	Pupils behavior has dramatically improved and they are a lot calmer around the school.	This will continue to be addressed through nurture for the next academic year in order to develop positive social skills.	£208.98
Nurture	Children work on techniques and skills that boost their self-esteem and enable them to communicate effectively with others. A greater self-esteem and resilience allows the child to make good progress within their lessons. To help them develop relationships so that playground disputes are reduced and don't interfere with learning in the classroom. Children also have 1:1 support when necessary to discuss feelings etc.	This has had a positive effect when used – other interventions have taken priority.	Further training for TAs has taken place so this can be more effective and a specific nurture programme based on specific needs has been reintroduced ready for the next academic year.	£1638.36

Nurture/small group room	The purchase of a specific nurture/group room (Arctic cabins) will enable many groups/interventions/1:1 support sessions to be held. Many of the children have extra social emotional and mental health difficulties and a small, dedicated space will allow them to address some of these issues allowing them to reach their full potential.	Purchased at the end of the year ready for the nurture programme to start in September.	Purchased at the end of the year ready for the nurture programme to start in September.	£12,000
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