

Pupil Premium Strategy Statement 2020/21



School overview

Metric	Data
School name	Ashlands primary School.
Pupils in school	359
Proportion of disadvantaged pupils	9.47%
Pupil premium allocation this academic year	£56,110
Academic year or years covered by statement	Reception to Year 6
Publish date	October 20
Review date	October 21
Statement authorised by	Full Governing Body January 21
Pupil premium lead	Mrs J Shepherd / Mrs J Archdale
Governor lead	Mrs C Pope

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No national data because of the global coronavirus pandemic.
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No national data because of the global coronavirus pandemic.
Achieving high standard at KS2	
Measure	Activity
Priority 1	Train or use experienced staff in the delivery of good quality interventions (that have proven impact) and/or classroom practise, so that specific gaps can be addressed from children's starting points.
Priority 2	To ensure children come to school prepared and ready to learn every day, being immersed in a curriculum which will broaden and enrich their learning experiences, and have a positive effect on their spiritual, moral, social and cultural development.

Barriers to learning these priorities address	<ul style="list-style-type: none"> - Children not accessing the curriculum with the similar experiences and knowledge as their peers. - Children coming to school with needs not met (eg: lack of sleep/lack of food) - Children not emotionally ready/prepared to learn.
Projected spending	£16,473

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure all PP children make expected/accelerated progress towards ARE of their current year group.	July 2021
Progress in Writing	Ensure all PP children make expected/accelerated progress towards ARE of their current year group.	July 2021
Progress in Mathematics	Ensure all PP children make expected/accelerated progress towards ARE of their current year group.	July 2021
Phonics	Achieve national average expected standard.	July 2021
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Priority 2	<p>Establish small group or 1:1 interventions and support for disadvantaged pupils falling behind age-related expectations in English.</p> <p>To include daily reading with an adult and phonics focus for pupils in Reception to Year 3.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Children not able to work at a similar level to their peers, widening the gap. - Children not accessing remote learning during COVID-19 restrictions.
Projected spending	£19,146

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all PP pupils have access to full range of curriculum activities through funded trips, extra-curricular activities, music lessons and before/after school club.
Priority 2	Ensure that disadvantaged families are well supported in their access to support services, especially those that have also arisen from the Covid-19 pandemic.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Children not having access to extra-curricular activities due to lack of income therefore missing out on key learning experiences with their peers. - Allowing children to be emotionally ready to return to the classroom following extended periods of time at home, often in difficult circumstances.
Projected spending	£20,491

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and/or additional cover being provided.
Targeted support	External teacher brought in to support intervention in year 6. Ensure children don't miss out on the wider curriculum.	Interventions happen in class/small group rooms at times when other children are receiving Maths/English work – alongside the taught lesson to ensure the children do not miss other key learning.
Wider strategies	<p>Children not able to access residential, visits etc due to cost implications.</p> <p>Parents/Pupils don't ask for help with mental health concerns.</p> <p>Pupils don't recognise when they have a need for emotional support.</p>	<p>School Business Manager /SENCO to ensure cost for residential, trips, before/after school club is covered by the school where appropriate.</p> <p>Make parents aware of what additional support can be accessed for their child.</p> <p>Make children aware of what other support is available for them in school or when they might need further support.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Increase number of PP children making expected progress in reading, writing and maths</p>	<p>Pupil progress meetings in January showed that there were some signs of positive impact even though some staff were staying cautious towards the end of the year. Unfortunately, the end of the year was disrupted and so there is no end of year data therefore full impact cannot be measured. Staff feedback was also used to gauge outcome of this.</p>
<p>Pupils eligible for PP are always given the highest priority for intervention/QFT strategies.</p> <p>Through Pupil Progress meetings teachers can demonstrate the impact of their QFT on pupil attainment and progress.</p>	<p>Flexible interventions were used to address gaps and also proven impact interventions such as 1 st class @number, Elklan, Clicker 7, Gross motor, 20/20 reading & IDL.</p> <p>PP children also attended; success squad club-60 mins after school, Summer school Holiday club and a Nurture group.</p>
<p>Early speech and language intervention to narrow vocabulary gap on entry to school.</p>	<p>Pupils were screened on entry for S and L deficit. SAL intervention program run by TA and also via Success Squad sessions. These sessions had only really got started just after Christmas, so children had only 6/7 sessions before the year was disrupted. Elklan will be made a priority in the next academic year for these children as will extra phonic sessions. One child who was unable to make certain sounds was targeted as 1:1 and is now on track with his phonics and English.</p>