

# Angel Road Junior School Pupil premium strategy statement 2016-2017

1. Summary information					
School	Angel Road Junior				
Academic Year	2016/17	Total PP budget	£164,280	Date of most recent PP Review	Nov 2015
Total number of pupils	328	Number of pupils eligible for PP	120 (36.5%)	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	19%	53%
% achieving expected standard in reading	39%	66%
% achieving expected standard in writing	72%	74%
% achieving expected standard in maths	28%	70%
% achieving higher standard in reading	14%	19%
% achieving higher standard in maths	0%	17%
% achieving working in greater depth in writing	19%	15%
progress in reading	-3.55	0.3
progress in writing	2.16	0.1
progress in maths	-7.35	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low prior attainment in basic skills of maths (yr3 and writing)
<b>B.</b>	Attendance and punctuality for identified children
<b>C.</b>	Lower aspiration of parents and children and limited life experiences

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Difficult home learning environments (for some children) and lack of engagement with school work, particularly homework	
<b>E.</b>	Difficulties with past or recent experiences impacting on emotional well-being, engagement and social skills (64% of children on school's CP register are disadvantaged pupils and 83% of cases at FSP or above are for disadvantaged pupils)	
<b>F.</b>	Lack of routines for mornings leading to lateness and regular absences (60% of pupils with attendance below 90% are disadvantaged pupils)	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerated progress in reading, writing and maths	Progress at end of KS2 will be in line with national other: reading 0.33 maths 0.24 writing 0.12  Progress across the school will be good allowing disadvantaged pupils to close the attainment gap
<b>B.</b>	Improved attendance rates	Assessment tracking by pastoral team will show that attendance has improved for all disadvantaged pupils. Individual attendance targets set by pastoral team with aspiration for school average of 96.2%
<b>C.</b>	Children feel happy, secure and want to come to school	Assessments completed by pastoral team will show progress (Boxall profiling) Behaviour analysis will show an improvement in behaviour for specific children
<b>D.</b>		

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress in R,W,M					
Good/ outstanding teaching in all classes leading to high quality learning	Weekly learning walks and book looks by senior leaders with feedback. Coaching Training 1:1 mentoring with targeted children Raising attainment role with new Assistant head/SENCO role to provide direct teaching input for identified pupils	OFSTED pupil premium reports show that quality first teaching has the biggest impact on the progress of disadvantaged pupils  3 form entry split into 4 teaching groups to allow mentoring time and specific feedback	Weekly learning walks and book looks by senior leaders – clear verbal and written feedback given to staff Teacher <b>£28,699</b> Teacher <b>£27,217</b> Assistant head/SENCO role <b>£25,078</b> 0.6 teacher to cover 1:1 mentoring in yr4 – <b>£7,574</b>	Chris Read Al Whalen Lucy Hind	Half termly in learning & progress reviews  Termly data analysis
<b>Total budgeted cost</b>					<b>£88,568</b>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of attendance for disadvantaged pupils, working towards school average of 96.2%	AHT and learning mentor to engage with parents and support families with attendance and punctuality concerns  Subsidised places at breakfast and after school club for targeted children	Attendance and punctuality will improve and therefore children will be in school and learning	AHT to supervise and work with learning mentor. Attendance and punctuality to be monitored weekly and follow up actions taken (including praising positive progress from families) Clear and regularly up dated lists for attendance and punctuality concerns. 3 free places for disadvantaged pupils at after school and breakfast club <b>£6,230</b> AHT/DSL/pastoral lead <b>£25,078</b>	Karen Long	Weekly for identified children

Children feel happy and secure and want to come to school.	Learning mentors to offer a range of support sessions targeted at individual or group needs: ZAP self-esteem, volcano in my tummy	Children are happy to come to school, have strategies in place to manage any behaviour difficulties and are able to concentrate on their work.	AHT will meet regularly with year leaders and pastoral team to ensure correct children are being targeted  Learning mentors £17,225 x2	Karen Long Marion Roadley-Battin Sarah Evans-Wrench	Reviewed at monthly meetings
<b>Total budgeted cost</b>					<b>£65,758</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All disadvantaged pupils to make good progress from their starting points	Raising attainment role as part of new created SENCO role	Quality 1:1 and small group tuition by teacher- research shows has high impact  Small group teaching in year 4 by HLTA Small group teaching across school by SENCO	HT to meet fortnightly with SENCO to discuss impact of provision SENCO to liaise with year leaders Year 4 lead to monitor progress of group HLTA <b>£15,823</b>	LH CR	Termly data analysis Year leader meetings LPRs SENCO meetings
					Total spend £170,149
<b>Total budgeted cost</b>					<b>£15,823</b>

## 6. Review of expenditure

Previous Academic Year	2015/2016
------------------------	-----------

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For all disadvantaged pupils to make good progress from their starting points	To provide small group teaching and 1:1 mentoring support for all pupils with teachers and TAs	End of academic year 2015 (from KS1) Year 3: children made expected progress in R,W,M Year 4: children made expected progress in R,W,M Year 5: children made less than expected progress in R,W,M, although they made expected progress from end of year 4 in R & M Year 6: end of KS2 results Children made better than national other progress in W and less in M & R	Children in the lower school made expected progress from KS1 – smaller group teaching and targeted interventions meant that gap in learning were identified and filled. Children in year 5 made expected progress across the year in R & M. 1:1 mentoring will continue Small group teaching will continue in yr3,4 and 6	£27,346 teacher £12,700 TA £12,700 TA £6,204 part time TA £32,509 teacher £27,346 teacher Total: £118,805

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide emotional, well-being, and where necessary, behaviour support to ensure that children are in class with a positive attitude to learn	.PSA Learning mentors Free breakfast club places	65% of disadvantaged received some kind of support from our pastoral team. 40 pupils received ZAP self-esteem training Breakfast places were carefully targeted and had an impact on attendance, punctuality and ability to concentrate on learning	We have not replaced our one day a week PSA and will be supporting parents through a variety of early intervention agencies. AHT to line manage learning mentors and make support even more targeted.	£15,105 learning mentor £14,230 learning mentor £3,823 PSA £3,325 breakfast club Total: £36,483

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase learning time	Improve pupil attendance – learning mentor, PSA and HT	The average attendance rate for pupil premium pupils in the academic year 2016-2017 was 93.06% Punctuality of pupils accessing breakfast club places improved	Our target for 2016-2017 for our pupil premium pupils is 96% Attendance intervention targets any pupils below 90% and persistent absentees have a plan of action created by AHT. Learning mentors monitor lateness and contact parents	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)