

Angel Road Junior School Pupil premium strategy statement April 2018-April 2019

1. Summary information					
School	Angel Road Junior				
Academic Year	2018/2019	Total PP budget	£155,760	Date of most recent PP Review	June 2018
Total number of pupils	339	Number of pupils eligible for PP	123	Date for next internal review of this strategy	September 2019

2. Current attainment : End of 2017 End of KS2 results		
	<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	48%	70%
% achieving expected standard in reading	62%	80%
% achieving expected standard in writing	76%	83%
% achieving expected standard in maths	62%	81%
% achieving higher standard in reading	0%	33%
% achieving higher standard in maths	0%	24%
% achieving working in greater depth in writing	19%	28%
progress in reading	-2.13	0.31
progress in writing	0.28	0.24
progress in maths	0.97	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low prior attainment (particularly year 6)
B.	Attendance and punctuality for identified children
C.	Lower aspiration of parents and children and limited life experiences

External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)		
D.	Difficult home learning environments (for some children) and lack of engagement with school work, particularly homework	
E.	Difficulties with past or recent experiences impacting on emotional well-being, engagement and social skills	
F.	Lack of routines for mornings leading to lateness and regular absences	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress in reading, writing and maths	Progress at end of KS2 will be in line with national other Progress across the school will be good allowing disadvantaged pupils to close the attainment gap
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%
C.	Children feel happy, secure and want to come to school	Assessments and case studies completed by pastoral team will show progress Behaviour analysis will show an improvement in behaviour for specific children

5. Planned expenditure

Academic year	2018/2019 Total £156,345
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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	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 in year 4,5 and 6 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 £28,699 Teacher £27,217	Chris Read Al Whalen	Half termly in learning & progress reviews Termly data analysis
Total budgeted cost					£55,916

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 mentors. 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. AHT/DSL/pastoral lead £25,078	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, confident angels	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
Total budgeted cost					£59,528
iii. Other approaches					
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?
All disadvantaged pupils to make good progress from their starting points	Inclusion role as part of SENCO/AHT role	Quality 1:1 and small group tuition by teacher- research shows has high impact Small group teaching, pre and post, in year 6 by HLTA Small group teaching and intervention programme overseen by SENCO	HT to meet fortnightly with SENCO to discuss impact of provision SENCO to liaise with year leaders Year 6 lead to monitor progress of group HLTA £15,823 Assistant head/SENCO role £25,078	Lucie Farley Chris Read	Termly data analysis Year leader meetings LPRs SENCO meetings
Total budgeted cost					£40,901

6. Review of expenditure				
Previous Academic Year		2017/2018		
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 Progress at end of KS2 will be in line with National other	To provide small group teaching and 1:1 mentoring support for all pupils with teachers and TAs	End of KS2 results: Progress in writing and maths is above non-disadvantaged national average. Reading is significantly below NA but better than 2016-2017. End of 2107 internal data Progress: Year 5 Reading and writing in line with non-disadvantaged. Maths is below. Year 4 Maths and reading in line with non-disadvantaged. Writing is below. Year 3 below in reading, writing and maths	Reading progress is significantly below non-disadvantaged national average. Reading is a focus within SIDP for 2018/2019, particularly vocabulary. Internal progress shows that Year 3 (our current year 4) are a key focus group and progress should be monitored and address very carefully through LPR and data analysis.	
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	Learning mentors Free breakfast club places	70% of disadvantaged received some kind of support from our pastoral team. Breakfast places were carefully targeted and had an impact on attendance, punctuality and ability to concentrate on learning	Our approach was well targeted. Continue with regular meetings between AHT and pastoral team to ensure that support is carefully targeted.	
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 2017-2018 was 94.5% compared to 96% for non-pupil premium pupils. Punctuality of pupils accessing breakfast club places improved	Our target for 2018/2019 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