

# Angel Road Junior School Pupil premium strategy statement April 2018-September 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 2018 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	41%	66%
% achieving expected standard in reading	57%	81%
% achieving expected standard in writing	51%	65%
% achieving expected standard in maths	65%	77%
% achieving higher standard in reading	19%	43%
% achieving higher standard in maths	19%	32%
% achieving working in greater depth in writing	3%	13%
progress in reading	0.1	3.7
progress in writing	-3.7	-0.6
progress in maths	0.9	1.8

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

<b>External barriers</b> ( <i>issues which also require action outside of 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	
<b>F.</b>	Lack of routines for mornings leading to lateness and regular absences	
<b>4. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Accelerated progress in reading, writing and maths	<b>Progress at end of KS2 will be in line with national other</b>  <b>Progress across the school will be good allowing disadvantaged pupils to close the attainment gap</b>
<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%
<b>C.</b>	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**

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?
<b>Accelerated progress in R,W,M</b>					
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 <b>£28,699</b> Teacher <b>£27,217</b>	Chris Read Al Whalen	Half termly in learning & progress reviews  Termly data analysis
<b>Total budgeted cost</b>					<b>£55,916</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 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 <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, 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
<b>Total budgeted cost</b>					<b>£59,528</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	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 <b>£15,823</b> Assistant head/SENCO role <b>£25,078</b>	Lucie Farley Chris Read	Termly data analysis Year leader meetings LPRs SENCO meetings
<b>Total budgeted cost</b>					<b>£40,901</b>

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	<b>End of 2107 internal data</b> <b>Progress gap in maths is small in every year group and closing.</b> <b>Progress gap in reading is closing in all year groups but remains a focus in Yr5.</b> <b>End of KS2 results:</b> <b>2017-2018 reading progress was significantly below NA. 2018-2019 reading progress has improved significantly and is now in line with NA</b> <b>Maths progress is above NA</b>	<b>Writing progress is significantly below NA and is a key area of focus. T4W training and focus on exposure to quality texts and vocabulary.</b>  <b>Internal progress</b> shows that Writing gap in Year 3,4 and 5 remain a focus.	
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 DHT 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. 2018-2019- The average attendance was 95.19% for pupil premium pupils compared to 96.62% for non-pupil premium pupils.	Our target for 2019/2020 for our pupil premium pupils is 96% Attendance intervention targets any pupils below 90% and persistent absentees have a plan of action created by DHT. Learning mentor monitor lateness and contact parents. Attendance has improved since last year.	

## 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)