Pupil premium strategy statement

School overview

Metric	Data
School name	Angel Road Junior
Pupils in school	350
Proportion of disadvantaged pupils	29%
Pupil premium allocation this academic year	£168,960
Academic year or years covered by statement	2019-2020
Publish date	September 2019
Review date	January 2020
Statement authorised by	Binks Neate-Evans
Pupil premium lead	Alison Whalen
Governor lead	Anna Caitlin

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.34
Writing	-3.94
Maths	0.64

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	41%
Achieving high standard at KS2	3%

Measure	Activity
Priority 1	Ensure that all teachers have received Talk for writing training and are using it effectively. Support materials and texts have been purchased.
Priority 2	Children exposed to high quality texts and develop a love of reading. Read write inc interventions for those children who need it. NFER question levels analysis used to close gaps and target teaching.
Barriers to learning these priorities address	Lower prior attainment at KS1. Lower levels of vocabulary understanding and use and less exposure to high quality texts.
Projected spending	£93,803

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores at KS2 in Reading.	September 2020
Progress in Writing	Achieve national average progress scores at KS2 in Writing	September 2020
Progress in Mathematics	Achieve national average progress scores at KS2 in Maths	September 2020
Phonics	N/A	N/A
Other	Improve attendance rates of disadvantaged pupils to 96.2%	September 2020

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	Ensure that all teachers have received Talk for writing training and are using it effectively. Support materials and texts have been purchased.
Priority 2	Children exposed to high quality texts and develop a love of reading. Read write inc interventions for those children who need it. NFER question levels analysis used to close gaps and target teaching.
Barriers to learning these priorities address	Lower prior attainment at KS1. Lower levels of vocabulary understanding and use and less exposure to high quality texts.
Projected spending	£93,803

Wider strategies for current academic year

Measure	Activity
Priority 1	Children feel happy, secure and want to come to school and have a positive attitude to learning. Deputy head and learning mentor to offer a range of pastoral support to children and families.
Priority 2	Pivotal behaviour strategies embedded leading to improved behaviour for learning in class and improved behaviour out of class.
Barriers to learning these priorities address	Emotional and well-being needs of some children and families. Low self-esteem, confidence and aspiration.
Projected spending	£75,167

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow staff professional development.	Use of INSET days and staff meetings. Additional cover being provided.
Targeted support	Ensuring enough time for English lead to monitor quality of teaching of reading and writing. Time to talk to children and hear them read.	Regular release time planned into the timetable and monitoring programme.
Wider strategies	Increased attendance at after school clubs by disadvantaged children.	Record keeping support provided for leader. Termly report produced.

Review: last year's aims and outcomes

Aim	Outcome
Progress in reading and writing.	.Reading progress improved significantly from previous year. Writing progress remains a key area of focus. Progress less than previous year.
Progress in maths	Progress in maths above NA
To improve attendance of disadvantaged pupils.	Attendance was improved on previous year (94.5% to 95.19%) but was still below the target of 96.2%