Pupil premium strategy statement   2020-2021

School overview

Metric	Data
School name	Angel Road Junior
Pupils in school	318
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£149,295
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Binks Neate-Evans
Pupil premium lead	Alison Whalen
Governor lead	Julie Westmacott

Disadvantaged pupil progress scores for last academic year 2018-2019 (2019-2020 not available)

Measure	Score
Reading	-0.34
Writing	-3.94
Maths	0.64

Strategy aims for disadvantaged pupils 2020-2021

Measure	Activity
Priority 1	Children exposed to high quality texts and develop a love of reading. Read write inc interventions for those children who need it. Increase % of time spent teaching reading skills. Whole class guided reading sessions, 1:1 reading with the teacher, read alouds. Opportunities to develop reading skills across the curriculum.
Priority 2	Ensure that all teachers have received Talk for writing training and are using it effectively. Writing links with reading and other curriculum areas and children's background knowledge and understanding of the world around them is improved.

Priority 3	Ensure assessment for learning is used effectively across the school.
	Ensure that individual pupil's barriers to learning are identified and addressed.
	Ensure high quality questioning is used.
	Ensure strategies are used across the school to ensure that children have to think deeply and there is a desirability difficulty level, with children using retrieval strategies.
Priority 4	To develop a rich and stimulating curriculum that engages children and allows them to make links and develop their thinking and understanding of the world.
	To raise levels of aspiration.
Barriers to learning these priorities address	Lower prior attainment at KS1.
	Lower levels of vocabulary understanding and use
	Less exposure to high quality texts.
	Poorer background knowledge and understanding of the world.
	Lower aspiration
Projected spend	£74,128

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores at KS2 in Reading.	September 2021
Progress in Writing	Achieve national average progress scores at KS2 in Writing	September 2021
Progress in Mathematics	Achieve national average progress scores at KS2 in Maths	September 2021
Phonics	N/A	N/A
Other	Improve attendance rates of disadvantaged pupils to 96.2%	September 2021

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	Children exposed to high quality texts and develop a love of reading. Read write inc interventions for those children who need it. Formative assessment and question levels analysis used to close gaps and target teaching.
Priority 2	Ensure that all teachers have received Talk for writing training and are using it effectively. Support materials and texts have been purchased.
Priority 3	Ensure assessment for learning is used effectively across the school. Ensure that individual pupil's barriers to learning are identified and addressed. Ensure high quality questioning is used. Ensure strategies are used across the school to ensure that children have to think deeply and there is a desirability difficulty level, with children using retrieval strategies.
Priority 4	To develop a rich and stimulating curriculum that engages children and allows them to make links and develop their thinking and understanding of the world. Increased aspiration
Barriers to learning these priorities address	Lower prior attainment at KS1. Lower levels of vocabulary understanding and use Less exposure to high quality texts. Poorer background knowledge and understanding of the world. Lower aspiration
Projected spend	£74,128

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, including making links with local food banks and services.
Priority 2	Pivotal behaviour strategies embedded leading to improved behaviour for learning in class and improved behaviour out of class.

Priority 3	Attendance and punctuality for all disadvantaged children is good and addressed early with families. Support plans are put in place quickly if needed.
Barriers to learning these priorities address	Emotional and well-being needs of some children and families. Low self-esteem, confidence and aspiration. Children being affected by needs/ issues within the family out of their control.
Projected spend	£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. Walk thrus CPD resources used
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	Disadvantaged pupils supported with IT resources to be able to access online learning at home.	IT access survey and contact used to create list of pupils.

Review: last year's aims and outcomes (2018-2019 data)

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 last year.
Progress in maths	Progress in maths is 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%