



Pupil premium strategy statement:

Name of school: Ash Grove Junior and Infants School

1. Summary information					
School	Ash Grove Junior and Infants School				
Academic Year	2018-2019	Total PP budget	£95,300	Date of most recent PP Review	September 2018
Total number of pupils	326	Number of pupils eligible for PP	77	Date for next internal review of this strategy	July 2019

2. Current attainment at Early Years		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving expected standard or above in reading, writing and maths	20%	56%
% making expected standard or above in reading	20%	62%
% making expected standard or above in writing	20%	56%
% making expected standard or above in maths	20%	74%
Current attainment at KS1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving expected standard or above in reading, writing and maths	23%	44%
% making expected standard or above in reading	46%	69%
% making expected standard or above in writing	23%	44%
% making expected standard or above in maths	46%	72%

Current attainment at KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving expected standard or above in reading, writing and maths	29%	58%
% making expected standard or above in reading	43%	63%
% making expected standard or above in writing	57%	79%
% making expected standard or above in maths	43%	63%

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.	Behaviour incidents and/or exclusion figures for children in receipt of pupil premium.
B.	Lower than expected levels of development on entry into the academy: particularly in mathematics and writing.
C.	Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.
E.	Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.
F.	Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Behaviour incidents and/or exclusion figures for chn in receipt of pupil premium to be in line or below those for children not in receipt of pupil premium.</p> <p>Desired outcome – children in receipt of pupil premium have minimal loss of learning time as a result of behaviour incidents.</p>	<p>Termly data tracking of behaviour logs from the classroom, CPOMs logs from lunchtime and exclusion file indicate a reduction in incidents involving chn in receipt of pupil premium.</p>

<p>B.</p>	<p>Lower than expected levels of development on entry to the academy, including entry to Foundation Stage.</p> <p>Evidence from the EEF suggests when gaps are narrowed between disadvantaged pupils and their peers in the Early Years, this gap becomes manageable as pupils move through the years to the end of Primary School. Desired outcomes are for pupils in receipt of pupil premium to achieve GLD in EY aspects – including reading, writing and maths to be in line with peers.</p> <p>Desired outcome would ensure disadvantaged pupils would achieve in writing (EYFS) and maths so attainment is in line with reading; targeted intervention and CPD will be in place for support staff and teaching staff to ensure maximum impact of interventions.</p>	<p>Attainment data for pp chn to be in line with peers at the end of Foundation Stage.</p> <p>Impact of interventions to indicate progress has been made for pupils within an intervention to ensure they are in line or better than PAG target.</p>
<p>C.</p>	<p>Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.</p> <p>Performance of chn in receipt in pupil premium to be in line with their peers based on previous year's data (see breakdown below).</p> <p>Attainment to be measured through rigorous pupil progress meetings across the academy on a half termly basis; pupils will be identified and provision put into place by class teachers. Any interventions will be inputted into target tracker. Attainment and in-year progress of this group will be measured during pupil progress meetings and actions for further progression identified and implemented.</p>	<p>Data tracking following half termly assessment input points indicates that PP chn in each cohort have a diminishing difference in progress to their peers in reading, writing and maths.</p> <p>All leaders and class teachers to be aware of PAG targets and where pupils are at risk of not meeting these, intervention to be put swiftly in place, alongside development of QFWT through pupil progress meetings.</p>
<p>D.</p>	<p>Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.</p> <p>Attendance for all children in the school needs to improve, in particular attendance for pupils in receipt of the pupil premium. PA was 17% for two terms 2016-17, and overall attendance was 94.2% for those two terms. This is below national and needs to improve. Target for all groups is 96%, and PA target is below 10%.</p> <p>Attendance to be measured with the Headteacher and school office during weekly meeting to identify pupils who are at risk of a reduction in attendance.</p>	<p>Attendance to increase across the academy to the whole school target of 96%; chn in receipt of pupil premium to be in line with the whole school target of 96%</p> <p>PA to reduce to 10%</p>
<p>E.</p>	<p>Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.</p> <p>A high proportion of our pupil premium children are tracked for varied vulnerabilities; through targeted support, pupil premium attainment to demonstrate the impact of additional pastoral support to ensure all chn make expected or greater progress based on their PAG targets.</p>	<p>Individual tracking document highlights the bespoke support in place for chn who have vulnerabilities – including those who are also pupil premium.</p> <p>Tracking reading / comprehension age should indicate an improvement in attainment.</p>
<p>F.</p>	<p>Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child</p>	<p>Attendance at celebration assemblies, class assemblies, showcases, INSPIRE events, open mornings and parents evenings to increase through heightened promotion of events through facebook, newsletters, posters, school website. Develop</p>

	<p>which could hinder pupils' own feelings towards school and their own achievements and future goals. Parent / carers' attendance in school – including parent information events / parents evenings / INSPIRE events to increase through increasing the range of workshops / open events on offer to parents. Family learning programme throughout the year, ESOL programme, Open book mornings in key stage one.</p>	<p>the use of careers focus week to invite a range of visitors into school from varied work places.</p>
--	--	---

5. Planned expenditure

Academic year

2018/2019

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?
Lower than expected levels of development on entry.	Additional in class support hours: Nursery nurse to spend afternoon sessions (2 hours x 5) working with small groups and focused on development of fine and gross motor skills to support language and communication development.	Evidence from the Early Years Toolkit indicates that early numeracy and communication and language approaches have a great impact on teaching and learning attainment.	Interventions will be tracked by SENCo and phase leaders termly.	G Williams L Smith	Termly pupil progress meetings.
	Additional support staff hours across school (10 hours per week per FT general TA)	Use of teaching assistants providing high quality feedback can add up to 8 months impact on learning according to the EEF toolkit for teaching and learning.	Subject leaders and phase leaders will ensure a comprehensive programme of CPD is in place for staff to ensure feedback and guided learning is effective.	Core subject leaders	Half termly pupil progress meetings.
	Additional booster sessions led by SLT members for identified children in Y2 and Y6 (HT 7 hours per week for one term) Tracking system	In previous school (Towngate) One-to-one tuition took place in 17/18 with 6 pupils in Y6. 67% (4/6) of these pupils achieved RWM combined in KS2 SATs. 83% (5/6) achieved ARE in Reading; 100% in Grammar, 83% (5/6) in Maths and 83% (5/6) in writing.	Deputy Headteacher and Headteacher will identify pupils at risk of not attaining a minimum 100 scaled score based on PAG prediction of 98/99. Resources to be ordered and intervention organised for after school.	HT and y6 teachers	Ongoing attainment tracking.
	One day release per half term for two pupil premium champions to monitor and evaluate the impact of PP action plans and provision.			DRitchie; C Andrews	Performance management of PP champions.

<p>Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.</p>	<p>Full time equivalent teaching assistant support in every classroom – including afternoon sessions.</p> <p>Teaching Assistant staff to each be assigned to some pupil premium chn in the classroom; focus on building a positive working relationship, completing priority readers, supporting with homework and developing social and emotional welfare through regular talk and ‘catch up’ sessions.</p> <p>Pupil premium review and training sessions</p>	<p>In the headteacher’s previous school, evidence shows that Targeted support from Teaching Assistants 17/18 has indicated that of the 13 pupils assigned to a member of support staff for tracking and monitoring, 69% (9/13) pupils made either academic or social and emotional progress during the year. Of the remaining 4 pupils, 3 left the academy throughout the year; 1 is now being supported by the SENDCo and has a My Support Plan in place.</p>	<p>All staff will be informed of who their target children are during first half term.</p> <p>Support staff will have their target chn form part of their performance management targets; pupil progress meetings will ensure rigorous tracking is in place for all pupils.</p>	<p>GWilliams and Class teachers</p>	<p>Half termly pupil progress meetings.</p>
Total budgeted cost					£65,110

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?
<p>Behaviour incidents and/or exclusion figures for children in receipt of pupil premium to be in line with those of children not in receipt of the pupil premium.</p>	<p>Learning Mentor to identify pupils at risk of or have experienced exclusion from school.</p> <p>Targeted intervention (including Lego Therapy) to be put in place and impact on exclusion data to be monitored by the Learning Mentor termly basis.</p> <p>Development of the prefect and school council roles around school to develop good role models.</p>	<p>At ht previous school, this approach led to:</p> <p><u>Autumn 2017:</u> 10.8% (5/46) of children in receipt of pupil premium received an exclusion in the autumn term – totalling 11.5 days.</p> <p><u>Spring 2018:</u> 4% (2/46) of children in receipt of pupil premium received an exclusion in the spring term – totalling 0.5 days.</p> <p><u>Summer 2018:</u> 2% (1/46) of children in receipt of pupil premium received an exclusion in the summer term – totalling 1.5 days.</p> <p>Behaviour incidents have been reduced over the course of 17/18; in order to continue this work, the learning mentor and behaviour officer will put specific intervention in place and academy leaders will be developed and trained to support the play during academy ‘free time’.</p>	<p>Dedicated time for parents / carers to be invited into school and updated on progress of intervention and the impact on behavioural choices and incidents within school.</p> <p>Resources for behavioural interventions and playtime equipment to be audited in school and additional resources ordered if required.</p> <p>Regular meetings held between Learning mentor, Deputy Headteacher and Headteacher to monitor behaviour incidents and actions swiftly put into place.</p>	<p>Learning mentor</p>	<p>Half termly behaviour incident and exclusion report.</p>

<p>Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.</p>	<p>Learning Mentor deployed to work closely with targeted families identified through the academy vulnerable list – many of whom are also in receipt of pupil premium.</p> <p>Learning Mentor to work with families through a programme of Family learning workshops for parents throughout the academic year including opportunities to parenting skills, ESOL and reading.</p> <p>Additional funding for educational visits</p>	<p>At HT previous school, the pastoral team has supported 30% of pupils and their families in 17/18. 16% of these are families of disadvantaged pupils.</p> <p>See impact document 17/18 for individual impact for disadvantaged children.</p> <p>Considerations for alternate ways to engage parents in school in addition to previously offered events and workshops – these have previously included writing courses and take up on these has been low. 6 parents attended these sessions in 17/18 therefore a key priority this year will be parental engagement.</p>	<p>Performance management to reflect welfare, attendance and parental engagement for disadvantaged pupils.</p> <p>Regular reviews of the Vulnerable list with the H, DH and learning mentor.</p> <p>Pupil voice to monitor the impact and effectiveness of interventions to support the welfare of identified pupils.</p> <p>Pastoral team performance management to include targets for raising parental engagement across the academy.</p> <p>Parent voice.</p> <p>OFSTED parent views.</p>	<p>Headteacher Learning Mentor</p> <p>Deputy Headteacher</p>	<p>Half termly update of the vulnerable list.</p> <p>Half termly Headteachers report to reflect number of sessions offered to parents and number of take-up places.</p>
---	---	---	---	--	---

Total budgeted cost £27,940

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?
<p>Attendance and Punctuality - the risk of a</p>	<p>Deployment of Office staff to monitor key individuals whose attendance drops below the Academy threshold.</p>	<p>In headteacher's previous school <u>2017/2018</u> Attendance figures for pupils in receipt of pupil premium indicate:</p>	<p>Weekly attendance review meetings held between the office manager and Headteacher to highlight and monitor pupil attendance to ensure swift action is taken.</p>	<p>Tracy Horne and Headteacher</p>	<p>Weekly attendance review meetings.</p>

<p>lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.</p>	<p>Families to be prosecuted for poor attendance.</p> <p>Development of Early Birds breakfast club – targeting chn who are at risk of poor attendance / lateness. (additional supervisor; subsidised attendance at 190 days)</p> <p>Regular attendance updates for parents – half termly attendance available for all parents.</p> <p>Attendance to feature heavily on the weekly academy newsletter to highlight this is a key academy priority.</p>	<p><i>Whole school: 96.22%</i> <i>Pupil Premium: 94.22%</i></p> <p>Attendance data has improved from 92% the previous year to narrow the gap between non-pp and pp students.</p> <p>The above indicates the work of these strategies have been effective in driving attendance for both pp and non-pp students.</p>	<p>Office manager to continue working closely with the EWO to issue fines for families failing to adhere to attendance boundaries in school.</p> <p>Targeted Early Birds club to offer exciting opportunities to engage pupils and parents to attend school at a slightly earlier time to ensure pupils are registered and begin lessons promptly.</p> <p>Parents of pupils whose attendance and/or punctuality to school is seen to be dropping to be invited into school for meetings with the Office manager.</p> <p>Newsletter to be reorganised to allow for attendance celebration to take place.</p>		<p>Weekly and half termly attendance reports.</p>
Total budgeted cost					£4,539

Overall spend: £97,588.50

6. Review of expenditure :	
Previous Academic Year	2017/2018
<p>i. A pupil premium review conducted in September 2018 indicated that the previous academic year showed that there was limited impact from the pupil premium spending. This includes the following statement:</p> <p style="padding-left: 40px;">a. The review identified a number of key outcomes for disadvantaged pupils which need to improve as a matter of urgency. The two outcomes which need to improve the most are disadvantaged pupils’ attendance and their attainment and progress measures.</p> <p style="padding-left: 40px;">ii. All recommendations from the pupil premium review have been put into an action plan which the school is working on this year.</p> <p>Please see the above results for a clear indication of the impact of last year’s pupil premium spend.</p>	

August, 2018

August, 2018