

# Pupil premium strategy statement: Ashfield Junior School

1. Summary information					
<b>School</b>	Ashfield Junior School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£57,640	<b>Date of most recent PP Review</b>	06/16
<b>Total number of pupils</b>	238	<b>Number of pupils eligible for PP</b>	48	<b>Date for next internal review of this strategy</b>	12/16

## 2. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| <b>A.</b> | Gap between PP and non PP on entry in Y3 in reading, writing & maths     |
| <b>B.</b> | PP pupils making less than expected progress in Maths across KS2.        |
| <b>C.</b> | SEND issues for 11 PP pupils preventing high achievement in Key Stage 2. |

### External barriers *(issues which also require action outside school, such as low attendance rates)*

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| <b>D.</b> | Low aspirations and lack of engagement for some PP pupils/families having a detrimental effect on their academic progress. |
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## 3. Desired outcomes *(Desired outcomes and how they will be measured)*

### Success criteria

<b>A.</b>	PP pupils will make good or better progress in all subjects- especially maths.	Progress data shows that PP progress is in line with national figures.
<b>B.</b>	The gap between PP and non PP pupils closes as the children move through the school.	The attainment difference between PP and non PP is in line with the national difference.
<b>C.</b>	There is consistently Good/Outstanding teaching in all classrooms that encourages pupils to reflect on their learning.	All PP pupils make progress in line with expectations from KS1.

## 4. Planned expenditure

<b>Academic year</b>	<b>2016-2017</b>	<input type="checkbox"/>
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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?
<p>Progress and attainment in Maths is in line with national figures in each year group and at end of KS2.</p>	<p>Introduction of Numicon resources and planning materials to provide concrete and pictorial learning strategies to support pupils' understanding of number and calculation. Use of NCETM resources and change to the delivery of the curriculum to develop a mastery approach. Use of Maths SLE to work alongside the Maths Subject Leader and support teachers to develop maths pedagogy in the classroom.</p>	<p>'Closing the Gap with the new Primary Curriculum' Sept 2014- highlights the benefits of using concrete apparatus. EEF Toolkit- +5 months progress made when adopting a mastery approach. Use of NCETM as a recognised organisation leading professional development for teachers in Maths.</p>	<p>Through work scrutiny, pupil interviews and lesson observations alongside analysis of pupil data to monitor progress at points across the year. Regular staff meetings to discuss pedagogy and share good practice. Joint moderation meetings each half term with 2 local schools to look at pupil work and assessment. Maths target in all staff appraisal for 2016-2017. Discussion at pupil progress meetings 4x annually.</p>	<p>SF &amp; CG</p>	<p>October/ November 2016 January 2017 March 2017 June 2017</p>

<p>Progress and attainment in writing and SPAG is in line with national figures for all groups and at end of KS2.</p>	<p>Provision of professional development:          Training for subject leader to develop the whole school curriculum with focus on linking SPAG skills to text types.          Professional development for teachers to develop use of SPAG skills in writing.          Training for all staff on delivery of phonics.          Use of No Nonsense Spelling &amp; Grammar.          Use of English SLE to work alongside English Subject Leader &amp; support individual teachers.</p>	<p>Lack of professional development in previous years for staff.          Evidence of gap in achievement between boys and girls from KS1 results. Gap remains through KS2.</p>	<p>Half termly book scrutiny.          Half termly pupil interviews.          English Action Plan &amp; monitoring by English Subject Leader.          Integral part of the school's Rapid Development Plan.          Provision of good quality professional development that is disseminated to all staff.          External monitoring by English SLE.</p>	<p>RB</p>	<p>October/ November 2016          January 2017          March 2017          June 2017</p>
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<b>Total budgeted cost</b>	<b>£10000</b>
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**ii. Targeted support**

<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>
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Lower attaining pupils make accelerated progress in Maths from KS1/ Y3 Baseline results.	Use of Breaking Barriers Numicon programme. Use of Numicon Intervention Programme (2017).	Use of concrete apparatus and visual images to support pupil's understanding of number. 'Closing the Gap with the new Primary Curriculum' Sept 2014- highlights the benefits of using concrete apparatus.	Training and professional development for staff. Dedicated staff to deliver the programme (Teacher & HLTA). Dedicated space available in school for sessions to take place. Timetabled sessions. Targeted pupils to receive the support based on prior attainment and progress data. Sufficient resources purchased.	CG with KB and LS	October 2016 (initial review). December 2016 (1 term review). January 2017 March 2017 June 2017
All pupils have reading age at least in line with their chronological age by the end of Year 5. (moving to end of year 4 2017-2018).	Use of RWI Fresh Start programme. Use of IDL online reading programme.	Read, Write Inc is recognised national programme. The EEF toolkit points to a 4+ month measure of progress when using small group tuition and phonics. Most effective when targeted at a specific need e.g concentrating on phonic development. Fresh Start specifically mentioned with an average of 3 months additional progress. Results from previous interventions in school show positive impact.	Training and professional development for staff. Dedicated staff to deliver the programmes. Close home links to encourage learning at home. Dedicated space available in school for sessions to take place. Timetabled sessions. Targeted pupils to receive the support based on prior attainment and progress data. Sufficient resources purchased.	RB with SG	October 2016 (initial review). December 2016 (1 term review). January 2017 March 2017 June 2017
<b>Total budgeted cost</b>					<b>£25000</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 pupils are motivated to learn and see themselves as learners.	Use of IRIS software to allow teachers to reflect on use of Growth Mindset language, meta-cognition, on task behaviours & curriculum content to motivate. Learning Mentor support.	Data analysis at school shows some under-performance from some pupils. Observations have identified the need to focus on these aspects to ensure all pupils achieve. Evidence in school shows that some pupils who have received Learning Mentor support have improved their learning behaviours. EEF Toolkit points to a +8 months progress measure when there is a focus on meta-cognition and self-regulation.	Monitoring of the use of IRIS. Development of coaching skills with teachers. Staff awareness of 'what good/ outstanding looks like'. Staff development on the principals of Growth Mindset & meta-cognition through staff meetings. Focus on developing ways to support pupils to plan, monitor and evaluate their learning both in school and home projects. Consistent use of 'thought Bubbles' in pupils work and opportunities for pupils to develop their reasoning and reflection.	SF & RB	IRIS: Dec 2016 March 2017 July 2017 Learning Mentor support: Nov 2016 January 2017 March 2017 June 2017
All pupils, particularly those who are disadvantaged have attendance at least at 97%. There are strong links between home and school to encourage good attendance at school and being ready to learn.	Use of Principal Learning Mentor time to strengthen home links and improve attendance.	Data analysis at school shows some disadvantaged pupils have attendance below 97%.	Attendance data monitoring. Dedicated time for Principal Learning Mentor to work with target families and pupils. Timetabled sessions to develop behaviour for learning skills.	SF & ET	Nov 2016 January 2017 March 2017 June 2017
<input type="checkbox"/> <b>Total budgeted cost</b>					<input type="checkbox"/> £35000 <input type="checkbox"/>

## 5. Review of expenditure

<b>Previous Academic Year</b>	<b>2015-2016</b>				<input type="checkbox"/>
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>

All pupils make at least 4 steps of progress in Maths over the academic year.	Reorganisation of the Maths curriculum from Jan 16- with mastery approach and focus on arithmetic skills. Delivered in ability groups across each year group.	Progress rates: Y3- 4 out of 7 made 4+ steps progress. Y4- 8 out of 11 made 4+ steps progress. Y5- 13 out of 13 made 4+ steps progress. Y6- 15 out of 15 made 4+ steps progress.	This approach will continue during 2016-2017.  Evidence in books shows that pupils are developing a stronger foundation of basic skills through the mastery approach and focus on arithmetic. Assessment results also show improvements in these areas.  There now needs to be a focus on ensuring reasoning opportunities are planned into maths lessons as the reasoning assessment marks were lower than the arithmetic marks across the school.  Numicon will also be introduced to support pupils with their understanding of number and patterns through the use of concrete apparatus.	£500 to develop assessment material & planning .

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
All pupils to have reading age in line with chronological age by the end of Y6.	Read Write Inc Fresh Start intervention to be used with targeted pupils in Y5 & Y6.	Number of pupils targeted:  Number of pupils with reading age in line with chronological age by end of Y6:  Number of pupils making accelerated progress over the intervention:	Objective achieved with almost all pupils (except those with Statements/ EHCPs for learning).  Impact greatest with those pupils who received structures. Timetabled intervention with SG.	£10000

<p>All PP pupils to make at least 4 steps of progress in reading, writing and maths.</p>	<p>Provision of STA/TAs in all classrooms to allow for additional adult time for PP pupils.</p> <p>Provision of STA to deliver targeted Fresh Start and IDL support.</p>	<p>46 PP pupils.</p> <p>41 out of 46 made at least 4 steps progress in reading.</p> <p>45 out of 46 made at least 4 steps progress in writing.</p> <p>40 out of 46 made at least 4 steps progress in maths.</p>	<p>Good rates of progress for almost all PP pupils.</p> <p>Profile raised of PP pupils in school and need to assess their individual needs in order to make progress.</p> <p>Progress best where following a structured intervention. English support had better impact. Highlighted need to continue to focusing on maths and adding the use of concrete apparatus and developing talk in maths.</p> <p>Still a need to develop stronger, more positive links with families of PP pupils to encourage motivation and</p>	<p>£35000</p>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>All pupils, including those classed as disadvantaged show good behaviours for learning, developing their independent and organisational learning skills.</p>	<p>Provide attendance, behaviour and nurture support to targeted PP pupils.</p>	<p>Ofsted report May 2016:</p> <p>Attendance figures for 43 PP pupils:</p> <p>18 pupils with attendance at 97% or above;</p> <p>30 pupils with attendance at 95% or above;</p> <p>22 pupils improved on their 2014-2015 attendance.</p>	<p>Attendance improved where there was most intervention with pupils and families..</p> <p>Attendance clinics raised the importance of attendance with parents/carers.</p> <p>Difficulties arose where further intervention at LA level was needed.</p> <p>Social care support and intervention needed to improve some cases.</p>	<p>£20000</p>

All disadvantaged pupils complete homework tasks and have quiet, supported space for their learning.	Provide additional out of school hours support through homework club and Y6 SATs support for disadvantaged pupils.	10 disadvantaged pupils regularly attended homework club and completed tasks.  8 disadvantaged pupils regularly attended SATs club.	Difficulty ensuring the all targeted pupils attended homework club. Parents were not engaged. Using different staff to cover the club meant there was a lack of consistency. Need for 2 people to run the club every week. Involves cost to employ 2 TAs for additional time.  Difficult to determine what impact attending SATs club had on final results for Y6 pupils.	No cost
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## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Many pupils enter the Junior School with above average attainment. This affects the progress measure for each cohort. The school uses its own baseline information in conjunction with KS1 results when planning priorities, support and interventions to ensure they are correctly matched.

There is a large difference in attainment between PP and non PP pupils from KS1 results. The 2016 Y6 leavers had the following differences at KS1:

KS1 results	Reading	Writing	Maths
Difference	-27%	-34%	-32%