

Pupil premium strategy statement

School overview

Metric	Data
School name	Ashfield Junior School
Pupils in school	249
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£64,215
Academic year or years covered by statement	2020/2021-2023/2024
Publish date	May 2021
Review date	December 2021
Statement authorised by	S Frost
Pupil premium lead	S Frost
Governor lead	Paul Rafferty

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-6.74
Writing	-3.75
Maths	-6.03

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	53%
Achieving high standard at KS2	15%

Measure	Activity
Priority 1 Increase the number of disadvantaged pupils achieving expected standard in reading, writing and maths. (A higher number of pupils are achieving expected standard in reading but working towards standard in writing and maths).	In-school data points to writing and maths being the areas to focus on. Writing: use of the EEF Guidance Report 'Improving Literacy in KS2' recommendations. <ol style="list-style-type: none">1. Teach writing composition strategies through modelling and supported practice each half term. 3 week block of preparing and planning writing through to publishing.2. Support pupils to develop fluent reading capabilities through Reading Fluency groups-targeted groups of pupils for 8-week block.

	<ol style="list-style-type: none"> 3. Use of direct feedback to address writing developments. Feedback sheets used following each piece of writing to give immediate feedback on how to improve the next day. 4. Use of formative assessment in Maths to keep track on what pupils know and do not know. (Particularly following impact of lockdowns on the maths curriculum). 5. Use of manipulatives and representations to support pupils understanding of place value, number, fractions and calculations. 6. Use of nurture support to promote positive mental health and independence in order to help pupils to access their learning.
<p>Priority 2</p> <p>Ensure that teaching is high quality throughout school by improving staff knowledge and understanding of cognition and support pupils' metacognitive strategies.</p>	<p>In-school observations and assessments show that learning does not always 'stick' long term.</p> <ol style="list-style-type: none"> 1. Deliver training to whole staff on cognitive load theory. (Dragonfly training Sept 21). 2. On-going training for all staff on how children learn and how we can teach them to plan, monitor and evaluate their learning. (use of National College webinars and courses). 3. Use of the steps to teach metacognitive strategies- activating prior knowledge to structured reflection. 4. Targeted support for pupils to organise and effectively manage their learning independently (ReflectED resources). 5. Support programme for parents.
<p>Barriers to learning these priorities address</p>	<ol style="list-style-type: none"> 1. Metacognitive skills and pupils' awareness of their strengths and weaknesses and ability to engage in and improve their learning. 2. Parental engagement in supporting children's learning. 3. Language development to support writing. 4. Resilience and 'grit' to persevere and tackle problems.
<p>Projected spending</p>	<p>£40,000: STA/TA support to provide additional support to complement high quality teaching in 2021 Y6 cohort and 2024 Y6 cohort.</p> <p>£5,000: CPD programme on cognition and metacognition for all staff in order to improve quality of teaching and learning.</p> <p>£15,000: Education Support Manager time to support attendance, mental health development and oversee nurture/pastoral support.</p>

	<p>£2,000: Nurture and SEL curriculum development. Resources and CPD to ensure SEL is fully integrated across the curriculum.</p>
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 2024
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 2024
Progress in Mathematics	Achieve national average progress scores in KS2 Maths.	Sept 2024
Phonics	All disadvantaged pupils to achieve YARC Accuracy 'age' in line with chronological age at the end of Y4.	Sept 2024
Other	Improve attendance of disadvantaged pupils to meet school target- 97%.	Sept 2024

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	Provision of up to 3 x 8 week blocks of Reading Fluency interventions across all year groups to increase fluency rates.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Fluency 'ages' are lower than accuracy and comprehension 'ages' in YARC testing. Provide additional support and immediate feedback in maths to address misconceptions and errors.

Projected spending	£15,000 (TA time)
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Wider strategies for current academic year

Measure	Activity
Priority 1	Use of Education Support Manager time to support pupils and families with attendance, Early Help support, mental health and acute needs.
Priority 2	Embedding SEL learning throughout the school curriculum through provision of appropriate programmes and a SAFE curriculum.
Barriers to learning these priorities address	Improving attendance, social and emotional and self-regulation skills of the most disadvantaged pupils.
Projected spending	£17,000 (ESM time and SEL resources)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality CPD is accessed for all staff and appropriate time is allowed.	Use of INSET days, staff meetings and access to flexible remote learning through National College.
Targeted support	Ensuring time and space is provided to allow groups to take place consistently. Time for English & Maths Leads to support staff and groups.	Additional cover provided to allow Maths Lead to support colleagues and monitor groups.
Wider strategies	Engagement of families facing most challenges. Accessing the right support.	Working closely with external agencies to access support needed.

Review: last year's aims and outcomes

Aim	Outcome																				
<p>PP pupils will make good or better progress in all subjects.</p>	<p>No national or school KS2 data. Nov 2020: Reading- 31% EXS+ Writing- 21% EXS+ Maths 27% EXS+</p> <p>April 2021: Reading: 54% EXS+ Writing: 33% EXS+ Maths 38% EXS+</p> <p>Progress made despite the pandemic and impact of two lockdowns on schools.</p>																				
<p>The gap between PP and non-PP pupils closes as the children move through the school.</p>	<p>In-school data Feb 2020:</p> <table border="1" data-bbox="810 748 1407 987"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>-10%</td> <td>-18%</td> <td>-10%</td> </tr> <tr> <td>Y4</td> <td>-24%</td> <td>-15%</td> <td>-10%</td> </tr> <tr> <td>Y5</td> <td>+10%</td> <td>-15%</td> <td>-3%</td> </tr> <tr> <td>Y6</td> <td>-10%</td> <td>+2%</td> <td>+4%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Y3	-10%	-18%	-10%	Y4	-24%	-15%	-10%	Y5	+10%	-15%	-3%	Y6	-10%	+2%	+4%
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<p>There is consistently good/outstanding teaching in all classrooms that encourages pupils to reflect on their learning.</p>	<p>Disruption to in-class teaching March 2020-March 2021. Provision for home learning was good throughout the lockdown Jan 21-Mar 21. Pupils received regular feedback from teachers to allow them to reflect on learning. 75 pupils regularly attended school during lockdown Jan 21-Mar 21 receiving support in class. No formal observations have taken place.</p>																				