

Pupil premium strategy statement: Ashfield Junior School

1. Summary information					
School	Ashfield Junior School				
Academic Year	2017/18	Total PP budget	£63,800	Date of most recent PP Review	Jun 16
Total number of pupils	244	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Feb 18

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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| A. | Historical issues with gap between disadvantaged and non-disadvantaged on entry and throughout key stage 2. |
| B. | PP pupils making less than expected progress in Maths across KS2. |
| C. | School and family links-focused support with some families is needed. |

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

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| D. | 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

A.	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.	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 at least in line with the national difference.
C.	There is consistently Good/Outstanding teaching in all classrooms that encourages pupils to reflect on their learning.	All PP pupils make progress at least in line with expectations from KS1.

4. Planned expenditure

Academic year	2017-2018	<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	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>Embedding the use of Numicon resources, other practical apparatus and planning materials to provide concrete and pictorial learning strategies to support pupils' understanding of number and calculation.</p> <p>Use of NCETM resources to develop a mastery approach.</p> <p>Use of Maths SLE to work alongside the Maths Subject Leader and support teachers to develop maths pedagogy in the classroom.</p> <p>Conferencing sessions during 1-2 afternoons per week.</p>	<p>'Closing the Gap with the new Primary Curriculum' Sept 2014- highlights the benefits of using concrete apparatus.</p> <p>EEF Toolkit- +5 months progress made when adopting a mastery approach.</p> <p>Use of NCETM as a recognised organisation leading professional development for teachers in Maths.</p> <p>Growing impact of the work of the Maths Hubs and White Rose planning materials.</p>	<p>Through work scrutiny, pupil interviews and lesson observations alongside analysis of pupil data to monitor progress at points across the year.</p> <p>Regular staff meetings to discuss pedagogy and share good practice.</p> <p>Maths performance and attainment included in all staff appraisals for 2017-2018.</p> <p>Discussion at pupil progress meetings 3x annually.</p> <p>Headteacher report to Governors 3x annually alongside Governor monitoring of Maths and data analysis.</p>	<p>SF & CG</p>	<p>December 2017</p> <p>March 2018</p> <p>June 2018</p>

<p>Progress and attainment in reading, writing and SPAG is in line with national figures for all groups and at end of KS2.</p>	<p>Professional development for teachers to develop use of SPAG skills in writing (in particular working alongside SLE). Use of English SLE to work alongside English Subject Leader & support individual teachers. Introduction of Spellodrome in all classes to focus on the development of spelling. Introduction of No Nonsense Phonics in Y3.</p> <p>Introduction of Project X Comprehension Express to target the development of reading skills across all year groups.</p> <p>Conferencing sessions during 1-2 afternoons per week.</p>	<p>SPAG results for 2017 below national and significantly below writing and reading results.</p> <p>Spelling analysis across school highlighted issues with phonics and application of spelling rules. Whole school focus needed. No Nonsense scheme used at feeder Infants so need to ensure progression in pedagogy into Y3.</p> <p>Pupils entering Y6 were having to make up more ground to achieve expected standard in reading. Need for whole school progression in skills to meet all 'domains'. QLA from 2017 showed inference as a key focus area where school is behind national.</p>	<p>Half termly book scrutiny. Half termly pupil interviews. English Action Plan & 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. Pupil progress meetings 3x annually alongside data collection.</p>	<p>RB</p>	<p>December 2017 March 2017 June 2017</p>
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Total budgeted cost £20000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Lower attaining pupils make accelerated progress in Maths from KS1/ Y3 Baseline results.	Use of Numicon Intervention Programme (2017). Use of STA support in Maths lessons to use smaller group formats in order to give more support where needed. Use of conferencing during afternoon sessions to provide immediate feedback from morning sessions where there are errors or misconceptions.	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. Numicon is a recognised national intervention. Results from Date for Numicon groups for 2016-2017 shows accelerated progress for most pupils.	Training and professional development for staff (Sept 17). Dedicated staff to deliver the programme (LS 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. Dedicated conferencing time.	CG & SF LS	November 2017 December 2017 February 2017 March 2017 June 2017
All pupils have reading age at least in line with their chronological age by the end of Year 4. (except SEND pupils significantly behind age expectations).	Use of RWI Fresh Start programme. Use of IDL online reading programme. Daily reading with pupils identified by Salford Testing.	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. Fresh Start specifically mentioned with an average of 3 months additional progress. Results from previous interventions in school 2016-2017 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	September 2017 December 2017 January 2018 March 2018 June 2018
Total budgeted cost					£35000
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>All pupils are motivated to learn and see themselves as learners.</p>	<p>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 provided to targeted pupils identified by classteachers. Conferencing sessions during afternoons.</p>	<p>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.</p>	<p>Monitoring of the use of IRIS. Development of coaching skills with teachers. Staff awareness of 'what good/ outstanding looks like'. 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. Consistent delivery of Conferencing sessions in each class to address errors and misconceptions as well as supporting independent learning.</p>	<p>SF & RB</p>	<p>Dec 17 March 18 June 18</p>
<p>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.</p>	<p>Use of Principal Learning Mentor time to strengthen home links and improve attendance.</p>	<p>Data analysis at school shows some disadvantaged pupils have attendance below 97%.</p>	<p>Attendance data monitoring. Dedicated time for Principal Learning Mentor to work with target families and pupils. Timetabled sessions to develop behaviour for learning skills.</p>	<p>SF & ET</p>	<p>October 17 December 17 February 2018 April 2018 June 2018 July 2018</p>
<input type="checkbox"/> Total budgeted cost					<input type="checkbox"/> £8000

5. Review of expenditure

Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress and attainment in Maths is in line with national figures in each year group and at end of KS2.	<p>Introduction of Numicon resources and planning materials to provide concrete and pictorial learning strategies to support pupils' understanding of number and calculation.</p> <p>Use of NCETM resources and change to the delivery of the curriculum to develop a mastery approach.</p> <p>Use of Maths SLE to work alongside the Maths Subject Leader and support teachers to develop maths pedagogy in the classroom.</p>	<p>July 2017 data:</p> <p>Y3: 63% of all pupils reached expected standard. 69% of disadvantaged/ 62% of non-disadvantaged.</p> <p>Y4: 75% of all pupils reached expected standard. 50% of disadvantaged/75% of non-disadvantaged.</p> <p>Y5: 63% of all pupils reached expected standard. 31% of disadvantaged/?? Of non-disadvantaged.</p> <p>Y6: 61% of all pupils reached expected standard. 47% of disadvantaged/ 67% of non-disadvantaged.</p> <p>(National expected standard at end of Y6 2017- 75%)</p> <p>Y6 2016: 32% of all pupils met expected standard.14% of disadvantaged pupils.</p> <p>Disadvantaged school to non-disadvantaged national difference 2016-61%. Non- disadvantaged school to non-disadvantaged national difference 2016- 37%.</p> <p>Disadvantaged school to non-disadvantaged national difference 2017- 33%. Non-disadvantaged school to non-disadvantaged national difference 2017-11%.</p>	<p>Data July 2017 shows that the changes made to the delivery of the maths curriculum had a significant impact on the attainment of all groups compared to data from July 2016.</p> <p>Numicon- this approach will be continued but with further staff development to look in detail at the use of the Numicon planning tools alongside practical apparatus.</p> <p>There was not enough practical apparatus to use during whole class teaching sequences. Resources have now been re-organised across school making them more accessible to teachers and pupils. Further resources are to be purchased to ensure that there are enough for all year groups to use successfully.</p> <p>Following support from a local Numicon school a HLTA has now received national training to deliver the Numicon Intervention Programme. This will begin in Sept 17 with pupils from Y4 and then Y3.</p> <p>Further support from a local Maths SLE will be brokered 2017-2018 to embed the use of practical apparatus and further develop work from the Maths Hub with CG our Maths leader.</p> <p>PP Plans will be in place from Oct 17 with specific targets to be achieved. These will be communicated to parents and actions for support from them included.</p>	£4000

<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 & Grammar. Use of English SLE to work alongside English Subject Leader & support individual teachers.</p>	<p>July 2017 writing data:</p> <p>Y3: 73% of all pupils reached expected standard. 85% of disadvantaged/ 70% of non-disadvantaged.</p> <p>Y4: 69% of all pupils reached expected standard. 63% of disadvantaged/70% of non-disadvantaged.</p> <p>Y5: 65% of all pupils reached expected standard. 31% of disadvantaged/ 52% of non-disadvantaged.</p> <p>Y6: 75% of all pupils reached expected standard. 67% of disadvantaged/ 75% of non-disadvantaged.</p> <p>(National expected standard at end of Y6 2017- 76%)</p> <p>Y6 2016: % of all pupils met expected standard.% of disadvantaged pupils.</p> <p>Disadvantaged school to non-disadvantaged national difference 2016-50%. Non- disadvantaged school to non-disadvantaged national difference 2016- 22%.</p> <p>Disadvantaged school to non-disadvantaged national difference 2017- 21%. Non-disadvantaged school to non-disadvantaged national difference 2017- 0%.</p>	<p>Effective assessment was the key to ensuring this success criteria was achieved. Close work alongside a local SLE was particularly supportive. Moderation meetings regularly throughout the year ensured staff were focused and clear and the writing expectations for different points throughout KS2.</p> <p>Use of the end of KS2 checklist for writing ensured Y6 pupils were self-assessing their writing against this and were fully aware of what needed to be included. This is also supported independent working and responsibility as learners.</p> <p>The rewriting of the English curriculum had a significant impact on what was being taught and when. The teaching of SPAG skills is now closely matched to the correct text types at the right points in the year.</p> <p>Phonics training had limited impact but has now been followed with Talk for Writing training for all staff from the same provider which is already beginning to impact on practice in the classrooms.</p> <p>The use of No Nonsense Spelling and Grammar has not been fully consistent so this will continue to be a priority for 2017-2018 but lesson observations and book scrutiny show that pupils understanding of grammar and punctuation terminology is sound in all year groups. The focus remains on the embedding of these skills in independent writing.</p>	<p>£3000</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Lower attaining pupils make accelerated progress in Maths from KS1/ Y3 Baseline results.</p>	<p>Use of Breaking Barriers Numicon programme. Use of Numicon Intervention Programme (2017).</p>	<p>6 Year 5 pupils targeted: 4 pupils made 5 steps progress over 6 months. 2 pupils made 3 steps progress over 6 months. (expected 2 steps).</p> <p>6 Year 6 pupils targeted: 3 pupils made 5 steps progress over 6 months. 1 made 4 steps progress and 2 made 3 steps progress. (expected 2 steps)</p>	<p>Breaking Barriers materials were not well matched to the needs of the pupils we wanted to target. National training with OUP was needed to deliver NIP (scheduled for June 2017).</p> <p>Our own materials were developed using the Numicon teaching files and other reasoning materials and then tailored to meet the individual needs of the pupils.</p> <p>Staffing and timetabling arrangements ensured that the groups always took place and were not disrupted.</p> <p>Plans for 2017-2018 have changed so that 1 HLTA will deliver the NIP to targeted pupils in Y3 and Y4 following the materials as suggested. The intervention will be reviewed every 10 weeks.</p> <p>Breaking Barriers materials were used in the schools SEND provision- Treetops with positive effect. Plans for 2017-2018 to continue with this.</p>	<p>£18000</p>
<p>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).</p>	<p>Use of RWI Fresh Start programme. Use of IDL online reading programme.</p>	<p>23 pupils were targeted for intervention. 19 made more than 9 months progress with their reading age over the 9 months between Sept 16 and June 17. 14 of these pupils made 18 months + progress over the same period.</p> <p>Number of pupils with reading age below chronological age in June 17:</p> <p>Year 3- 17 pupils (8 SEND)</p> <p>Year 4- 14 pupils (7 SEND)</p> <p>Year 5- 5 pupils (4 SEND)</p> <p>Year 6- 5 pupils (4 SEND)</p>	<p>This approach will continue during 2017-2018. Fresh Start and IDL will be used with pupils where appropriate.</p> <p>Project X books will also be used to supplement the Fresh Start programme and focus more on comprehension skills and reading for enjoyment.</p> <p>SG to take responsibility for overseeing the management of the reading books and to identify children not reading at home. This information then to be shared with teachers. SG to support when identified support needed.</p> <p>The data shows that by the time pupils reach the end of Year 5 almost all have a reading age in line with their chronological age.</p> <p>Project X comprehension materials will be used to further improve comprehension skills from Jan 2018.</p>	<p>£15000</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All pupils are motivated to learn and see themselves as learners.</p>	<p>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.</p>	<p>Lesson observations and book scrutiny evidence show that engagement in lessons and learning is good. there is little off task behaviour, work avoidance or low level disruption.</p> <p>Evidence from IRIS observations show that there is sometimes a dependent attitude to learning. Some pupils waiting for support or disengaging if not supported.</p> <p>Pupil interviews of disadvantaged pupils show they are proud of their work and enjoy being part of smaller intervention groups. They can reflect on their learning and see how they are making progress.</p> <p>Ofsted monitoring visit report June 2017 stated:</p> <p><i>'Pupils show very positive attitudes to learning. They are eager to learn and tackle challenges in their work with determination and enthusiasm.'</i></p>	<p>IRIS software was not used regularly throughout 2016-2017. The impact of this on classroom practice is therefore judged to be limited and not cost effective. Support for staff through a structured coaching programme was limited due to time constraints.</p> <p>Regular book scrutiny and pupil interviews has had a positive effect on learning. Feedback and discussion with staff has led to changes in curriculum delivery, groupings and classroom management.</p> <p>Regular links in assemblies to learning and character strengths have embedded a growth mindset approach across the whole school. Pupils can talk about this effectively. This 'drip feed' approach will continue during 2017-2018.</p> <p>Links with other schools through S2SS work established a link with Pennine Way Primary School in Carlisle. A conferencing approach is used during afternoon sessions to provide immediate feedback to pupils and also encourage independent learning in the classroom. This will be implemented from September 2017.</p> <p>Learning Mentor and STA support has helped individual pupils struggling to cope with complex life issues. Specific cases in Y6 meant a lot of staff time was directed to support these pupils. This reduced impact elsewhere.</p> <p>Family Jigsaw programme has enabled the school's Learning Mentor to establish positive links with vulnerable pupils entering Y3 and their families. Positive attitudes to school, learning and attendance have already been witnessed. This link will continue in 2017-2018 and will be rolled out to other vulnerable families.</p>	<p>£15000</p>

<p>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.</p>	<p>Use of Principal Learning Mentor time to strengthen home links and improve attendance.</p>	<p>School attendance for 206-2017 was 96.5%</p> <p>Attendance is now high profile issue school. All pupils are aware that attendance is important. There has been resistance from some families towards the stance the school has taken but this is now beginning to lessen.</p> <p>Holidays taken during term time is still an issue as families work around shift patterns and holiday process.</p> <p>This target was not met with all disadvantaged pupils.</p> <p>64% of disadvantaged pupils met the school target of 97% or above.</p> <p>76% had attendance at 95% or above.</p> <p>12% of disadvantaged pupils were in the persistent absence category at below 90% (4 pupils)</p>	<p>Close contact and support from Learning Mentor was needed in some cases. This had a positive impact in terms of making attendance at school a high profile issue and ensuring that where there were issues these were dealt with promptly.</p> <p>This support will continue during 2017-2018 and attendance plans will be in place for those families where attendance is an ongoing issue.</p> <p>The continued focus on good attendance will carry on with weekly attendance celebrations and termly prizes and certificates.</p> <p>Pupil Premium Plans for 2017-2018 will contain attendance targets where necessary. There will be closer communication on percentages causing concern between teachers and learning mentor as part of this process.</p>	<p>£7000</p>
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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.