

Pupil premium strategy statement – Aston Lodge Primary 2019/2020

1. Summary information					
School	Aston Lodge Primary				
Academic Year	2019/2020	Total PP budget	£58, 080	Date of most recent PP Review	n/a
Total number of pupils	179	Number of pupils eligible for PP	33	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (combined) KS2 (10 pupils)	30% ARE (3 pupils) 20% GDS (2 pupils)	70% ARE 12% GDS
average progress reading (KS2)	-7.24	0.31
average progress writing (KS2)	-0.92	0.24
average progress maths (KS2)	-4.93	0.31

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.	Limited language skills/vocabulary knowledge
B.	Low level literacy and maths
C.	Experiences - Many of our disadvantaged students do not benefit from the same opportunities of experiencing culture and the wider world like their peers in more affluent areas. As a result, the expectations and aspirations that they hold for themselves and their future education / career are not always as fully realised.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance
E.	Family aspirations

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve outcomes in reading, writing and maths for all PP pupils at the end of KS1.	<ul style="list-style-type: none"> The gap between the attainment of PP and non PP pupils will be diminished, with all PP pupils making <i>at least</i> expected progress. There will be an increase in the percentage of PP pupils achieving ARE at the end of KS1.

B.	To improve outcomes in reading, writing and maths for all PP pupils at the end of KS2.	<ul style="list-style-type: none"> ● The gap between the attainment of PP and non PP pupils will be diminished, with all PP pupils making <i>at least</i> expected progress. ● There will be an increase in the percentage of PP pupils achieving ARE at the end of KS2.
C.	To offer opportunities for PP pupils to access experiences in school which would not be possible otherwise. (Residential visits, educational visits, music lessons, after school clubs etc)	<ul style="list-style-type: none"> ● All PP pupils will access residential trips and educational visits. ● All PP pupils will have the opportunity to access a club/lesson to promote wider outcomes.
D.	To improve the attendance and punctuality rates for PP pupils, particularly PP boys.	<ul style="list-style-type: none"> ● Attendance rates for PP pupils will increase towards the target of 96%, diminishing the difference in rates for PP pupils and non PP pupils. ● The number of PP pupils persistently absent will reduce.
E.	To improve parental engagement and aspirations among our most disadvantaged families.	<ul style="list-style-type: none"> ● Increase in the percentage of PP families attending Parents Evening. ● Improve parents' understanding of the key skills their children need to achieve success in core subject areas through parent workshops. ● Involve parents in home learning opportunities by providing access to online and paper based activities/programmes. (TTRS/Key Stage study guides) ● Increase in high quality content on the school website which is directly aimed at parents and how they can support their child's learning at home and evidence that it is being used more widely by parents. ● Attendance of PP families at family learning events.

5. Planned expenditure

Academic year 2019/2020

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?
To improve levels of attainment in reading at the end of KS1 and KS2.	Read Write Inc	According to EEF, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that interventions and structured approaches to phonics/reading within the early years can have an impact of 5+months progress.	2 full days training for all staff. Linked consultant from Ruth Miskin to support all staff involved. "Refresher" staff development opportunities with access to online materials. Planning and resources to be provided as part of scheme to ensure consistency with high quality, appropriate resources at the correct level. Moderation of assessments across staff. RWI Lead to observe and support all staff teaching.	Sara Roberts	
To diminish the difference in levels of attainment between PP and Non PP pupils at the end of KS1 and KS2.	Targeted intervention in class/same day teaching, Forensic analysis of data collections, including flightpaths of children between key assessment points, to inform provision mapping and deployment of support staff	According to EEF, small group, targeted support can have an impact of 4/5+ months. It is also important to understand that the incorrect deployment of support staff/TAs can reduce this impact to 1+month. Therefore, careful planning and analysis of data needs to be considered.			
Total budgeted cost					£40, 000

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
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					implementation?
To improve the leadership and management of PP strategy.	A member of SLT to have overall responsibility PP strategy at Aston Lodge and ensure there is ongoing forensic tracking of how the PP funding is deployed and the impact. They will liaise with the wider staff team and attend CPD opportunities in order to disseminate current information to all.	There is obviously the expectation that all staff are responsible and accountable for the progress and outcomes of all pupils. However, due to the strategic visions required to oversee the implementation, tracking and impact of PP spending there is the need to be a designated member of staff to lead.	A link governor, along with the whole governing body will scrutinise the PP spending strategy. The designated lead will attend further CPD opportunities linked to PP. The lead will liaise with Andy Jessop (WPT) to ensure validation of work within school and create network opportunities within WPT.	Jenny Palmer/ Sarah Cronin	3565
To ensure that all disadvantaged pupils have access to a healthy breakfast every day., removing the hunger barrier towards learning.	Free places for breakfast club offered to disadvantaged pupils.(equivalent to 8 full time places)	Family Action have worked alongside the DFE after finding that the attainment and emotional wellbeing of children can be significantly impacted if they do not have breakfast.			3900
To provide wider opportunities and experiences for disadvantaged pupils, including educational visits and after school clubs to promote healthy lifestyle and wellbeing.	Funded places for after school sports clubs (equivalent of 8 full time places)				3500
Total budgeted cost					10, 965
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?
To improve the attendance of PP students and reduce the % of PP students with persistent absence.	Member of SLT to lead on attendance with support of attendance/admin worker for day to day routines. Awards for children achieving 96% each	Recognition of improved attendance and understanding that 100% may not always be achievable helps to create relationships with families. Children have more frequent opportunities to be rewarded meaning that their desire to stay motivated is increased.	Consistent systems and procedures to be set up and shared with all staff and parents. Attendance meetings within school and with WPT. Weekly focus of attendance in whole school assembly.	Jenny Palmer/ Sarah Cronin	Weekly, monthly, half termly, termly and annual data analysis. 13000

	<p>half term, along with 100% awards and recognition.</p> <p>Secure systems and procedures in places to ensure consistency with high expectations.</p> <p>Raised profile of attendance across the school.</p>		<p>Publicity re: awards (pizza night, movie night etc)</p> <p>Forensic analysis of attendance data</p>		
For children to be entering KS1 with increased levels of language,	SALT to support and train staff within EYFS to provide more opportunities to improve the levels of language and communication.				2000
To provide children access to good quality and up to date technology to enable further opportunities to engage in learning. (chromebooks)					2000
To improve parental engagement and aspirations among our most disadvantaged families.	<p>Staff to concentrate on building relationships with "hard to engage" families. This can be done through face to face contact, telephone calls or use of Class Dojo</p> <p>Promote attendance at parents evening.</p> <p>Invite parents to family events – workshops, family learning opportunities etc.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. EEF shows that by providing regular feedback to parents and opening a line of communication, there can be an impact of 2+months.</p>	<p>Monitor attendance of PP parents at parent's evening and school events,</p> <p>Parent voice opportunities for PP families and non PP</p>	Jenny Palmer/ Sarah Cronin	500
Young Voices					1300
Total budgeted cost					18, 800

6. Review of expenditure				
Previous Academic Year				
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
To increase the rates of progress for all pupils throughout school in core subjects through effective TA provision and intervention.	TA provision in all classes with capacity to run interventions for children identified as vulnerable learners.	Children did not make increased rates of progress nor did they reach ARE.	Identified need for targeted intervention in class/same day teaching through forensic analysis of data collections. Deployment of TA's to be discussed as part of pupil progress meetings. CPD for TA's to include specific interventions and generic teaching and learning principles.	£50,000
To increase the numbers of children achieving ARE at end of key stage assessments.	Purchase of study guides for Y2 and Y6.	Children did not make increased rates of progress nor did they reach ARE at KS2, However, there was turbulent staffing within the year group which prevented the planned consistency,	Due to inconsistent approaches as a result of long term absences, it was felt that this approach was unable to be fairly evaluated and therefore we will repeat the approach again.	£760
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
For all pupils to attend school visits and experiences by removing the barrier of cost.	Subsidised trips/visits for disadvantaged pupils.	All children attended school visits and experiences which were linked to their learning in school.	Approach to be continued to ensure all children have access to educational experiences.	£1500
To increase the rates of progress for disadvantaged pupils in writing.	Additional support from additional Y6 teacher for writing.	The progress rates for writing were more positive than the other core subjects due to targeted small group sessions.	Positive impact on this specific group of children. Approaches to be followed by school staff and linked to interventions and target groups identified in forensic data analysis.	19 hours @ £35 £665
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
For children to be entering KS1 with increased levels of language,	SALT to support and train staff within EYFS to provide more opportunities to improve the levels of I & C.	61% achieved GLD for language and communication with 6% exceeding GLD. 1 of the disadvantaged pupils within EYFS was identified for further work with SALT.	The training and support offered to staff have enabled an environment to be created that offers rich language opportunities. Support staff have also benefited from training in delivering specific SALT programmes for individual children across school.	£2,000

7. Additional detail

Due to the impact of COVID-19 it is difficult to analysis the true impact of the PP allocation. The expected impact has been greatly affected due to the lost learning time and opportunity to implement and evaluate the above strategies throughout a normal academic year.