

# Pupil Premium Strategy Statement for Astley Primary School

1. Summary information					
School	Astley Primary School				
Academic Year	2020-2021	Total PP budget	£46,800	Date of most recent PP Review	October 2020
Total number of pupils	211	Number of pupils eligible for PP	41	Date for next internal review of this strategy	September 2021

2. Current attainment (based on 2018-2019 results) <u>NO DATA FOR 2019-20 DUE TO NO STATATORY TESTS.</u>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national)</i>
% achieving in reading, writing and maths	43% (KS1) 40% (KS2)	50% KS1 51% KS2
% making expected standard+ in reading	33% (KS1) 40%(KS2)	64% KS2
% making expected standard+ in writing	33% (KS1) 40% (KS2)	67% KS2
% making expected standard+ in maths	50% (KS1) 40% (KS2)	64% KS2

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.	Children have missed time being in school due to Government Guidance to close schools (March 2020)
B.	29% of children identified as Pupil Premium making below expected progress in maths over the previous year compared with 17% of Non-Pupil Premium. (PA Oct 2019)
C.	29% of children identified as Pupil Premium making below expected progress in reading over the previous year compared with 15% of Non-Pupil Premium. (PA Oct 2019)
D.	47% of children identified as Pupil Premium making below expected progress in writing over the previous year compared with 21% of Non-Pupil Premium. (PA Oct 2019)
E.	Value added progress for Pupil Premium children at the end of KS2 are as follows: reading -2.51, writing -2.13 and maths -1.45 (PA November 2019)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Parental engagement can be low for some of our PP children with some families finding financial barriers an additional difficulty when accessing school opportunities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress for PP children who have missed time in school due to COVID 19 Lockdown.	Increased % of PP children who missed being in school due to COVID 19 Lockdown making expected or exceeding progress in reading, writing and maths.
<b>B.</b>	PP Children make at least expected progress in maths from Sept 2020 – July 2021.	Increased % of PP children making expected or exceeding progress in maths.
<b>C.</b>	PP Children make at least expected progress in reading from Sept 2020 – July 2021.	Increased % of PP children making expected or exceeding progress in reading.
<b>D.</b>	PP Children make at least expected progress in writing from Sept 2020 – July 2021.	Increased % of PP children making expected or exceeding progress in writing.
<b>E.</b>	PP children make at least expected progress from the end of KS1 to the end of KS2.	Improved value added progress from end of KS1 to end of KS2
<b>F.</b>	Parents feel more engaged in their child's education and children can participate in educational opportunities without financial barriers.	Increased % of parents engaging in school life and their child's education.

5. Planned expenditure					
Academic year	2020-2021				
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	Evaluation
A, C, D All Teachers/Teaching Assistants will have an up to date knowledge of teaching phonics throughout the school. All reading teachers will have the confidence to deliver good/outstanding English lessons.	Purchase of online Read Write Inc phonic resource.	The EEF Toolkit suggests that phonic approaches have been found to be effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress and limited cost.	Training for specific members of staff. Monitoring through learning walks, observations and book scrutiny. Pupil Progress conversations about different vulnerable groups and their progress.	JG/SLT	Staff have been able to see Speed Sound lessons modelled by FS teacher and KS1 lead. More planned for 2021-22.  84% of Year 2 (100% PP) children achieved the phonic screening that they missed during Year 1 due to the Government Lockdown.
A,B,D, E All Teachers and Teaching Assistants confident in delivering Teach Active.	Subscription to Teach Active website and resources	Being active helps children to retain and develop skills in Maths and English.	Training for specific members of staff. Monitoring through learning walks, observations and book scrutiny. Pupil Progress conversations about different vulnerable groups and their progress.	FA	Monitoring from Maths Lead and SLT showed that Teachers and Teaching Assistants have an up-to-date knowledge of Teach Active maths and children are accessing resources in lessons.  2020/21 TA assessment 89% of children have made expected or exceeding progress in maths. 2019/20 Spring data: 60.6% of children

					<p>have made expected progress in maths.  2018/19 end of year: 65.6%  2017/18 End of year: 37%</p>
A, B, C, D, E, F Parents invited to participate in Curriculum Focus days.	Resources for Curriculum Focus days.	The Sutton Trust/EEF Toolkit suggests that increasing parental involvement in primary schools has on average 2-3 months positive impact.	Parent questionnaires.	SLT	Parent evaluations available on request.
A, C, D, F Inspirational creative writing day to improve the children's literacy skills. (World Book Day)	Invite an author into to school to inspire children with their writing skills.	Previous experience has shown whole school mysteries/visitors coming into school develop excitement and a love of writing.	Literacy co-ordinator to arrange a whole school approach to writing Pupil, parent and staff perceptions.	AS	<p>Parental and pupil questionnaires are available on request.</p> <p>2020/21 84% have made at least expected progress in writing.  2019/21 Spring data: 81.8% of children have made expected progress in writing.  2018/19 end of year: 46.9%  2017/18 End of year: 29.6%</p>

A, C, D, E Increased children's attitudes towards reading for enjoyment.	To develop a whole school reading challenge with specific prizes for the number of extra books read in their own time.	Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.	Literacy coordinator to organise and monitor the reading and prizes awarded.	AS/SLT	2020/21 95% have made at least expected progress. 2019/20 Spring data: 72.7% of children have made expected progress in reading. 2018/19 end of year: 62.5% 2017/18 End of year: 33.3%
<b>Total budgeted cost</b>					<b>£4,500</b>
<b>ii. Targeted support</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>Evaluation</b>
A, C Identified pupils take part in 1:1 interventions to develop their skills in RWI	Learning support – 1:1 RWInc phonics	The Sutton Trust/EEF Toolkit states that 1:1 tuition can enable learners to catch-up with their peers. The Tool kit suggests that this is most useful when the input comes from the Teacher, but our TAs have been trained in the RWInc programme to the same level as our Teachers. Our Class Teachers also provide intervention to identified groups in their class. RWInc phonics 1:1 is used nationally.	Staff training and regular monitoring through TA meetings. Pupil Progress meetings to monitor how children receiving intervention are doing. Observations of 1:1 sessions. Data analysis	AS/MB	84% of Year 2 children (100% PP) achieved the phonic screening that they missed during Year 1 due to the Government Lockdown.

A, B, C, D, E Identified vulnerable pupils' confidence, attitudes and social skills will be enhanced to enable them to be in a position to maximise learning.	ACE Pastoral Support Team Breakfast Nuture/Socially Speaking/Mentoring	Other schools have had success with Nurture groups. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Clear identification and tracking of pupils in these groups (Boxall profiles.) Pupils discharged from the groups when appropriate. Staff training and regular monitoring. Pupil Progress meetings to monitor how children receiving intervention are doing. Data analysis	CR/CS/JC	75% of pupils agreed or strongly agreed that the support from the PST has helped them with their learning.
<b>Total budgeted cost</b>					<b>£27,820</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>Evaluation</b>
A, E All Teachers are able to accurately track the progress and attainment of pupils leading to early identification of particular areas of need and intervention.	Pupil Asset	Accurate tracking of children will ensure that progress and attainment can be accurately tracked. Intervention can be implemented promptly.	Pupil Asset Training for staff and regular CDP.	JG/SLT	See Reading, Writing and Maths data above.  See Pupil Progress notes and data.
E, F Subsidiary support available so that PP children can access a wide range of educational experiences and parents feel that their child is able to fully engage in school life without worrying about finances.	Subsidiary support	All children no matter what their background can access the curriculum and any learning opportunities offered.	Any subsidiary support authorised by the Head Teacher. Parents made aware of this support during trip information evenings.	JG	All children had access to trips and extra-curricular activities.
A, B, C, D, E, F Use of ICT to support learning, particularly	iPad apps, Times Tables Rockstars and Spelling Shed (available for	The Sutton Trust/EEF Toolkit suggests that this is associated with moderate learning gains and should be used to	Monitoring effective use of ICT through observations. Use of ICT is driven by the learning goal instead of the technology used.	LLR	All children have access to up-to-date software to

reading, writing and maths.	parents to use with children at home).	supplement teaching rather than replace it. The use of Seesaw/Tapestry will encourage parents to engage with their child's education and be aware of learning taking place at school.			support the curriculum.
<b>F</b> Pupils in year 3 and 4 given the opportunity to learn a musical instrument (the drums and the guitar respectively.)	Music tuition	Children are given the opportunity to learn a musical instrument which involves commitment and the involvement of parents in their child's learning.	Monitoring effective teaching of drums in year 3 and guitar for year 4	JG/SLT/AD	All children in year 4 given the opportunity to play the guitar and all children in year 3 given the opportunity to learn to play the drums when allowed by Government restrictions.
Miscellaneous					
<b>Total budgeted cost</b>					<b>£14,480</b>