

Pupil premium strategy statement

1. Summary information					
School	Aspley Guise Lower School				
Academic Year	2019-2020	Total PP budget	£7920	Date of most recent PP Review	July 2019
Total number of pupils	133	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils at the end of Year 4</i>
% working at expected standard or better in reading, writing and maths	0%	88%
% working at expected standard or better in reading	20%	91%
% working at expected standard or better in writing	0%	88%
% working at expected standard or better in mathematics	60%	88%

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.	Ability to read
B.	Gaps in phonic skills
C.	Gaps in mathematical knowledge
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Each of our children/families have their own stories. For some of our pupils, barriers are connected to the parents own skills. Eg. One of our parents suffers with dyslexia, putting a barrier in the way of family support for the development of literacy skills. Another parent is suffering with significant medical challenges that are having an impact on their ability to support the learning of their child. There is also the issue of poverty and ensuring access to school trips/events.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children will read at age appropriate level	Regular reading interventions by class teacher, support staff and the headteacher
B.	All children will work at the expected standard in mathematics	Gaps in mathematical knowledge will have been addressed
C.	All children will participate in the full life of the school	Funds to be set aside to ensure all the children can take part in all additional, extra-curricular activities, including learning to play an instrument if desired.

5. Planned expenditure					
Academic year					
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?
Levels of expectation are raised even further	Work supporting staff on quality of questioning and challenge activities	Adoption of Blooms Taxonomy in the classroom- differentiation questioning and differentiated activities to raise expectations. Although there is little statistical evidence, there is much anecdotal evidence of the power of questioning.	Several training sessions throughout the year and focus of lesson observations	Head teacher	July 2020
Children are equipped to be resilient and have a Growth Mindset approach to their learning	Work on developing Growth Mindset in pupils	Much evidence in EFF toolkit to show the importance of metacognitive skills on learning	Several training sessions and resources purchased to support staff in implement. Staff to report on GMS at the end of the academic year.	Head teacher	July 2020
Staff have greater confidence in assessment judgements to ensure accurate targets for improvement	Investment in Comparative Judgement/ No More Marking as a mechanism of providing moderation for judgements	Comparative Judgement has been found to have a high level of validity in assessment pupil performance. This will enable us to have an additional tier of security in judgements in writing to ensure teachers know next steps in pupil learning.	Several training sessions and participation in the project over the year.	Head teacher and English Co-ordinator	July 2020
Total budgeted cost					£1000
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 implementation?
Raised levels of reading	Daily reading/phonic support	Regular short interventions to help raise confidence and skills with phonics and reading. Currently, none of our PPG children are working at age related attainment.	All staff aware of importance of focus for vulnerable pupils. All staff, including the head teacher ensure the child reads with another adult every day.	Head teacher	Each term via pupil progress meetings

Raised levels of attainment in mathematics	Weekly support	Regular short interventions to help raise confidence and skills.	Head teacher to liaise with class teacher weekly to support	Head teacher	Each term via pupil progress meetings
Total budgeted cost					£6000
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?
Parent support for dyslexia	Liaison with British Dyslexia Society	Empowering the parent to feel successful with have a positive impact on the pupils	Head teacher to oversee liaison with BDS and implement any	Head teacher	December 2019
Payment for pupils to enable them to fully take part in events	Payment for extra-curricular events, including residential visit	Feeling a part of the school is very important to well-being and acceptance-being a part of the school family.	All children will have participated in all costed events.	Head teacher	July 2020
Children learn to play a musical instrument	All children to be offered the opportunity to learn to play a musical instrument	Although there is not much statistical/ "hard" evidence, there is much soft data on the social/emotional impact on learning to play an instrument.	Music leader to ensure all PPG children are encouraged to learn to play an instrument/encouraged to join the school band.	Music Co-ordinator	July 2020
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year		2018-19		
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
High uptake of learning musical instruments by PPG		Uptake of learning musical instruments by PPG was very low	Higher levels of promotion of availability for pupils- what would the children like to do?	£200
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
Raised levels of performance for PPG pupils	Individual 1-2-1 sessions with "pupil premium champion"	None of the PPG children supported last year made expected standards	The sessions were valued by the children as they felt "special". However, longer interventions each week without being linked to what was happening in the classroom resulted in less than hoped for progress.	£6700
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
Children take part in the full life of the school	Payment for participation in fee based activities	This has a significant impact on the well-being of the children and their families, knowing that funding will not be a barrier to full participation.	The school's mission is that we "Grow Together". This funding enables this to happen.	£700
Emotional support	1-2-1 sessions to develop emotional well being	The emotional support lead feels that the children are more emotionally secure and resilient	Although there will be a need for targeted emotional support, it is not required for our current co-hort of children. The children will receive a universal offer through the work on Growth Mindset.	£730

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Having read the work of Daniel Sobel, "Narrowing the Attainment Gap" we have tried to be far more "bespoke" in the preparation of this strategy. This has involved individual meetings with the teachers, teaching support, the children and the parents. This has been to ascertain barriers to learning and how the children can be individually supported to enable them to flourish.</p>