

Pupil premium strategy statement

1. Summary information					
School	Aspley Guise Lower School				
Academic Year	2020-2021	Total PP budget	£ 6725	Date of most recent PP Review	September 2020
Total number of pupils	134	Number of pupils eligible for PP	5 (April 2020) (2 as of September 2020)	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school 2019)</i>	<i>All pupils at the end of Year 4 (2019) (There was no official data collection at the end of 2020 due to COVID pandemic)</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. In each case, where possible, action plans are tailored to the needs of the child and family.
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. Children will have access to personalised learning software to support gap filling.

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 2021
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. Interim reports include	Head teacher	July 2021
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 and purchasing of new assessment package to ensure formative assessment is used.	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. Formative assessment strategies have high impact on teacher understanding of pupil attainment.	Several training sessions and participation in the project over the year.	Head teacher	July 2021

Personalised learning systems will be used to enable bespoke learning/ targeted on specific learning goals.	The school has purchased both IXL and Doodle Maths. Parents have been given the passwords. Children have opportunities to use this in school and are encouraged to use the systems at home for home learning.	Evidence suggests that, in conjunction with quality first teaching, this has positive impact on pupil learning.	All children have their own passwords. The software is used regularly in class. The use of the software is promoted using school communication.	Headteacher	July 2021
Total budgeted cost					£2500
ii. Targeted support (these approaches are partly supplemented through our “Covid Catchup” Funding					
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/phonics support.	Regular short interventions to help raise confidence and skills with phonics and reading. Prior to the pandemic, 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					£2225
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	October 2020
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 2021

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 2021
Total budgeted cost					£2000

6. Review of expenditure				
Previous Academic Year		2019-20		
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
Better formative and summative assessment	Purchasing of new assessment package	The assessment package was purchased during the pandemic.	We will need to see the impact of this over time.	£2000
Better training for staff	CPD for staff on metacognition/ QFT	This was showing signs of having an impact but was hampered by the pandemic	Continue for this academic year.	
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, particularly reading	Individual 1-2-1 sessions with "	This was highly impacted by the pandemic. PPG children struggled to access online sessions that were offered.	Hopefully, we will have a clear year in which further develop reading.	£3000
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

High uptake of learning musical instruments by PPG		Uptake of learning musical instruments by PPG was low but improving.	Higher levels of promotion of availability for pupils- what would the children like to do? (Restricted under COVID)	£500
--	--	--	---	------

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

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.

The funding allocated is a best guess estimate and may be subject to change depending on operational needs and constraints. In addition, considerable teacher time is devoted to meeting these objectives - we have not attempted to cost that here.