

**Ashley Junior School**  
**Pupil Premium Review: September 2021**

<b>Number of Pupils eligible for PP (2021/22)</b>	<b>71 (29%)</b>
<b>Total PP Budget (2021/22)</b>	<b>£95,495</b>

<b>SATs assessments were not completed in 2021 because of the Covid 19 pandemic. Children at AJS sat the 2019 SATs papers and writing was teacher assessed.</b>			
<b>% attaining ARE+</b>	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>	
	<b>School (excluding Resourced Provision) (17 pupils)</b>	<b>School (40)</b>	<b>Local Authority non PP (2019)</b>
<b>G.P.S.</b>	<b>83%</b>	<b>90%</b>	
<b>Reading</b>	<b>88%</b>	<b>90%</b>	<b>78%</b>
<b>Writing</b>	<b>71%</b>	<b>85%</b>	<b>84%</b>
<b>Maths</b>	<b>82%</b>	<b>85%</b>	<b>83%</b>

<b>Barriers to future attainment for pupils eligible for PP</b>	
<b>A</b>	Resilience and aspirational thinking
<b>B</b>	Speech and language
<b>C</b>	Poor attendance – significant number of Persistent Absentees are PP
<b>D</b>	Specific difficulties identified in EHCP/PLP
<b>E</b>	Home support

<b>Planned Expenditure</b>				
<b>Quality First Teaching</b>				
<b>Chosen Action/Approach</b>	<b>Evidence/Rationale</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Cost</b>
Provide training on 'Learning Powers' and 'Growth Mindset' for all staff	<ul style="list-style-type: none"> <li>Sutton Trust research shows metacognition is low cost/high impact</li> </ul>	<b>SLT</b>	<ul style="list-style-type: none"> <li><i>SLT</i></li> <li><i>Governors</i></li> <li><i>External agencies</i></li> <li><i>Observation</i></li> <li><i>Quality of T &amp; L</i></li> <li><i>Work scrutiny</i></li> <li><i>Learning walks</i></li> </ul>	<b>£850</b>
Training on Assessment/Feedback – monitoring and review	<ul style="list-style-type: none"> <li>Sutton Trust research indicates low cost/high impact</li> </ul>	<b>SLT</b>		<b>£1,212</b>
Learning Support Assistant training: <ul style="list-style-type: none"> <li>Update meetings</li> <li>Bespoke training</li> <li>National College Webinar resource</li> </ul>	<ul style="list-style-type: none"> <li>Developing staff understanding and developing a range of strategies and skills to ensure pupils access the curriculum</li> </ul>	<b>NH</b>		1 hour per LSA 3 weekly <b>£1,248</b>
Maths teaching training and support: <ul style="list-style-type: none"> <li>HIAS Maths Adviser</li> </ul>	<ul style="list-style-type: none"> <li>Developing pedagogy and mathematical and English skills and knowledge.</li> </ul>	<b>LW</b>		3 days @ £650 per day <b>£1,950</b>
English teaching training and support: <ul style="list-style-type: none"> <li>HIAS English Adviser</li> </ul>		<b>HP</b>		
Pupil Progress and Personalised Learning Plan (PLP) meetings termly	<ul style="list-style-type: none"> <li>Tracking pupil progress</li> <li>Identify gaps early and provide appropriate interventions</li> </ul>	<b>NH</b> <b>SJ</b> <b>SLT</b>	<b>£1,100</b>	
Language Link – SLCN diagnostic tool: <ul style="list-style-type: none"> <li>On-Line Resource</li> <li>Training – access to SALT</li> </ul>	<ul style="list-style-type: none"> <li>Identification of pupil strengths and areas for development in SLCN</li> <li>Intervention programme for pupils needing it</li> </ul>	<b>NH</b> <b>SJ</b>	<ul style="list-style-type: none"> <li><i>SLT</i></li> <li><i>Progress meetings</i></li> <li><i>PLP meetings</i></li> </ul>	<b>£1,212</b> 59 pupils x 0.5 hours <b>£320</b>

<ul style="list-style-type: none"> <li>Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Increasing staff awareness and skills</li> </ul>			15 pupils x 20 hours
<b>Total cost = £7,892</b>				
<b>Targeted Support</b>				
<b>SEMH Provisions</b>				
ELSA/FEIPS – pastoral support	<ul style="list-style-type: none"> <li>Emotional stability – readiness to learn</li> </ul>	LB/SC/FF	<ul style="list-style-type: none"> <li>Pupil progress against targets</li> </ul>	<b>£8096</b>
Nurture group	<ul style="list-style-type: none"> <li>Emotional development</li> <li>Readiness to learn</li> </ul>	SJ/GW		<b>£13760</b>
Mental Health Lead/Home School Link Worker	<ul style="list-style-type: none"> <li>Develop resilience</li> <li>Develop positive relationships with parents</li> <li>Link to external agencies</li> <li>Monitor attendance</li> </ul>	SC	<ul style="list-style-type: none"> <li>SLT</li> <li>Governors</li> <li>Attendance analysis</li> </ul>	<b>£26119</b>
The Ashley Family Hub	<ul style="list-style-type: none"> <li>Support for parents</li> </ul>	SC		<b>£2,020</b>
Trick Box facilitator training and delivery	<ul style="list-style-type: none"> <li>Consistent approaches to support well-being</li> <li>Home/School link</li> </ul>	CP SC VR SH	<ul style="list-style-type: none"> <li>SLT</li> <li>Governors</li> </ul>	<b>£3,000</b>
Enrichment: <ul style="list-style-type: none"> <li>Sport</li> <li>Music</li> <li>Lead Learners/Mentors</li> <li>Visits</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment opportunities</li> <li>Sutton Trust – participation in sport provides reasonable impact</li> <li>Sutton Trust – Peer mentoring/support provides high impact</li> <li>Raise aspirations</li> <li>Adopt healthier lifestyles</li> </ul>	SLT GH	<ul style="list-style-type: none"> <li>SLT</li> <li>Governors</li> <li>Data analysis</li> </ul>	<b>£2,000</b> (Visits, Music, Sports clubs)
<b>Total cost = £54,995</b>				

<b>Literacy &amp; Numeracy Structured Interventions</b>				
National Tutoring Programme	<ul style="list-style-type: none"> <li>Targeted interventions to support both literacy and numeracy</li> </ul>	IR	<ul style="list-style-type: none"> <li>SLT</li> <li>Governors</li> <li>Subject Leads</li> </ul>	12 groups of 10 for 10 weeks @ £170 per course <b>£2,040</b>
Lexia Reading Programme	<ul style="list-style-type: none"> <li>Regular reading practice to raise standards in reading</li> <li>Structured programmes developing phonics, vocabulary and comprehension skills</li> <li>Links to home learning</li> </ul>	NH/HP	<ul style="list-style-type: none"> <li>NH(SENCO)</li> <li>SLT</li> <li>Observation</li> <li>Data analysis</li> </ul>	<b>£1879</b>
Reading Plus Reading Programme				<b>£1439</b>
Catch Up				<b>£3,778</b>
NESSY (Spelling and reading programme)	<ul style="list-style-type: none"> <li>Multi-sensory approach to reading and spelling</li> </ul>	SJ		<b>£343</b>
<b>Total cost = £9,479</b>				
<b>Other Approaches</b>				
National Academic Mentor	<ul style="list-style-type: none"> <li>Early intervention to ensure understanding in mathematics</li> </ul>	IR	<ul style="list-style-type: none"> <li>SLT</li> <li>Teachers</li> </ul>	<b>£6,000</b>
Attendance at Attendance Workshops	<ul style="list-style-type: none"> <li>Research best practice</li> </ul>	SC	<ul style="list-style-type: none"> <li>Governors</li> <li>SLT</li> </ul>	<b>£75</b>
Educational Psychologist drop-ins and additional days	<ul style="list-style-type: none"> <li>More accurate identification of pupil need</li> </ul>	NH	<ul style="list-style-type: none"> <li>Pupil progress against targets</li> </ul>	<b>£2,684</b>

	<ul style="list-style-type: none"> <li>• Joint planning with external agencies</li> <li>• Diagnostic assessments</li> <li>• Developing support strategies for home and school</li> </ul>			
<b>Total Cost = £4,495</b>				
<b>Free School Meals</b>				
£19,519				
<b>Total cost = £21,361</b>				
<b>Overall cost = £96,380</b>				

<b>Evaluation</b>		
<b>Action</b>	<b>Outcomes</b>	<b>Lessons Learned</b>
<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• Standards at end of KS2 were teacher assessed and were good – including the children receiving PP.</li> <li>• The use of Catch-up Funding was having an impact. For some this has not been sustained due to resources running out and the intervention having to cease.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Continue pupil conferencing and analyse feedback.</i></li> <li>• <i>Review 'Learning Powers' to ensure all staff understand their significance.</i></li> <li>• <i>Significant emotional difficulties are hindering progress.</i></li> </ul>
<b>SEMH Provision</b>	<ul style="list-style-type: none"> <li>• Increasing numbers of pupils with SEMH.</li> <li>• Most expensive provision.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Highly effective Home/School Link who has used a range of strategies to</i></li> </ul>

	<p>However:</p> <ul style="list-style-type: none"> <li>• Decreased exclusions.</li> <li>• Improving standards – increasing numbers moving off the SEN register.</li> <li>• Play leaders had an increasingly effective role and led several assemblies to introduce new games.</li> <li>• Ashley Family Hub in conjunction with AIS and Ashley Baptist Church is providing a high quality community service and engages parents of children with pupil premium.</li> </ul>	<p><i>support families, attendance and pupil well-being.</i></p> <ul style="list-style-type: none"> <li>• <i>Nurture provision for Year3 and 4 is successfully supporting pupils' inclusion back into the classroom.</i></li> <li>• <i>ELSA has become a shorter term intervention and linked to PLP targets which are tracked.</i></li> <li>• <i>Attendance data for Pupil premium is a concern and is closely monitored.</i></li> <li>• <i>Structured zones are led by play leaders who effectively support vulnerable pupils to access play</i></li> <li>• <i>Mindfulness activities support a calm atmosphere.</i></li> </ul>
<p><b><i>Literacy &amp; Numeracy Structured Provision</i></b></p>	<ul style="list-style-type: none"> <li>• Reading programmes are generally having high impact and good engagement. Effective use of support materials for interventions with all abilities</li> <li>• National Academic Mentor had positive impact and led effective early interventions</li> <li>• Catch-Up Intervention had very positive impact based on ratio gains after assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A range of approaches to engage parents through the' achievement for all' programme were effective.</i></li> <li>• <i>Visual planners, talk templates and story mapping led to quality extended pieces of writing.</i></li> <li>• <i>There was close liaison between teachers and intervention leads and ELSAs via PLP meetings.</i></li> <li>• <i>Increase range of spelling interventions to suit individual needs and utilise support materials for Lexia.</i></li> </ul>

<p><b><i>Other Approaches</i></b></p>	<ul style="list-style-type: none"> <li>• EP drop in consultations adopted problem solving approaches between staff and parents.</li> <li>• Lead students worked effectively with individual pupils and increased enthusiasm and engagement with those supported.</li> <li>• Teachers led small group mentoring and interventions during some assemblies and during lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Review mentoring sessions and ensure they are regular and recorded. Monitor progress of pupils.</i></li> <li>• <i>Analyse impact of additional small group mentoring and interventions by teachers.</i></li> </ul>
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