

Ardley Hill Academy - Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
School	Ardley Hill Academy				
Academic Year	2020/21	Total PP budget	£49, 765	Date of most recent PP Review	Internal 2019
Total number of pupils	378	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Sep 2021

2. Previous attainment		
KEY STAGE 2	<i>All pupils</i>	<i>Pupil Premium Pupils</i>
% attainment in combined (2018, 2019, 2020*)	30%, 51%, 63%	
% attainment in reading (2018, 2019, 2020*)	52%, 63%, 71%	52%, 67%, 60%
% attainment in SPAG (2018, 2019, 2020*)	58%, 61%, 72%	48%, 54%, 50%
% attainment in maths (2018, 2019, 2020*)	42%, 63%, 72%	33%, 40%, 50%
KEY STAGE 1	<i>All pupils</i>	<i>Pupil Premium Pupils</i>
% of pupils at EXS in reading	80, 82, 75	29, 100, 60
% of pupils at EXS in writing	75, 80, 75	29, 100, 60
% of pupils at EXS in maths	80, 83, 75	57, 75, 60

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>) Identified from FFT Dashboard 2020	
A.	Prior Middle attainers (KS2 and KS1 results)
B.	The Maths 'gap' – 30% in KS1 and 28% in KS2 (2020)
C.	Prior Middle attainers – reading (KS1)
D.	Boys and middle attainers – reading (KS2)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance
B.	Parental engagement with the school
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate progress of all PP pupils Maths (WRM) end of block tests, mental maths and reasoning tests	Pupils meet and exceed targets
B.	Improve attendance of PP pupils	Pupils in line with non PP pupils.
C.	Increase the number of PP (MA) pupils reaching greater depth across the curriculum	Targets met
D.	Improved partnership with parents/carers	Attendance at parent consultation evenings in line with non PP pupils

5. Planned expenditure					
Academic year		2021-22			
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?
Accelerated progress	Intervention TA employed for both maths and English. 1:1/small group tuition delivered with support of qualified experienced teachers.	Continue to address underachievement and boost progress. Intervention will be focussed using gap analysis and tightly tracked. Through teacher analysis and Pupil progress meetings.	All PP pupils will have intervention. Gap analysis from assessments (WRM) /TA Track target outcomes of intervention groups through monthly pupil progress meetings. Observed increased progress amongst participating children compared to peers.	SL for Maths and English in combination with HofKS	½ Termly assessment analysed and actions accordingly. Data capture points analysed and interventions implemented
Accelerated progress	Specific staff timetabled for intervention and booster sessions.	Continue to address underachievement and boost progress. Intervention will be focussed using gap analysis and tightly tracked intervention. Class teacher focus on immediate gaps in learning of their own pupils.	Track target outcomes of intervention groups through monthly pupil premium progress meetings.	SL for maths and English – in combination with HofKS	½ Termly assessment and data capture points analysed and actions implemented accordingly.
Accelerated progress	Preferential staffing implemented in all KS2 Maths lessons. Key staff working with target groups.	Good track record in progress, gap analysis, outstanding teaching and learning.	Track target outcomes of intervention groups through termly pupil progress meetings.	SL for maths and English – in combination with HofKS	½ Termly assessment and Data capture points analysed and actions implemented accordingly.
Informed planning and targeted first wave teaching	Introduction of PP information booklet	Staff who have a clearer picture of the pupils they are teaching (current attainment, self-perception, NGRT score) will be able to plan better in order to meet their needs.	Reference will be made to the booklet in all Year meetings, staff meetings and Pupils progress meetings	PP lead	On-going
Total budgeted cost					£
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?

Improve and accelerate reading skills	AHA Reading Champions programme	Reading age on entry below expected. Programme tailored to individual pupil	Reading Champions receive full training on how to deliver support and focus of the sessions	– PP Champion in conjunction with SL English	Opportunity to review each student's progress weekly. Reading record will be used to register progress.
Improve and accelerate reading skills	AHA reading programme	Reading age on entry below expected. Programme tailored to individual pupil 3x30 min sessions per week	Paired readers are carefully selected and paired appropriately with targeted pupils. Paired readers receive full training on how to support the targeted readers	SL English	Pupils NGRT scores will be re-tested after 8 weeks on the programme to measure impact.
Improve and accelerate reading skills	Guided reading	To target impact on the lowest ability readers in Y6. Improved reading level will impact on all areas of learning	Initially lowest ability readers are targeted and then in the build up to SATs additional key pupils are identified from subject data.	SL English	Reviewed at Christmas with NGRT re-tested and new target pupils identified prior to SATs
Improve and accelerate maths skills	Competitive Maths	Underachievement and self-assessment of 'sporty' and 'disaffected' boys – Headteacher's group	Sessions are planned to ensure targeted pupils have a clear focus, improve their confidence and belief. Sessions focus on competition and	HT	Assessment will be given each half-term to measure progress. Sessions will be increased as the year progresses
Develop resilience and improved self-perceived learning capability and social		Low self-perceived learning capability – and low self-esteem	Activities are carefully selected to ensure pupils can achieve success and build upon this	Y6 teachers	Review at Christmas and rotate activity/select new pupils.
Total budgeted cost					

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?
Continued forensic analysis of data to identify PPP who	Pupil Progress meetings each month	The forensic analysis of key indicators will ensure early identification of pupils needs and ensure interventions are	Each meeting has a clear agenda with key outcomes identified –	HofKS	Summer term 2021 during planning for 2021-22

require intervention and support		implemented quickly and are appropriate to the pupils need(s)	previous outcomes are analysed for the impact they have had		
PPP key objectives programme	All PPP are set 2/3 key objectives by their teacher to achieve within the year	Pupils who experience all aspects of school life i.e. trips, visits, extra-curricular activities develop a more positive approach to learning	The setting of the key objectives are overseen by the HoKS and are monitored closely by the PPL	PP lead	Key objectives will be reviewed each term
Improve attendance of PP pupils – 94%+	HT, PPL, HofKS' to focus on PP that are PA through tighter system of attendance tracking (weekly).	Attendance records show that PA is detrimental to learning. Attainment can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improved outcomes.	Tracking of attendance data Role of class teachers clear (handbook) Welfare support working with key families EHA, key worker. Data analysis by PPL provides extra layer of tracking. ST termly reporting of attendance of key groups to all stakeholders. Attendance awards and specific rewards for PP pupils Support with CBC Attendance officer	PP lead	Fortnightly attendance spreadsheet of attendance monitored by PPL and other key staff.
All PPPs barriers to learning are identified	PP Mentor programme	Pupils are more likely to confide in/open up to staff they have a strong relationship with. Here we will be able to quickly establish what the key barriers to learning are – mentors can then address these or signpost these to the PPC.	Mentors are carefully selected and have an already positive relationship with their mentees. There is a PP account in the school shop to be used to ensure all PPP have what they need to access the curriculum. Clear overview view of the programme provided by the PPL with conversation starters and prompts provided for each session.	PP lead	Meetings take place every 3 weeks and notes of the meetings are compiled by the mentors and reviewed by the PPC.
Develop pupils positive attitude towards school and learning	Breakfast club	Missing breakfast has a huge impact on children's ability to concentrate, learn and behave, which affects their results and long term outcomes.	Breakfast club for all PP free of charge supervised by pastoral support providing a good start to the day.	Catering manager	Termly attendance audit
To enable all pupils to participate in school activities. Enrichment of experience, development of skills and talents.	Support with extra-curricular trips and music lessons.	Children who are happy, healthy and safe will achieve better outcomes. Eg Hazard Alley trip, Chasewater, France Every opportunity is taken to build readiness in both in and outside of the	Pupil premium policy statement Staff awareness of PP pupils and those this may affect. All PPPs eligible for 20% discount on all school trips.	Trip co-ordinator	Audit to see which pupils did not participate in school trips.

		classroom. Challenge pupil perceptions.			
Increase parental engagement	PP Mentor programme Class teacher expectations	Parents are key in supporting effective learning as shown by a number of research projects (Sutton trust) Raising the aspirations of the whole education community.	Attendance information from workshops analysed Staff/key workers to be briefed on targeting parents to attend Workshops around SATs, parents evenings, celebration assemblies	HofKS	Comparison of PP parents /non PP parents in attendance at parents evening. Evidence of strategies in trying to engage parents. Individual case studies
Improve targeted pupils social skills	KS2 Social skills group	Vulnerable pupils will progress at a much quicker rate if they feel safe and valued in their learning environment.	The group is run by an outside agency (Forest school) on the school site – pupils are identified from a number of sources (pastoral intervention, class teacher, HofKS) to join the programme.	Forest school	Pupils attendance at the group is reviewed on a termly basis.
Improved revision technique/understanding	All KS2 PPPs will be given English and Maths revision booklets	Pupils who have access to a wide range of revision material will have a greater chance of improving their understanding.	All Y6 pupils will be identified and books will be issued in January 2020	HofKS2 PP lead	
Total budgeted cost					