

Athersley North Primary Pupil Premium Strategy Statement

School overview

School name	Athersley North Primary School
Pupils in school	287
Proportion of disadvantaged pupils	51%
Pupil premium allocation this academic year	£184,265
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Clare Storr / Kirsty Wordsworth
Pupil premium lead	Clare Storr / Kirsty Wordsworth
Governor lead	Elizabeth Walker

Teaching Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Disadvantaged pupils reaching the expected standard in phonics.
Priority 2	Disadvantaged pupils are receiving quality teaching and learning to ensure they can catch up quickly to ensure they are capable of reaching the expected standard in all subjects.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	The English Hub Reading monitoring reports will demonstrate that the school is providing effective teaching to enable all pupils to catch up quickly.	Sept 21
Progress in Writing	Pupils identified as requiring support to catch up due to missing out on formal learning during the summer term 2020 will be provided with booster support.	Sept 21
Progress in Mathematics	Pupils identified as requiring support to catch up due to missing out on formal learning during the summer term 2020 will be provided with booster support.	Sept 21
Phonics	The proportion of disadvantaged pupils predicted to meet the expected standard in Phonics will be in line with the national average.	Sept 21
Other	Sustain improvement of attendance of disadvantaged pupils to at least the Local Authority average.	Sept 21

Teaching Strategy Actions:

Senior Leaders will continue to monitor the quality of teaching and learning in Phonics and provide Teaching staff with tailored support accordingly.

Leaders will continue to procure support via the English Hub and Read Write Inc. Phonics Scheme. (RWI).

Leaders will provide cover to ensure teachers are able to observe and team teach with more experienced staff. This will ensure that Teaching staff have clarity regarding the ways to further support disadvantaged pupils.

Time will be allocated to ensure Teachers and Support Staff have the opportunity to discuss priorities and actions within each class during weekly meetings.

Phonics throughout school will be taught by staff who have been trained in RWI strategies.

Senior Leaders will monitor the quality of teaching and learning across all Key Stages and will provide teaching staff with tailored support accordingly.

The school will procure a comprehensive package of School Improvement services including Continued Professional Development (CPD) opportunities tailored to the teaching and learning of disadvantaged pupils.

The school will ensure that pupils are given the opportunity to explicitly learn new vocabulary. 'Bedrock' vocabulary programme will continue to be established in school.

The school will restock the library so that pupils have the opportunity to read a wide variety of subject matter. The school will purchase class readers (story time books) as outlined on the school's reading spine to develop the magic of stories and book talk.

Close analysis of Autumn term entry attainment data will identify which areas of the curriculum will require increased focus on timetabling. A clear plan of action will be identified and effectively evaluated.

Class sizes in Key Stage 1 have temporarily been reduced to approximately 20 pupils to ensure that pupils receive targeted teaching support in smaller numbers.

Barriers to learning these priorities address	Pupils enter school with significantly lower basic skills than their non-disadvantaged peers.
Projected spending	£59,097

Monitoring and Implementation

Measure of Success
Monitoring reports will show an improvement in Phonics teaching.
English Hub Audit Report.
Phonics Screening Results.
Monitoring reports will show an improvement in teaching across all Key Stages. Leader monitoring will show evidence of consistently good teaching.
Book Scrutinies will evidence that a wider range of vocabulary choices are being used.
Library tracking reports/ reading records will show pupils frequently borrowing and exchanging books to read at home. Questionnaires will evidence parent/pupil perceptions on the quality of books available and their knowledge of authors and ability to recall common themes across texts.
Summative Assessment data.

Targeted academic support for current academic year

Targeted Academic Actions:
Parents of pupils in the Early Years will be offered support from school staff in ways to support their child's learning at home. Phonics home packs will be purchased for pupils in Nursery and Reception which support parents/carers to use the RWInc scheme at home with their child when reading.
1:1 support sessions will be provided to ensure pupils 'catch up quickly'.
Pupils identified as requiring support to catch up due to missing out on formal learning during the Summer term 2020, will be provided with booster support.
Online learning programmes have been purchased to ensure pupils always have access to educational resources to continue learning when at home.
A Reintegration Leader will be appointed to lead and work in partnership with Senior Leaders to develop a plan to ensure emotional wellbeing is a key focus when pupils return to school.
1:1 support based on short term outcomes from each pupil's individual school focussed plan.
Daily pre-teach and same day intervention provided to ensure pupils keep up.

Barriers to learning these priorities address	Impact of lost learning time due to COVID 19 and the subsequent low values placed on educational importance outside of school preventing pupils to make the progress expected of them when learning from home.
Projected spending	£37,746

Monitoring and Implementation

Measure of Success
End of year summative assessments. Parent questionnaires.
Phonics Screening Results.
Summative Assessment data.
Survey measuring the impact of Online Learning Platforms.
Impact Reports and evidence based on progress towards outcomes on School focussed plans.

Wider strategies for current academic year

Wider Strategy Actions:	
	A Senior Inclusion Officer will continue to be employed to tackle underachievement by working in partnership with families, parents, carers to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.
	Thrive Licence purchased and CPD will be procured to enable the Thrive Practitioners to deliver interventions.
	Thrive training and resources will be provided to support disadvantaged pupils who have additional vulnerability. Thrive being an assessment programme to support children with gaps in their emotional and social skills which prevent them from developing as whole and confident learners.
	Trauma Based Attachment Training will be procured for all staff, to better equip staff with strategies to de-escalate significant behaviour.
	Therapy sessions (TADS) for individual pupils will be provided to pupils, where significant trauma has occurred.
	The school will facilitate targeted intervention groups for pupils displaying anxious behaviours.
	1:1 support sessions will be provided to ensure pupils 'catch up quickly'.
	To support hard to reach families, the school will lead and coordinate EHAs/TAFs.
	The school will monitor the effectiveness of Thrive intervention groups & 1: 1 interventions.
	Closer monitoring of disadvantaged pupils' attendance and absence patterns.
	Staff will undertake home visits where families have been identified as requiring support.
	Targeted extra-curricular activities for disadvantaged pupils on specific days identified as having poor attendance rates.
	Targeted rewards will be provided to improve attendance across school.
	School will provide excursion experience learning opportunities throughout the school year and subsidise the cost.
	School will provide opportunities for talented children from disadvantaged backgrounds to develop their cultural talents and will subsidise the cost i.e. Performing Arts and Music Tuition.
	School will provide excursion experience learning opportunities as part of extra-curricular learning experiences; including achieving the Arts Award accreditation.
	School will provide opportunities for Year 6 pupils from disadvantaged backgrounds to experience residential visits and will subsidise the cost.

Barriers to learning these priorities address	<p>Social, emotional, behavioural and communication barriers to learning.</p> <p>Safeguarding concerns and lack of parental engagement.</p> <p>24% of Pupil Premium pupils in school also have a Special Educational Need or Disability.</p> <p>The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.</p>
Projected spending	£88,422

Monitoring and Implementation

Measure of Success
Impact reports
Behaviour impact reports
Impact reports; Support provided around barriers for learning. Evidence suggests that parents' aspirations also seem to be important for pupils' outcomes as they will raise their children's aspirations and achievement in the long term
Impact Data- Targeted support for identified children proves effective and impacts on overall attainment. Evidence suggests that Social, Emotional Learning\ interventions specifically impact on pupils who are low attaining or disadvantaged
Percentage attendance to increase and persistent absence to reduce for disadvantaged pupils.
The number of disadvantaged pupils requiring support will reduce.
Analysis of attendance data will show a reduction in absences on targeted days.
The number of rewards awarded to disadvantaged pupils will increase.
Record of Early Help Assessments (EHA) will show that the number of EHAs closed has increased. Disadvantaged families will be supported to ensure they are aware of the importance of school attendance on the educational outcomes for their children.
Pupil Voice feedback highlighting the benefits of school excursions.
Questionnaire completed by children, measuring the impact of the strategy.
Portfolio of evidence of disadvantaged pupils experiencing wider opportunities
Portfolio of evidence of disadvantaged pupils experiencing learning outside of the classroom in a residential setting.