

Pupil premium strategy statement

School overview

Metric	Data
School name	Ashton Keynes Primary School
Pupils in school	220
Proportion of disadvantaged pupils	6% (15 children)
Pupil premium allocation this academic year	£20,175
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	October 2021
Statement authorised by	Samantha Saville (Head Teacher)
Pupil premium lead	Jade Smith
Governor lead	Jon Hughes

Disadvantaged pupil progress scores for last academic year

Due to school closure, the progress measure cannot be calculated. We have, however, provided a summary of the progress PP children have made.	
Progress from KS1 – KS2 Reading <i>All children made expected or better than expected progress from their starting points.</i>	
End KS1 Expected – End KS2 Expected or above	80% 4 children ended KS1 at Expected and ended KS2 at Expected or above
End KS1 Below – End KS2 Expected	20% 1 child ended KS1 Below and ended KS2 at Expected
End KS1 Expected – End KS2 Above	60% 3 children ended KS1 at Expected and ended KS2 at GD
Progress from KS1 – KS2 Writing <i>All children made expected or better than expected progress from their starting points.</i>	
End KS1 Expected – End KS2 Expected or above	80% 4 children ended KS1 at Expected and ended KS2 at Expected or above
End KS1 Below – End KS2 Below	20% 1 child ended KS1 Below and ended KS2 Below
End KS1 Expected – End KS2 Above	20% 1 child ended KS1 at Expected and ended KS2 at GD
Progress from KS1 – KS2 Maths <i>All children made expected or better than expected progress from their starting points.</i>	
End KS1 Expected – End KS2 Expected or above	80% 4 children ended KS1 at Expected and ended KS2 at Expected or above
End KS1 Below – End KS2 Expected	20% 1 child ended KS1 Below and ended KS2 at Expected
End KS1 Expected – End KS2 Above	40% 2 children ended KS1 at Expected and ended KS2 at GD

Key:

Yellow – shows expected progress from KS1 starting point

Green – shows better than expected progress from KS1 starting point

Disadvantaged pupil performance overview for last academic year

KS2 2020	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average (2019)
% achieving expected standard or above in reading, writing and maths	80% <i>(One child did not achieve the expected standard in writing)</i>	94%	65%
% achieving expected standard in reading	100%	97%	73%
% achieving expected standard in writing	80%	94%	78%
% achieving expected standard in maths	100%	100%	79%

*expected standard = age related national expectations

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% Expected or Above 75% GD	Sept 2021
Progress in Writing	100% Expected or Above 50% GD	Sept 2021
Progress in Mathematics	100% Expected or Above 50% GD	Sept 2021
Phonics	100% Expected	Sept 2021
Attendance	98.5%	Sept 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	1:1 Tutoring - Ensure all staff are setting impact targets for 1:1 tailored tutoring throughout 2020/21 (Teacher & TA)
Barriers to learning this priority addresses	Gaps in learning that are preventing children from working at Expected level or Greater Depth
Priority 2	Work with the maths subject lead to ensure national 'ready to progress' criteria is being met
Barriers to learning this priority addresses	Gaps in mathematical knowledge
Projected spending	£12,500 (62%)

Wider strategies for current academic year

Measure	Activity
Priority 1	EYFS Speech & language
Barriers to learning this priority addresses	High speech and language need in YR, difficulties listening, understanding & communicating which impact on all areas of children's progress and development
Priority 2	Music Tuition
Barriers to learning this priority addresses	Limited experience of cultural awareness
Priority 3	ELSA & Wellbeing
Barriers to learning this priority addresses	Emotional wellbeing/children not being in a learning frame of mind
Projected spending	£4,870 (24%)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring standards are achieved in phonics screening	English lead is also Y1 teacher. Previous Y1 teacher to meet with new Y1 teacher
Targeted support	Ensuring all teaching staff are setting measurable impact targets for tutoring	Disadvantaged Learner's lead to track targets and impact after each block of tutoring
Wider strategies	Engaging the families to support their children's speech and language needs at home	Sp & L team working closely with families and communicating regularly (SENCo assistant)

Review: last year's aims and outcomes

Aim	Outcome
PP TA focussed support	Focussed TA support across the school ensured all PP pupils made at least expected progress. Focussed TA support in Y3 was very effective, preparing children for Y4 both academically and emotionally
1:1 Teacher tutoring after school	Very successful in targeting gaps where tutoring took place, however tutoring planned for March 2020 onwards was not able to go ahead due to school closure (Covid 19) Tutoring for 2020/21 has been prioritised with this in mind.
Higher ability courses at Braeside and range of social, cultural, musical & sporting activities	Music tuition has positive impact on children's confidence and widening of experiences. Braeside courses cancelled due to Covid 19. Time and food vouchers spent during school closure on ensuring PP children were engaging with home learning and families were emotionally supported. Vulnerable PP children were brought into the key worker group during school closure and their attendance monitored (attendance was very good).