

Pupil premium strategy statement

School overview

Metric	Data
School name	Ashton Keynes Primary School
Pupils in school	220
Proportion of disadvantaged pupils	6% (14 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, using our internal assessment information.

Progress from KS1 – KS2 Reading

There were five pupils eligible for pupil premium within this group. All of them made expected or better than expected progress from their starting points.

Number of pupils who ended KS1 below expected for reading = 1

This child achieved the expected level for reading at the end of KS2 = better than expected progress.

Number of pupils who ended KS1 at the expected level for reading = 4

All four children achieved expected or better in reading at the end of KS2 = expected progress
One of these children achieved greater depth in reading = better than expected progress

Progress from KS1 – KS2 Writing

There were five pupils eligible for pupil premium within this group. All of them made expected or better than expected progress from their starting points.

Number of pupils who ended KS1 below expected for writing = 1

This child achieved below expected in writing at the end of KS2 = expected progress.

Number of pupils who ended KS1 at the expected level for writing = 4

All four children achieved expected or better in writing at the end of KS2 = expected progress
One of these children achieved greater depth in writing = better than expected progress

Progress from KS1 – KS2 Mathematics

There were five pupils eligible for pupil premium within this group. All of them made expected or better than expected progress from their starting points.

Number of pupils who ended KS1 below expected for mathematics = 1	This child achieved below expected in mathematics at the end of KS2 = expected progress.
Number of pupils who ended KS1 at the expected level for mathematics = 4	All four children achieved expected or better in mathematics at the end of KS2 = expected progress Two of these children achieved greater depth in writing = better than expected progress

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
Priority 3	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
Projected spending	£14,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Music Tuition
Barriers to learning this priority addresses	Limited experience of cultural awareness
Priority 2	ELSA & Wellbeing
Barriers to learning this priority addresses	Emotional wellbeing/children not being in a learning frame of mind
Priority 3	Enrichment experiences brought into school linked to cultural capital
Barriers to learning this priority addresses	The ongoing pandemic restricts off site enrichment experiences/trips & visits
Projected spending	£5,675

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).