

Pupil premium strategy statement

School overview

Metric	Data
School name	Aycliffe Drive Primary School
Pupils in school	332
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£113,635(expected)
Academic year or years covered by statement	2021/22
Publish date	1 st December 21
Review date	1 st November 22
Statement authorised by	M. Green
Pupil premium lead	S.Eyles
Governor lead	P.Gent

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	14%
Measure	Activity
Priority 1	To close gaps in Maths and English through a focussed approach, focusing on reasoning in maths and sentence structure and vocabulary in English.
Priority 2	Targeted provision and support in order to close the progress gap, and to enable catch-up, particularly in KS1
Barriers to learning these priorities address	<ul style="list-style-type: none"> reasoning in Maths: As a result of pupil voice, it was identified that pupils still struggle with the language of reasoning questions.

	<ul style="list-style-type: none">• Reading: Sentence structure and vocabulary knowledge continue to be poor amongst some disadvantaged pupils.• Writing: Monitoring of writing has shown disadvantaged pupils continue to find sentence construction and grammar difficult – in part due to poor language skills.
Projected spending	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	A significant improvement in pupils' access to appropriate reading and comprehension materials resulting in expected and accelerated progress being made in all year groups by PPG pupils.	July 22
Progress in Writing	PPG pupils achieve expected and accelerated progress in writing through an improved understanding of writing structures, closing the gap between themselves and their peers.	July 22
Progress in Mathematics	PPG pupils across the school achieve expected and accelerated progress in maths, closing the gap between themselves and their peers and improving attainment.	July 22
Phonics	PPG pupils in year 1 successfully meet the expected level for phonics, or make expected or better progress from teacher assessments in reception – these pupils only had 2 terms of reception in school	July 22
Other	Pupils with specific social and emotional issues are given support and there is a reduced barrier to their learning – enabling them to make expected, or better, progress across the school.	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Guided reading sessions in all classes to include challenging texts and reading fluency techniques, and Focussed questioning. Increased daily reasoning practice as part of maths fluency

	<ul style="list-style-type: none"> Regular diagnostic assessment to support and encourage progress Use of Destination questions as part of HFL maths Focus groups to work with those pupils who have fallen behind with maths skills – particularly those in need of catch up due to shutdown of schools in 2020/21 Focus groups to support pupils with writing and sentence structure <p>Shared and modelled writing strategies to be used.</p>
Priority 2	<ul style="list-style-type: none"> Staff complete provision maps for PP pupils PP lead monitors interventions and data to ensure they are effective <p>PP meetings take place in the spring term to discuss provision</p> <p>Regular diagnostic assessment is carried out to identify if pupils making progress specifically with reasoning.</p> <p>Focused support is given to pupils not making progress in this area.</p>
Barriers to learning these priorities address	Ensuring progress of these pupils is monitored, and that evidence-based provision is identified and implemented
Projected spending	£59,710

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world</p> <p>Full time forest school leader for delivery of the curriculum outdoors</p> <ul style="list-style-type: none"> Employment of a full-time pastoral support worker to work with vulnerable pupils and their families <p>Steps taken improve attendance for those children where it is an issue.</p> <p>There is an improvement in their attendance across the 2021/22 academic year.</p>
Priority 2	<p>Targets to be measurable</p> <p>Provision reviewed termly and adjusted according to changing needs of pupils</p>

	<p>Focused teaching groups taught by experienced teachers/TA.</p> <p>Impact of focus and catch up to be monitored through half-termly PPMs and observations</p>
Barriers to learning these priorities address	<p>Lack of cultural capital proves a barrier to written work and speech and language.</p> <p>Provision needs to remain effective in order to close the learning gap.</p>
Projected spending	£47,768 plus £11,942 resourcing

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Enabling staff time to complete provision map, and reflection and review.	Dedicated staff meeting time. Staff and PPG lead given time to work out of class
Targeted support	Ensuring support staff have a good working knowledge of pupils and have a high level of understanding of the learning required.	Each class has its own dedicated TA. Training given by teaching staff (e.g reading and maths fluency demonstrations)
Wider strategies	Poor attendance and difficulties with support from home.	Employment of a pastoral support lead, with other trained staff who are able to support.

Review: last year's aims and outcomes

Aim	Outcome (Teacher assessments only)
Focus 1: To close gaps in Maths and English through a focussed approach to arithmetic and reading.	Improved progress included high arithmetic scores in maths and expected progress or beyond in writing
Focus 2: Targeted provision and support in order to close the progress gap.	100% of Pupils leaving KS2 made expected progress with 30% achieving better than expected.
Focus 3: <ul style="list-style-type: none"> Provisions need to be tightly focussed and include clear targets in order for pupils to make expected or accelerated progress. 	<p>Lockdown over the spring term prevented provisions from being carried out consistently.</p> <p>During lockdown, only 40% of these pupils consistently engaged; not only was there less uptake in the learning, but the quality of the learning was limited.</p>

<ul style="list-style-type: none">• To ensure teachers are aware of the need to be accountable for the quality of the provision they are providing for PPG pupils• To support pupils where a high level of social difficulties results in emotional needs, reduced ability to support children at home and/or little access to enrichment activities.	<p>Pupil interviews were carried out which showed that pupils found reasoning questions harder in maths.</p> <p>Monitoring showed a high level of support for PPG pupils, who stated that they felt the interventions and support that they were given was helping them to improve, particularly in year 6.</p>
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