

Pupil premium strategy statement

1. Summary information					
School	Nevill Road Junior School				
Academic Year	2018 - 2019	Total PP budget	£73,000	Date of most recent PP Review	22.10.18
Total number of pupils	304	Number of pupils eligible for PP	51	Date for next internal review of this strategy	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and mathematics		
average progress score in reading (or equivalent)	-0.3	
average progress score in writing (or equivalent)	-1.7	
average progress score in maths (or equivalent)	-3.8	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral languages)</i>		
A.	Ensuring Pupil premium children have access to high quality learning and teaching / same day interventions with a focus on more children attaining WGD.	
B.	Accurate assessment of pupil premium children and identification of barriers to learning.	
C.	Opportunities for children and parents to become involved in their own learning.	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality of pupil premium children Social and emotional barriers to learning of pupil premium children	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	A range of teaching and learning strategies are used to engage pupil premium children and gaps in learning are filled through bespoke interventions.	Children's attitudes to learning are improved. All children make good progress and the % of children WGD increases.

B.	Staff can identify pupil premium children in their class and can talk confidently about their individual needs and barriers to learning. Lessons are planned appropriately in order to meet these needs.	Gap between outcomes for pupil premium children and their peers will have decreased. More children will have met their FFT progress scores.
C.	Opportunities for children and parents to become involved in their own learning.	The curriculum provides more opportunities for children to lead their own learning. Parental engagement improves.
D.	To improve emotional well- being and attendance and punctuality of pupil premium children	Persistent absence figure for pupil premium will have decreased and attendance improved and gap between pupil premium and non-pupil premium children has been closed.

5. Planned expenditure

Academic year

2018 - 2019

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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A range of teaching and learning strategies are used to engage pupil premium children and gaps in learning are filled through bespoke interventions.</p>	<ul style="list-style-type: none"> Facilitate sharing of good practice. 	<p>Focussed Lesson observations and learning walks show engagement of pupil premium children.</p>	SLT	<p>The introduction of learning partners and active learning has increased the engagement of pupil premium children.</p> <p>Maths mastery approach has been introduced across school with a particular focus in Y4.</p> <p>Cookery, art & craft club, Year 5 chill factore, Y3/4 visit to the plaza to meet authors, sporting events.</p> <p>NFER assessment have been introduced to identify specific gaps and children who need further support.</p> <p>This was taken up by most children who were offered 1:1 tuition. Data shows that this had a positive impact upon children's outcomes. Additional booster sessions were also offered.</p>
	<ul style="list-style-type: none"> Continue using Kagan structures to ensure greater engagement and participation of pupil premium children in lessons 	<p>Lesson observations and learning walks and books looks with a focus on pupil premium children. WGD lead teacher to monitor.</p>	JC / AB	
	<ul style="list-style-type: none"> Curriculum team focus on WGD. 	<p>Mastery approach to be embedded across the school through staff meetings and monitoring activities.</p>	NJ	
	<ul style="list-style-type: none"> Maths mastery lead teacher project. 	<p>Monitor attendance at after school and extra-curricular activities. Specific clubs available to PP children only. Funding available to subsidise one external club.</p>	JC / LM	
	<ul style="list-style-type: none"> Provide opportunities for pupil premium children to have access to a wider range of opportunities. 	<p>Level 3 TAs to deliver same day interventions for reading, writing and maths. Data captures used to measure impact on progress.</p>	SLT	
<ul style="list-style-type: none"> Same day bespoke interventions. 	<p>Teachers / TAs to deliver one to one weekly sessions. Data captures used to measure progress.</p>	SLT		
<ul style="list-style-type: none"> One to one tuition – Year 6 				

Total budgeted cost	£32,154 Data shows for 2019 that progress scores for FSM in reading, writing and maths have improved from 2018.
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ii. Targeted support

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To accurately assess pupil premium children and identify barriers to learning in reading, writing and maths</p>	<ul style="list-style-type: none"> Class teachers to complete a one page profile for each pupil premium child in their class to ensure that any barriers to learning are quickly identified and swift actions are put into place to overcome these. 	<p>Termly pupil progress meetings to discuss needs of pupil progress meetings and agree actions and next steps</p>	SLT	<p>These have been completed by staff and will be sent up to the next teacher for Sep 2019. Data has been shared and staff are aware of the FFT scores for all pupils. Progress data is tracked termly to ensure children are on track.</p> <p>Pre and post assessments are consistently used in RWM as well as some foundation subjects.</p> <p>In place but needs to be used consistently across the school and information brought to every pupil progress meeting by staff.</p> <p>Meetings take place termly.</p> <p>Interventions have been put in place with a particular focus in Y6. Interventions are to be viewed 2019 / 2020 to ensure maximum impact upon learning.</p> <p>All class teachers analyse data.</p> <p>HLTAs have supported in class and worked with pupil premium children when available.</p> <p>This has taken place. DEAL teacher has attended training and will be working with staff weekly in 2019 2020.</p>
	<ul style="list-style-type: none"> End of year targets and starting points data to be shared with teaching staff 	<p>Pupil progress meetings to focus on pupil premium children and starting points data.</p>	SLT	
	<ul style="list-style-type: none"> Pre and post learning assessments to be carried out and analysed carefully by class teachers for pupil premium children 	<p>Book looks to focus on pupil premium children and focus on use of pre and post learning and ensure they are addressing gaps in children's learning</p>	SLT	
	<ul style="list-style-type: none"> Teachers complete Question level analysis of PIRA and PUMA tests for pupil premium children in order to identify gaps in learning and identify next steps. Consider introducing NFER across whole school. SPAG assessments also to take place. 	<p>Regular testing and assessment. Staff to bring Gap analysis for pupil premium children to pupil progress meetings with actions to be addressed the following term</p>	MK / AB	
	<ul style="list-style-type: none"> Pupil progress meetings to be carried out and focus on progress and attainment of pupil premium children 	<p>Interventions to be reviewed termly following pupil progress meetings.</p>	SLT	
	<ul style="list-style-type: none"> Individual and group interventions to be put into place to accelerate progress of pupil premium children including one to one after school tuition. 	<p>Learning walks and monitoring of interventions</p> <p>Intervention record sheet to be set up, recorded on and monitored</p>		
	<ul style="list-style-type: none"> Teachers analyse data for their own classes and know how well pupil premium children are performing 	<p>Book looks for writing show that one to one conferencing has been completed with pupil premium children and progress is being made</p>	JC deliver SIMs training.	
	<ul style="list-style-type: none"> Use of HLTA to allow class teachers to deliver interventions 	<p>Staff meetings, assemblies</p>	MK and AB JC / NJ	
	<ul style="list-style-type: none"> Growth Mindset training across Infant and Junior School. 			
	<ul style="list-style-type: none"> DEAL – use of drama to encourage improved engagement and speaking / listening skills. 	<p>Lead teacher to attend training</p>	CR	

				Total budgeted cost	£13,498 Data shows for 2019 that progress scores for FSM in reading, writing and maths have improved from 2018.
iii. Other approaches					
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation? June 2019	
Opportunities for children and parents to become involved in their own learning.	<ul style="list-style-type: none"> Whole school curriculum review 	Time given to staff to plan termly overview. Assessment put in place to monitor progress in history, science and geography. Curriculum teams have been out in place. Action plans are to highlight key areas of development.	Team leaders	A new whole school curriculum overview is now in place and has been implemented this year.	
	<ul style="list-style-type: none"> Phase leaders 	Monitoring sessions are to take place to identify how the more able children in school learn best. Strategies are to be put in place to allow children to lead their own learning and have more opportunities to develop skills.	JC AB MK	Children are now encouraged to answer enquiry questions using their own methods of research and ways to present their learning. Key skills are highlighted when children have achieved the outcome. Pre and post assessments are now in place for Hist, Geog and Science.	
	<ul style="list-style-type: none"> Parent workshops and events. 	Parents can observe lessons and learn with their children in school.	NJ	Coffee and calculation sessions across year groups.	

To improve emotional well-being, attendance and punctuality of pupil premium children	<ul style="list-style-type: none"> Embed restorative approaches across school with all members. Ensure new members of staff have had training and make links to the Infant school to ensure consistency of approach across the two schools. 	<p>Observations around school show restorative approaches being used by staff. JC to deliver training. MK champion / lead RA.</p>	JC / MK	<p>RA is now embedded across school and the Infant staff have been trained by JC. MK has worked with TAs to review RA and ensure that these are used consistently across school. In place.</p> <p>In place – Data shows an improvement: July 2018 93.32% July 2019 95.71%</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p>
	<ul style="list-style-type: none"> Class teachers to deliver weekly circles sessions 	<p>Monitoring of planning and learning walks show weekly circles sessions are happening across school</p>	JC / MK	
	<ul style="list-style-type: none"> First day calling and following of LA procedures for attendance 	<p>Weekly monitoring of attendance and regular meetings with local authority to address</p>	LM / AD	
	<ul style="list-style-type: none"> Learning Mentor to monitor attendance and punctuality of pupil premium children on a weekly basis 	<p>Monitoring of timetables and planning shows that nurture groups are being carried out. Wellbeing toolkit shows these nurture groups are having an impact</p>	LM / JC	
	<ul style="list-style-type: none"> Weekly attendance reward in assembly 			
<ul style="list-style-type: none"> Learning mentor to set up and deliver nurture groups 				
<ul style="list-style-type: none"> Learning mentor to meet regularly with school age plus worker with regards too emotional wellbeing 			LM / JC	
Total budgeted cost				£27,748