

Pupil premium strategy statement

1. Summary information					
School	Nevill Road Junior School				
Academic Year	2017-2018	Total PP budget		Date of most recent PP Review	14.9.17
		£87,680			
Total number of pupils	298 305	Number of pupils eligible for PP	51 55	Date for next internal review of this strategy	14.6.18

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving the expected standard in reading, writing and mathematics	38%		57%
average progress score in reading (or equivalent)	50%	(-8.2) (-0.3)	72% (-2.9)
average progress score in writing (or equivalent)	50%	(-7.0) (-1.7)	81% (-2.0)
average progress score in maths (or equivalent)	50%	(-7.8) (-3.8)	75% (-4.2)
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (issues to be addressed in school, such as poor oral languages)			
A.	Leadership and management of pupil premium funding		
B.	Accurate assessment of pupil premium children and identification of barriers to learning.		
C.	Ensuring Pupil premium children have access to high quality learning and teaching		
External barriers (issues which also require action outside school, such as low attendance rates)			

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 whole school strategy for the management and leadership of Pupil Premium Funding in order to diminish the difference and accelerate the progress and attainment of pupil premium children in reading, writing and maths.	A whole school strategy for management of pupil premium funding is in place and is assessed and reviewed on a regular basis Gape between outcomes for pupil premium children and their peers will have decreased
B.	Staff can identify pupil premium children in their class and can talk confidently about their individual needs and barriers to learning	Gap between outcomes for pupil premium children and their peers will have decreased

C.	Pupil premium children have access to high quality learning and teaching, led by pupil premium champion	Children have access to consistently good or better teaching across school as judged by schools monitoring and evaluation schedule
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	2017-2018			
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?

<p>To ensure that Pupil premium children have access to high quality learning and teaching and assessment across the curriculum, led by pupil premium champion</p>	<ul style="list-style-type: none"> Facilitate sharing of good practise Introduce Kagan structures to ensure greater engagement and participation of pupil premium children in lessons Regular staff meetings to review teaching learning and assessment in reading, writing and maths Series of staff meeting on assessment for learning with a focus on questioning, marking and feedback and Shirley Clarke strategies Provide opportunities for pupil premium children to have access to a wider range of opportunities eg music lessons, extra curricular clubs, trips and visits. 	<p>Focussed Lesson observations and learning walks show engagement of pupil premium children See lesson observation feedback sheets to staff.</p> <p>Lesson observations and learning walks and books looks with a focus on pupil premium children See feedback sheets</p> <p>Monitor attendance at after school and extra-curricular activities. Ensure that a range of activities are on offer See registers</p>	<p>JC and NJ NJ JC, NJ and MK JC and TG JC and NJ LM</p>	<p>Lesson observations and learning walks show that engagement of Pupil premium children during lessons is improving. Kagan strategies and AfL training has taken place which is contributing to improved quality first teaching and learning across school. Book looks have shown that pre and post assessments are in place and that tasks are planned to meet the needs of the children appropriately. Additional clubs have been put in place specifically for pupil premium children e.g. cookery and craft club. Additional sports events and opportunities have also been targeted at pp children.</p>
Total budgeted cost				£20,574
ii. Targeted support				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<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. • End of year targets and starting points data to be shared with teaching staff • Pre and post learning assessments to be carried out and analysed carefully by class teachers for pupil premium children • 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 • Pupil progress meetings to be carried out and focus on progress and attainment of pupil premium children • Individual and group interventions to be put into place to accelerate progress of pupil premium children • Teachers analyse data for their own classes and know how well pupil premium children are performing • Use of HLTA to allow class teachers to deliver interventions 	<p>Termly pupil progress meetings to discuss needs of pupil progress meetings and agree actions and next steps</p> <p>Pupil progress meetings to focus on pupil premium children and starting points data <i>See meeting notes for evidence.</i></p> <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 <i>See feedback information to staff.</i></p> <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 <i>See whole school data</i></p> <p>Interventions to be reviewed termly following pupil progress meetings.</p> <p>Learning walks and monitoring of interventions</p> <p>Intervention record sheet to be set up, recorded on and monitored</p> <p>Book looks for writing show that one to one conferencing has been completed with pupil premium children and progress is being made <i>See feedback information to staff</i></p>	<p>NJ, JC and MK</p> <p>NJ, JC and MK</p> <p>SLT</p> <p>JC and NJ</p> <p>JC NJ and MK</p> <p>SP and NJ</p> <p>NJ and MK</p>	<p>One page profiles are in place and discussed during pupil progress meetings to evaluate if the interventions are having effective impact upon learning. Barriers to learning are also identified and systems have been put in place to track attendance and punctuality.</p> <p>All staff are aware of KS1 starting points and FFT targets have been put in place for all children. Data tracking systems for PP children have been put in place which is overseen by the SLT. This data has also been shared with governors. QLA is in place for all assessments that take place which then informs planning to ensure the needs of the children are being met appropriately.</p> <p>Three Level 3 TAs are now in post with a specific role to support pp children in class during the mornings and through interventions in the afternoons.</p> <p>Teachers are able to carry out 1:1 conferencing in writing sessions as well as reading assessments.</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To implement a whole school strategy for the management and leadership of Pupil Premium Funding in order to diminish the difference and accelerate the progress and attainment of pupil premium children in reading, writing and maths</p>	<ul style="list-style-type: none"> • Named senior leader to become pupil premium champion (Nicola Jordan / Judi Cliff) • 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. • Pupil progress meetings to focus on progress and attainment of pupil premium children • Pupil premium champion to report on a termly basis to resources committee and pupil progress committee on progress pupil premium children are making 	<p>Pupil premium strategy written <i>See website</i></p> <p>Pupil progress meetings show that staff barriers and gaps in children’s learning are being addressed <i>See pupil progress meeting notes</i></p> <p>Governors minutes and monitoring show that pupil premium children are making progress as a result of a whole school strategy <i>See governor meeting minutes</i></p>	<p>NJ</p> <p>NJ</p> <p>NJ and JC</p> <p>NJ</p>	<p>The targets have been implemented across school and monitored regularly. Progress is discussed half termly and reported to governors and the SIP on a regular basis. Evidence shows that progress and attainment is improving and that the interventions taking place are having a significant impact. <i>See additional data information to show evidence of impact.</i></p>

To improve emotional well-being, attendance and punctuality of pupil premium children	<ul style="list-style-type: none"> Roll out restorative approaches across school with all members of staff including middays 	Observations around school show restorative approaches being used by staff	JC and SP	<p>Whole school training has taken place with two further members of the staff team participating in the three day training. MK is now the named RA champion in school. Specific training has also take place for the midday team and Restorative Ambassadors are in place in Y6.</p> <p>Half termly attendance meetings are held with AD and LM. The EWO visits termly to discuss next steps in procedures. The HT has met with parents when attendance has not improved and letters have been sent home. Weekly attendance award is in place.</p> <p>Nurture groups, friendship groups and 1:1 sessions are led by LM as well as TAC meetings. She also works with external agencies when appropriate and has set up several EHAs for families with wellbeing needs. LM has accessed a variety of training including wellbeing tool kit sessions.</p>
	<ul style="list-style-type: none"> Class teachers to deliver weekly circles sessions 	Monitoring of planning and learning walks show weekly circles sessions are happening across school	JC and SP	
	<ul style="list-style-type: none"> First day calling and following of LA procedures for attendance 	Weekly monitoring of attendance and regular meetings with local authority to address	NJ and AD	
	<ul style="list-style-type: none"> Pupil premium champion to monitor attendance and punctuality of pupil premium children on a weekly basis 	Weekly monitoring shows that attendance is improving for pupil premium children <i>See data to show evidence of impact.</i>		
	<ul style="list-style-type: none"> Introduce weekly attendance reward in assembly 			
	<ul style="list-style-type: none"> Learning mentor to set up and deliver nurture groups 	Monitoring of timetables and planning shows that nurture groups are being carried out. Well being toolkit shows these nurture groups are having an impact <i>See RAG rating forms to show evidence of impact.</i>	JC, NJ and LM	
	<ul style="list-style-type: none"> Introduce restorative ambassadors in the playground at lunchtime 		JC and SP	
	<ul style="list-style-type: none"> Staff to make referral to learning mentor if required 		JC and LM	
<ul style="list-style-type: none"> Learning mentor to meet regularly with school age plus worker with regards too emotional wellbeing 		JC and LM		
Total budgeted cost			£22,417	