

Pupil premium strategy statement

1. Summary information					
School	Nevill Road Junior School				
Academic Year	2019 - 2020	Total PP budget	£69,580	Date of most recent PP Review	16.9.20
Total number of pupils	327	Number of pupils eligible for PP	61	Date for next internal review of this strategy	March 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and mathematics		
average progress score in reading (or equivalent)	-2.8 +3.85	- 0.6 GAP = -2.1 +3.15
average progress score in writing (or equivalent)	-4.3 +4.19	- 0.5 GAP = -3.8 +1.77
average progress score in maths (or equivalent)	-4.7 -0.36	- 0.7 GAP = -4 +1.42
3. Barriers to future attainment (for pupils eligible for PP)		
<i>In-school barriers (issues to be addressed in school, such as poor oral languages)</i>		
A.	Accurate assessment of pupil premium children, gap analysis of data to identify clear targets and next steps in learning.	
B.	Lessons taught and interventions delivered, meet the needs of children's gaps in learning and show a direct impact upon outcomes.	
C.	Workshops for parents to support their children more at home with a focus on SEND and EAL.	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<p>Attendance and punctuality of pupil premium children</p> <p>Social and emotional barriers to learning of pupil premium children / lack of parental engagement.</p>	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>NFER assessments are used termly and gap analysis takes place to ensure gaps in learning are identified and planned for.</p> <p>Pre and post assessments are used to identify next steps which are delivered through targeted activities that meet the children's needs.</p> <p>Formative assessment is used during all lessons with pupil premium as a focus group.</p> <p>Clear targets are identified for each child and appropriate interventions are put in place and monitored.</p>	<p>Children's outcomes improve and the gap between them and their peers closes.</p>

<p>B.</p>	<p>Data / gap analysis is used to inform planning and the delivery of lessons and interventions. This is to be monitored regularly to ensure that no learning time is wasted. Interventions are to be reviewed termly and the impact to be measured regularly.</p> <p>High expectations for all children with a 'no excuse culture' to ensure that all children make progress.</p>	<p>Quality first teaching and bespoke interventions are put in place by staff and support staff to ensure that children's individual needs are met. Close monitoring and feedback ensures that no learning time is lost and progress is accelerated. Book looks focus on PP / SEND.</p>
<p>C.</p>	<p>Parents are encouraged to attend workshops, parent information evenings and opportunities to learn with their children in school. Website to be updated regularly with resources for parents to use.</p>	<p>Parents feel able to support their children more at home and can access information readily.</p>
<p>D.</p>	<p>To improve emotional well- being and attendance and punctuality of pupil premium children</p>	<p>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.</p>

5. Planned expenditure				
Academic year	2019 - 2020			
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				
1. Accurate assessment of pupil premium children, gap analysis of data to identify clear targets and next steps in learning.				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Outcomes and progress measures for PP children, particularly these with SEND are improved.</p>	<ul style="list-style-type: none"> • NFER tests are used termly to ensure staff have a clear knowledge of the gaps in learning. 	<p>The assessment cycle is followed accurately and tests are administered according to guidelines to ensure the data provided is accurate.</p>	SLT	<p>IMPACT: FSM (8 children) Non FSM (68 children) Combined RWM FSM = 75% EXP+ / 37.5% WGD (N = 55% EXP+ / 6.5% WGD) Non FSM = 73% EXP+ / 11.8% WGD (N = 76.3% EXP+ / 17% WGD)</p> <p>Reading: FSM = 87.5% EXP+ / 62.5% WGD (N = 65% EXP+ / 616% WGD) Non FSM = 88.2% EXP+ / 35.3% WGD (N = 84% EXP+ / 34% WGD)</p> <p>Writing: FSM = 87.5% EXP+ / 50% WGD (N = 62% EXP+ / 9% WGD) Non FSM = 77.9% EXP+ / 13.2% WGD (N = 81% EXP+ / 22% WGD)</p> <p>Maths: FSM = 75% EXP+ / 33.5% WGD (N = 65% EXP+ / 613% WGD) Non FSM = 86.8% EXP+ / 22.1% WGD (N = 83% EXP+ / 30% WGD)</p>
	<ul style="list-style-type: none"> • All staff are aware of FFT scores for PP children. These are used to track progress and ensure gaps are closed. 	<p>Termly pupil progress meetings focus on children who are not making expected progress.</p>	SLT	
	<ul style="list-style-type: none"> • Gap analysis after every assessment shows clear next steps in learning for those children who are underachieving. 	<p>Gap analysis are brought to pupil progress meetings.</p>	All staff	
	<ul style="list-style-type: none"> • Lessons show that the outcomes taught meet the needs of the children who are underachieving. 	<p>Book looks show that learning meets the needs of children e.g. not moving children on too quickly / challenging when needed.</p>	All staff	
	<ul style="list-style-type: none"> • Staff work with targeted children to ensure gaps in learning are addressed. 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>Same day interventions take place to ensure gaps are closed. TAs know which children need additional support. Pre learning activities are put in place.</p>	JC / LM	
	<ul style="list-style-type: none"> • Interventions are measureable to ensure progress is made. 	<p>Book looks show rapid progress for children who are underachieving. Termly data captures show that children are making progress.</p>	SLT	
	<ul style="list-style-type: none"> • SATs booster / one to one tuition - Year 6 	<p>Children who are not making expected progress are identified and support put in place.</p>	SLT	

Total budgeted cost		£32,154
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i. Targeted support

Desired outcome FSM (8)	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Quality first teaching meets the needs of all children particularly SEND and higher attainers.</p>	<ul style="list-style-type: none"> • Reviewing reciprocal reading strategies and the role of the child within this. • Introducing the 100 Books Challenge to encourage the love of reading and exposure to challenging vocabulary. • Using 'Books for Hooks' to make links with writing and develop DEAL strategies to immerse and engage children in their writing. • To ensure that Year Group 'Bear Necessities' are picked up and addressed by staff and children with a focus on SPAG and presentation. • To develop the use of editing and improving to show progress in writing. • Embedding the maths mastery lesson structure and developing teachers subject knowledge and pedagogy. • Developing the use of practical resources in maths lessons. • Securing mental calculation strategies for all children in Years 3 and 4. • Review how times tables are taught across school in line with the new check. • Work with staff using the entitlement framework to identify strengths and weaknesses / CPD need. 	<p>Staff meetings to introduce the reading strategies. Autumn Term lesson looks focus.</p> <p>Monitor the engagement of pp children and ensure they are reading a range of texts.</p> <p>Increase the engagement of pp children.</p> <p>Book look focus on pp children to ensure staff are picking up on BN.</p> <p>Book look focus shows that children are encouraged to edit and improve their writing.</p> <p>Teacher research groups. Maths mastery training and visits from Shanghai teachers.</p> <p>Staff meetings – Spring Term focus</p> <p>LKS2 focus during planning sessions and delivery of lessons.</p> <p>LKS2 focus.</p>	<p>CLL team</p> <p>JC</p> <p>CLL team</p> <p>SLT / CLL team</p> <p>SLT</p> <p>NJ</p> <p>NJ</p> <p>NJ / Y3 and 4 team</p> <p>NJ / Y3 and 4 team</p> <p>JS / JC</p>	<p>More active within the process of reading and understating the text through the roles.</p> <p>More children are reading around school and a love of reading has been embedded as part of the school day.</p> <p>Children are engaged in their learning, development of vocabulary particularly for SEND. Lessons are accessible for all.</p> <p>Higher presentation of work, more accuracy in books.</p> <p>More children working at Greater Depth at this time in the year. Children know what they need to do to improve.</p> <p>Children can articulate their understating in maths through the use of mathematical vocabulary.</p> <p>Confidence levels and enjoyment – children are more independent.</p> <p>Staff now know about the local offer and how to support families further.</p> <p>SEND support meetings take place every term. Staff know their children well and can identify what is working well for the children in school using a consistent approach</p>
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				Total budgeted cost	£10, 078
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ii. Other approaches

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation? June 2020
Parents feel more able to support their children at home through a range of workshops and opportunities to learn with their children.	<ul style="list-style-type: none"> Parent events e.g. workshop sessions, parent information sessions, fantastic finishes etc 	Parents to be invited personally to these sessions. Monitor which parents are not attending and make phone calls to encourage them to attend. Send home information to parents who do not attend and ensure all resources are available on the website.	JC / LJ	Personal invites had a small impact upon attendance at school events and information sharing. Resources were shared on the website and sent home where possible. During lock down, parents were contacted on a regular basis to ensure that they were able to access home schooling resources for their children and to log on to google classroom. Teachers tracked which children were not engaging in online learning and paper packs were sent to those families as well as additional phone calls from staff.

To improve emotional well-being, attendance and punctuality of pupil premium children	<ul style="list-style-type: none"> Continue to 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. 	Observations around school show restorative approaches being used by staff. JC to deliver training. MK champion / lead RA.	JC / MK	IMPACT: Attendance data Autumn 2019 to Spring 2020. All pupil premium children have returned to school since school reopened in September. SA+ worker continues to support families. Autumn 2019 PP = 95% Non PP = 97% Spring 2020 (February) PP = 95% Non PP = 97%
	<ul style="list-style-type: none"> Class teachers continue to deliver weekly circles sessions 	Monitoring of planning and learning walks show weekly circles sessions are happening across school	JC / MK	
	<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	LM / AD	
	<ul style="list-style-type: none"> Learning Mentor to monitor attendance and punctuality of pupil premium children on a monthly basis. 			
	<ul style="list-style-type: none"> Weekly attendance reward in assembly 		LM / JC	
	<ul style="list-style-type: none"> Learning mentor to continue delivering nurture groups and attend the mentally health schools training. (weekly counselling sessions) 	Wellbeing toolkit shows these nurture groups are having an impact		
<ul style="list-style-type: none"> Extracurricular opportunities to be available to all pupil premium children 	Monitor the clubs attended by pp children and provide free clubs for them to attend e.g. cooking / craft Chill factor – Y5 Visit to the Plaza – Y3 / 4 Sport events Y6 breakfast club	LM / JC		
<ul style="list-style-type: none"> Learning mentor to meet regularly with school age plus worker with regards to emotional wellbeing 				
Total budgeted cost			£27,748	