

## Ladysmith Junior School Pupil Premium Strategy 2017-2018

### 1. Summary information

<b>School</b>	Ladysmith Junior School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£81,840	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	342	<b>Number of pupils eligible for PP</b>	62	<b>Date for next internal review of this strategy</b>	Jan 2018

### 2. Current attainment – 2017 National Tests, cohort of 16 children

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving at least expected standard in reading, writing and maths	tbc	72.3% (%)
% Achieving at least expected standard in reading	tbc	78.5% (66%)
% Achieving at least expected standard in writing	tbc	87.7% (%)
% Achieving at least expected standard in maths	tbc	80% (70%)
Scaled progress score in writing	tbc	tbc
Scaled progress score in reading	tbc	tbc
Scaled progress score in maths	tbc	tbc

## 3. Barriers to future attainment (for pupils eligible for PP including high ability)

These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.

### In-school barriers

<b>A.</b>	Lack of confidence and understanding of mathematical concepts
<b>B.</b>	Gaps in grammar knowledge, impacting on writing as well as grammar
<b>C.</b>	Lack of engagement with reading and lack of reading comprehension skills

### External barriers

<b>D.</b>	Extent to which parents engage / support their children at home
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## 4. Outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	PPG children feel more confident with maths. They enjoy it and embrace opportunities to improve their own understanding. Measured by questionnaire data.	Home learning tasks completed Positive attitudes evident in Pupil Interviews
<b>B.</b>	Children's number skills improve and they become more able to carry out calculations quickly and accurately. Measured by improved scaled scores and outcomes at KS2 SATs	Standardised maths scores improve. Gap closes between PPG and non-PPG
<b>C.</b>	Levels of reading will improve and parents will be more engaged with their children's reading at home. Measured by increased engagement with AR quizzes, improved scaled scores and improved outcome at KS2 SATs	Reading records and improved standardised reading scores Engagement with Accelerated Reader. Gap closes between PPG and non-PPG
<b>D.</b>	Parents are aware of the expectations set by school in terms of supporting children with home learning. Measured by increased engagement with home learning.	Parents attend parents meetings Parents engage with interventions where appropriate Children engage with homework

## 5. Planned expenditure

**Academic year**      **2017/18**

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Teachers take increased ownership for the progress of disadvantaged children in their class. They analyse the needs of disadvantaged children and put in extra support to ensure that they make accelerated progress.</p> <p>Teachers make effective use of TA support where necessary to help them support disadvantaged children.</p>	<p>Ensure that feedback is given in a consistent way across the school in line with marking and feedback guidance developed last year.</p> <p>Monitor actions and progress of target groups including PPG pupils with individual teachers.</p>	<p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>EEF recommendations summary #6 says that teachers should 'Target teaching and support by accurately assessing pupil needs'</p>	<p>Work scrutiny and PAMs to ensure continued use of good quality feedback.</p> <p>Childrens books will show that disadvantaged children are receiving extra support through morning maths and dedicated teacher time.</p>	MW / DB / NM	Jan 2018
<b>Total budgeted cost</b>					£0

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Outcomes for all disadvantaged children improve.</p> <p>The attainment gap between disadvantaged and non-disadvantaged children will narrow in each year group for writing, reading, grammar and maths.</p> <p>A greater proportion of disadvantaged children will achieve greater depth in each year group by the end of the academic year.</p>	<p>'Barriers to Learning' discussions at PAMs</p> <p>Thrive</p> <p>Extra time with teacher during short, focused sessions in the morning to pre-teach or address misconceptions</p> <p>Advocates to support PPG children – to fulfil actions from PPG action plans.</p> <p>All PPG children have a dedicated TA to support them as necessary. This may include supporting their social and emotional needs. Children are more motivated, remember to do homework and have the correct equipment for school.</p> <p>Embed accelerated reader – engage parents by allowing access at home for quizzing.</p>	<p>Some of the students need targeted support to catch up.</p> <p>Research shows that Thrive is effective in addressing social and emotional issues, and is recommended by Devon Local Authority</p> <p>According to the EEF, On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Accelerated Reader recommends books to children based on their ability and interests. This has been shown to boost a youngster's reading age by an extra three months, research has found.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Ensure Thrive trained staff have time to carry out their role effectively.</p> <p>Lisa Callaway to work with the PPG advocates to ensure they are aware of Thrive.</p> <p>PAM groups will be targeted by SLT.</p> <p>We will purchase tablets so that children are able to access Mathletics regularly</p>	<p>Jo S Graham T Claire B Lynda E Graham W Lisa C DB, MW</p>	<p>PAMs half termly</p>

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	<p>Invest in Mathletics for all PPG children and provide regular access to use it during school time.</p> <p>In class support with Teaching Assistants to ensure children are on task, learning effectively and making good use of their time.</p> <p>PPG advocates to ensure that PPG children have a library book. The library will be open at times which are convenient to parents to encourage engagement with reading.</p> <p>Encourage the use of reading records to increase parental engagement and increase the amount children are reading at home</p>	<p>EEF shows that used well, TA support has a positive effect on learning.</p> <p>TAs need to know what children are learning and to be involved in the planning process</p> <p>The EEF states that there is 'clear evidence' that engaging parents with their children's learning and development in the early years is valuable and will likely have a positive effect on later academic success</p>	<p>Ensure TAs have a good understanding of the learning intentions and support children by using good questions, rather than by telling them the answers</p> <p>Provide regular training for TAs each half term</p> <p>Provide opportunities for TAs to be involved in planning activities</p>	DB, LW	Each term
<b>Total budgeted cost</b>					£75,840

Ambition  Adventure  Achievement

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise self-esteem	Provision of a jumper, PE shirt and bookbag for all disadvantaged children  Enrichment activities each half term aimed at PP children and whole school where appropriate	Research shows that children's self esteem improves if they have correct school uniform.  Enrichment activities were popular with children and staff last year – staff reported good levels of engagement and children given opportunities they would not otherwise have had to try new activities.	Uniform grant take up report from Thomas Moore  PPG leaflet  Enrichment coordinator to monitor	PPG advocates DB	Jan 2018    Each term
Provide enrichment opportunities	Half price fees payable on school / residential trips  Lunchtime support available Family support worker available	To ensure all children have access to trips and visits that extend the curriculum  To ensure that all children have the opportunity to take advantage of the residential visit	Monitor take-up of visits  All PP children take part in the residential visit	DB – Enrichment Coordinator	Jan 2017
Improve outcomes for disadvantaged pupils	Booster sessions after school for the Year 6 children	To boost confidence for children ahead of their SAT tests		NM / MC / DB / GT?	Jan 2017
Improve outcomes for all pupils	Review the format and content of homework. Ensure consistency across year groups.	The EEF states that there is 'clear evidence' that engaging parents with their children's learning and development in the early years is valuable and will likely have a positive effect on later academic success	We will consider the layout / format / content / expectations of home learning and introduce this early in the Autumn term 2017	DB	Jan 2017
Total budgeted cost					£6000

6. Review of expenditure				
Previous Academic Year 2016-17		TBC when official data received – November 2017		
<b>i. Targetted Support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## 7. Additional detail