

Ladysmith Junior School Pupil Premium Strategy 2016-17

1. Summary information

School	Ladysmith Junior School				
Academic Year	2016/17	Total PP budget	£78,040	Date of most recent PP Review	n/a
Total number of pupils	340	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan 2017

2. Current attainment – 2015-16 National Tests, cohort of 13 children

	<i>Pupils eligible for PP (LJS)</i>	<i>Pupils not eligible for PP (LJS)</i>	<i>(National average)</i>
% Achieving at least expected standard in reading, writing and maths	46%	71%	(53%)
% Achieving at least expected standard in reading	54%	79%	(66%)
% Achieving at least expected standard in writing	69%	86%	(74%)
% Achieving at least expected standard in maths	69%	81%	(70%)
Scaled progress score in writing	0.18	0.24	
Scaled progress score in reading	-1.61	1.18	
Scaled progress score in maths	-0.77	0.64	

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

A.	Concentration, focus and attitudes to learning
B.	Confidence with basic number skills
C.	Completing home learning tasks consistently, especially when these focus on developing reading and number skills
D.	Disengagement in writing

External barriers

E.	Home circumstances
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.	Behaviour log (CPOMS) Home learning tasks completed Positive attitudes evident in Pupil Interviews
B.	Children's number skills improve and they become more able to carry out calculations quickly and accurately	Standardised maths scores improve
C.	Levels of reading will improve and parents will be more engaged with their children's reading at home.	Reading records and improved standardised reading scores
D.	Children are more engaged in writing and achieve age related expectations	English books, pupil interviews show improved engagement with writing

5. Planned expenditure

Academic year

2016/17

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>A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.</p> <p>B. Children's number skills improve and they become more able to carry out calculations quickly and accurately</p> <p>C. Levels of reading will improve and parents will be more engaged with their children's reading at home.</p> <p>D. Children are more engaged in writing and achieve age related expectations.</p>	<p>Develop our approach to feedback</p> <p>Change to feedback policy to ensure feedback is useful, relevant and makes a difference to learning</p> <p>Marking and feedback review from 'Ambition' action plan.</p> <p>Monitor actions and progress of target groups including PPG pupils with individual teachers.</p> <p>Continue to embed accelerated reader – invest in quality prizes to motivate children to achieve their targets</p> <p>Increase level of independent choice in writing. Reduce reliance on story maps</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>Feedback from pupil interviews shows that children, esp. PPG children and HA children are 'bored' with story maps and wish to have more freedom.</p>	<p>Work scrutiny and PAMs to ensure continued use of good quality feedback</p> <p>Data from accelerated reader will inform us which children are engaged with accelerated reader.</p> <p>Pupil interviews / staff INSET</p>	<p>MW / DB / NM</p>	<p>Jan 2017</p>

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<p>A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.</p> <p>B. Children's number skills improve and they become more able to carry out calculations quickly and accurately</p>	<p>Maths coordinator to raise the profile of the use of apparatus, for LA as well as the more able disadvantaged children.</p> <p>Invest in high quality 'depth of learning' tasks to extend, deepen and enrich learning.</p> <p>Release maths coordinator to attend subject coordinator meetings</p> <p>Continue to focus on x tables, esp in year 3.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Data review</p> <p>Conversations with teachers during half termly Pupil Achievement Meetings</p>	<p>NM / DB</p>	<p>Jan 2017</p>
Total budgeted cost					<p>£4985</p>

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>A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.</p> <p>B. Children's number skills improve and they become more able to carry out calculations quickly and accurately</p>	<p>'Barriers to Learning' discussions at PAMs</p> <p>Thrive</p> <p>PPG advocates provide support on the same day where possible to address misconceptions identified from maths lessons that day.</p> <p>Extra time with teacher during short, focused sessions in the morning to pre-teach or address misconceptions 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>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>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>Jo S Graham T Claire B Lynda E Graham W Lisa C DB, MW</p>	<p>Each half term through Inclusion Team (Thrive)</p> <p>PAMs half termly</p>

<p>A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.</p> <p>C. Levels of reading will improve and parents will be more engaged with their children's reading at home.</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 advocate interventions are used for short term 'catch up' linked to learning for the rest of the class</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>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>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>	<p>DB, LW</p>	<p>Each term</p>
Total budgeted cost					<p>£45,270</p>
<p>iii. Other approaches</p>					
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>A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.</p>	<p>Provision of a jumper, PE shirt and bookbag for all disadvantaged children</p> <p>Enrichment activities each half term aimed at PP children and whole school where appropriate</p>	<p>Research shows that children's self esteem improves if they have correct school uniform.</p> <p>Enrichment activities were popular with children and staff last year – staff reported good levels of engagement and children given opportunities they would</p>	<p>Uniform grant take up report from Thomas Moore</p> <p>PPG leaflet</p> <p>Enrichment coordinator to monitor</p>	<p>PPG advocates DB</p>	<p>Jun 2017</p> <p>Each term</p>

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		not other wise have had to try new activities.			
A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.	<p>Half price fees payable on school / residential trips</p> <p>Half price places at after school clubs</p> <p>Priority at free after school clubs run by staff</p> <p>Lunchtime support available Family support worker available</p>	<p>To ensure all children have access to trips and visits that extend the curriculum</p> <p>To ensure that all children have the opportunity to take advantage of the residential visit</p>	<p>Monitor take-up of visits</p> <p>All PP children take part in the residential visit</p> <p>Priority given to PPG children who apply for after school and lunch clubs</p>	DB – Enrichment Coordinator	Jun 2017
B. Children's number skills improve and they become more able to carry out calculations quickly and accurately	Booster sessions after school for the Year 6 children	To boost confidence for children ahead of their SAT tests	Identify children who may benefit from booster sessions and plan accordingly	NM / MC	
C. Levels of reading will improve and parents will be more engaged with their children's reading at home.	<p>Continue to develop the use of Accelerated Reader for all children.</p> <p>Encourage the use of reading records to increase parental engagement and increase the amount children are reading at home.</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>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>		Lyn Wills DB	
E. PPG children and families supported emotionally where appropriate	Family Support Worker				
Total budgeted cost					£27,785

6. Review of expenditure				
Previous Academic Year 2015-16				
i. Targetted Support				
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
All pupils meet Age Related Expectations in reading, writing and maths	Half Termly Pupil Attainment Meetings	<p>Impact on PPG children was positive with children making good progress over the year.</p> <p>Progress for PPG children was in line or better than some children not eligible for PPG but attainment remained lower overall in Reading, Maths, Writing and EGPS.</p>	<p>We need to maintain the focus on all PPG children, not just the least able.</p> <p>Progress of PPG children needs to be monitored more rigorously.</p>	£3840
ii. Targetted support				
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
Meeting the needs of individual pupils	PPG Advocates Individual interventions with TA support to meet specific needs in reading, writing, maths and emotional needs	Interventions very successful in writing and reading. Accelerated Reader made a significant difference to reading outcomes across the school.	We need to be clear, early on in the year which children are on track to meet age related expectations and which are not. The children's KS1 levels also need to be taken into account in order to ensure that children are making the expected progress over the Key Stage. Particular focus need to be given to the more able PPG children who achieved L3 at KS1.	£37,498
Raise aspiration	Variety of inputs including poetry day, First Aid training, PP Adventure day, Happy Puzzle Day	Teachers reported better standards of work and motivation	Will continue with this approach	

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iii. Other approaches				
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
Children engaged at Lunchtimes	Learning Mentor	Children had more successful lunchtimes and were more ready to learn in the afternoons		£1750
Children supported emotionally	Thrive	All children accessing Thrive made good progress with Thrive assessments.		£5698
Children provided with free school jumper, t-shirt and pencil case		Pupils well equipped		£1000
PPG children and families supported where appropriate	Family Support Worker	External barriers to learning were reduced significantly		£6619
PPG children accessing enrichment experiences	Residential visits and other experiences subsidised			£3200

7. Additional detail