

Ladysmith Junior School Pupil Premium Strategy 2018 – 2019

School Summary Information					
School	Ladysmith Junior School				
Academic Year	2018/19	Total PP Budget	£90,360	Date of most recent PP review	April '18
Total Number of Pupils	349	Number of pupils eligible for PPG	61	Date for next internal review of this strategy	Feb '19

The pupil premium is additional funding for publicly funded schools in England.

It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

At Ladysmith Junior School, we use the grant in a number of ways to support our disadvantaged children. These include academic support, targeted professional development training for staff, access to online programs and specific, targeted interventions. We also use the funding to provide trips at half price, free uniform and a book bag.

We want all of our children to thrive at school, to feel like a part of our community and to achieve to the best of their ability. In this document, we have set out the barriers and areas for development for our disadvantaged pupils and what we are planning to do to address these.

The data set out below is the end of Key Stage 2 SATs results.

2018 National Tests – Year 6 cohort 2017/18				
	All LJS	National Average	Pupils eligible for PP at LJS	Pupils not eligible for PP - National
% achieving at least ARE in reading, writing and maths	63%	64%	47%	70%
% achieving at least ARE in reading	74%	75%	58%	80%
% achieving at least ARE in writing	80%	78%	68%	83%
% achieving at least ARE in maths	84%	76%	75%	81%
Scaled progress score in reading	-0.88	-	-2.71	-0.36
Scaled progress score in writing	-1.06	-	-2.64	-0.75
Scaled progress score in maths	0.35	-	-0.79	+0.68

Reading

Area for development	Barriers	Planned actions to address	Success criteria	Evaluation
<ul style="list-style-type: none"> Pupils' engagement in reading at school <p><i>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</i></p>	<ul style="list-style-type: none"> Access to AR Adult availability to listen to readers Library availability Pupils' lack of phonic knowledge 	<ul style="list-style-type: none"> Tablets available in each classroom Disadvantaged pupils to read to an adult 3-4 times weekly; use volunteer readers / TA / teachers Disadvantaged children to have individual timetables to set out when this happens Library open every day before and after school. Open every lunchtime 1pm - 1.30pm Classes to have a timetables slot to go to the library Phonics test at the start of year 3 and interventions to be put in place as necessary Disadvantaged children to have individual timetables to set out when phonics support happens 'Barriers to Learning' discussions at PAMs; specific targets set and monitored half termly 	<ul style="list-style-type: none"> All disadvantaged pupils engage with Accelerated Reader regularly and make accelerated progress on the scaled scores. All disadvantaged pupils read aloud to an adult at least 3 x weekly. All pupils able to change their books regularly. Disadvantaged children in need of phonics support identified early. All disadvantaged pupils passing KS1 phonics test by the end of year 3. Disadvantaged children make accelerated progress on AR. 	

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<ul style="list-style-type: none"> Pupils' engagement in reading at home <p><i>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</i></p>	<ul style="list-style-type: none"> Parents' skills and confidence to support reading at home Culture of reading within the home environment Children's lack of phonic knowledge 	<ul style="list-style-type: none"> Parent phonic workshop to be offered with parents of disadvantaged pupils targeted. Help pages on the school website to offer guidance Reading workshop for parents to be offered Help pages on the school website to offer guidance Reading records to be checked by teachers weekly and this will be monitored half termly by English coordinator and PPG coordinator Phonics test at the start of year 3 and interventions to be put in place as necessary 	<ul style="list-style-type: none"> All disadvantaged children have the skills and confidence to read independently at home. Parents feel more confident to support their children's reading at home Parents engage with reading records All disadvantaged pupils pass their phonics screening test by the end of year 3 	
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Writing

Writing				
Area for development	Barriers	Planned actions to address	Success criteria	Evaluation
<ul style="list-style-type: none"> Children's engagement with writing 	<ul style="list-style-type: none"> Reluctance / engagement with reading Availability of planned writing units based around engaging texts 	<ul style="list-style-type: none"> Disadvantaged pupil conferencing Pupil questionnaire Use of a wider range of material, including use of different forms of media / film studies. Units to be developed so that they are related to year group topics Increased focus on quality outcomes at the end of units – share these with parents 	<ul style="list-style-type: none"> Disadvantaged writing shows increased engagement through increased amount and improved content Disadvantaged pupils are proud of the outcomes of their work 	
<ul style="list-style-type: none"> Teachers' ability and confidence to assess greater depth writing. Teachers' ability and confidence to teach / support greater depth writers or children capable of working at greater depth. 	<ul style="list-style-type: none"> Teacher knowledge Children's knowledge of expectations for greater depth writing 	<ul style="list-style-type: none"> Identify early those disadvantaged children who may be able to achieve GDS by the end of the Key Stage. Use exemplification materials to model GDS writing / give opportunities for disadvantaged pupils to write at greater depth 1 teacher in each year group to attend moderation training and then disseminate to colleagues 	<ul style="list-style-type: none"> Accurate judgements of greater depth writing Increased numbers of disadvantaged children achieving greater depth – at least in-line with end of KS1 data 	
<ul style="list-style-type: none"> Pupils' range of vocabulary 	<ul style="list-style-type: none"> Pupils' lack of exposure to rich, engaging texts Teachers not always addressing vocabulary misunderstandings in teaching of reading 	<ul style="list-style-type: none"> Change in approach to teaching of reading – shift to whole class reading and use of more engaging texts Teachers to focus on vocabulary in teaching of reading – to discuss meaning of words and how to use the context of the text to work out the meaning of unknown words 	<ul style="list-style-type: none"> Pupils' writing shows effective use of a range of vocabulary including the use of statutory KS2 words 	
<ul style="list-style-type: none"> Consistent use of effective teacher feedback and marking <p><i>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.</i></p>	<ul style="list-style-type: none"> Teachers' awareness of the impact of consistent, effective feedback 	<ul style="list-style-type: none"> Teachers to mark disadvantaged books first. Regular, additional monitoring of disadvantaged books PPG co / English co to develop exemplification of effective feedback 	<ul style="list-style-type: none"> Regular book reviews of disadvantaged children's books show that all teachers are providing consistent, effective feedback for disadvantaged pupils. 	

Maths

Area for development	Barriers	Planned actions to address	Success criteria	Evaluation
<ul style="list-style-type: none"> Pupils' confidence with calculations 	<ul style="list-style-type: none"> Lack of knowledge / confidence with mental and written strategies for 4 operations. 	<ul style="list-style-type: none"> 'Barriers to Learning' discussions at PAMs Extra time with teacher during short, focused sessions in the morning to pre-teach or address misconceptions Where necessary, provide disadvantaged children with online subscriptions to maths programmes to provide learning opportunities outside of school. (Mathletics / TT Rockstars) 	<ul style="list-style-type: none"> Disadvantaged children make accelerated progress within White Rose test papers Disadvantaged pupils accessing additional teacher time Disadvantaged children engaging with online programmes and making progress within these. 	
<ul style="list-style-type: none"> Parental engagement with maths <i>Feedback from last years' parent survey showed that parents would like access to help pages via the website. Informal feedback at parents' evenings show that some parents are unsure how to support their children at home.</i> 	<ul style="list-style-type: none"> Parents' skills and confidence to support maths at home 	<ul style="list-style-type: none"> Maths coordinator / disadvantaged coordinator to develop help pages and signpost parents of disadvantaged pupils to these. Where necessary, provide disadvantaged children with online subscriptions to maths programmes to provide learning opportunities outside of school. (Mathletics / TT Rockstars) 	<ul style="list-style-type: none"> Parents feel able to support their children at home. Times table test scores improve Disadvantaged children make accelerated progress within White Rose test papers 	

Other Approaches

Area for development	Barriers	Planned actions to address	Success criteria	Evaluation
<ul style="list-style-type: none"> Disadvantaged children's self-esteem <p><i>Research shows that children's self-esteem improves if they have correct school uniform.</i></p>	<ul style="list-style-type: none"> Cost of uniform 	<ul style="list-style-type: none"> Disadvantaged children to receive a voucher entitling them to free school uniform at the start of each academic year 	<ul style="list-style-type: none"> All disadvantaged children wear the correct school uniform 	
<ul style="list-style-type: none"> Disadvantaged children's participation in enrichment opportunities <p><i>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.</i></p>	<ul style="list-style-type: none"> Cost 	<ul style="list-style-type: none"> Half price fees payable for disadvantaged pupils on school / residential trips. Additional enrichment opportunities provided for disadvantaged pupils. To ensure that all disadvantaged pupils who want to, have the opportunity to attend residential visits. 	<ul style="list-style-type: none"> All disadvantaged children take part in at least 1 additional enrichment activity over the year. All disadvantaged children who want to attend the year 6 residential are able to do so; finance will not be a barrier 	
<ul style="list-style-type: none"> Disadvantaged children's confidence for end of KS2 SATs tests 	<ul style="list-style-type: none"> Confidence and ability in maths and writing 	<ul style="list-style-type: none"> Booster sessions to be offered after school in the spring term for year 6 pupils Writing conferencing to be provided within school time 	<ul style="list-style-type: none"> Decreased anxiety about SATs tests Improved outcomes for disadvantaged pupils 	
<ul style="list-style-type: none"> Disadvantaged children's attendance / punctuality / readiness to learn 	<ul style="list-style-type: none"> Some disadvantaged children do not have access to breakfast. Pupils' motivation to come to school 	<ul style="list-style-type: none"> Provide free breakfast club for targeted disadvantaged pupils to improve attendance, punctuality and to ensure they are fed and ready to learn. 	<ul style="list-style-type: none"> Attendance / punctuality improves for disadvantaged pupils 	