Ladysmith Federation

Ladysmith Junior School Pupil Premium Strategy 2017-2018

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

2. Current attainment – 2017 National Tests, cohort of 11 children		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% Achieving at least expected standard in reading, writing and maths	45%	69% (61%)
% Achieving at least expected standard in reading	64%	74% (71%)
% Achieving at least expected standard in writing	73%	86% (76%)
% Achieving at least expected standard in maths	73%	74% (75%)
Scaled progress score in writing	-0.93	+0.14
Scaled progress score in reading	-2.3	+0.2
Scaled progress score in maths	-0.47	-1.34

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.	Lack of confidence and understanding of mathematical concepts
B.	Gaps in grammar knowledge, impacting on writing as well as grammar
C.	Lack of engagement with reading and lack of reading comprehension skills
External barriers	
D.	Extent to which parents engage / support their children at home

4. Outcomes		
	Desired outcomes and how they will be measured	***Success criteria***
A.	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.	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
C.	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
D.	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?**
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. Teachers make effective use of TA support where necessary to help them support disadvantaged children.	Ensure that feedback is given in a consistent way across the school in line with marking and feedback guidance developed last year. Monitor actions and progress of target groups including PPG pupils with individual teachers.	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. EEF recommendations summary #6 says that teachers should 'Target teaching and support by accurately assessing pupil needs'	Work scrutiny and PAMs to ensure continued use of good quality feedback. Childrens books will show that disadvantaged children are receiving extra support through morning maths and dedicated teacher time.	MW / DB / NM	Jan 2018
				Total budgeted cost	£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?**
Outcomes for all disadvantaged children improve. The attainment gap between disadvantaged and non-disadvantaged children will narrow in each year group for writing, reading, grammar and maths. A greater proportion of disadvantaged children will achieve greater depth in each year group by the end of the academic year.	'Barriers to Learning' discussions at PAMs Thrive 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. 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. Embed accelerated reader – engage parents by allowing access at home for quizzing.	Some of the students need targeted support to catch up. Research shows that Thrive is effective in addressing social and emotional issues, and is recommended by Devon Local Authority 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). 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.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure Thrive trained staff have time to carry out their role effectively. Lisa Callaway to work with the PPG advocates to ensure they are aware of Thrive. PAM groups will be targeted by SLT. We will purchase tablets so that children are able to access Mathletics regularly	Jo S Graham T Claire B Lynda E Graham W Lisa C DB, MW	PAMs half termly

	Invest in Mathletics for all PPG children and provide regular access to use it during school time. In class support with Teaching Assistants to ensure children are on task, learning effectively and making good use of their time. 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. Encourage the use of reading records to increase parental engagement and increase the amount children are reading at home	EEF shows that used well, TA support has a positive effect on learning. TAs need to know what children are learning and to be involved in the planning process 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	Ensure TAs have a good understanding of the learning intentions and support children by using good questions, rather than by telling them the answers Provide regular training for TAs each half term Provide opportunities for TAs to be involved in planning activities	DB, LW	Each term
				Total budgeted cost	£75,840

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 other wise 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

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**
A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.	Develop our approach to feedback	More children consistently aware of the purpose of marking as evident through pupil interviews.	Some children with SEN are not as clear about the purpose of marking / feedback.	
	Change to feedback policy to ensure feedback is useful, relevant and makes a difference to learning	Completed and implemented	We will continue with the feedback as outlined in our marking and feedback guidance and work to ensure consistency and clarity for all children.	
B. Children's number skills improve and they become more able to carry out calculations quickly and accurately	Marking and feedback review from 'Ambition' action plan.	Completed and implemented		
	Monitor actions and progress of target groups including PPG pupils with individual teachers.	Completed and effective for identifying areas of need within specific classes	Continue	
C. Levels of reading will improve and parents will be more engaged with their children's reading at home.	Continue to embed accelerated reader – invest in quality prizes to motivate children to achieve their targets	With the new-build, accelerated reader has not been as successful this year as hoped. Now that the new library is up and running and hardware has been reallocated, there will be a renewed focus during 2017-18.	Focus for 2017-18	
D. Children are more engaged in writing and achieve age related expectations.	Increase level of independent choice in writing. Reduce reliance on story maps	Completed and ongoing	Continue to get feedback from children and balance this with views of teachers and advice from Babcock	

A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it. B. Children's number skills improve and they become more able to carry out calculations quickly and accurately	Maths coordinator to raise the profile of the use of apparatus, for LA as well as the more able disadvantaged children. Invest in high quality 'depth of learning' tasks to extend, deepen and enrich learning. Release maths coordinator to attend subject coordinator meetings Continue to focus on x tables, esp in year 3.	Completed and implemented Completed and implemented Completed and implemented Completed and implemented but needs futher development	Math coordinator to continue to raise the profile of the use of apparatus. In line with parental feedback, homework tasks will centre around mental maths with a focus on times table knowledge.	
				Total budgeted cost