

Ladysmith Junior School Pupil Premium Strategy 2018-2019

1. Summary information

School	Ladysmith Junior School				
Academic Year	2018/19	Total PP budget	£90,360	Date of most recent PP Review	April 2018
Total number of pupils	347	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Feb 2019

2. Current attainment – 2018 National Tests, cohort of 11 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	47%	70%
% Achieving at least expected standard in reading	58%	80%
% Achieving at least expected standard in writing	68%	83%
% Achieving at least expected standard in maths	74%	81%
Scaled progress score in writing	-2.64	-0.75
Scaled progress score in reading	-2.71	-0.36
Scaled progress score in maths	-0.79	+0.68

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.	Poor emotional resilience and a lack of growth mindset has been identified by staff. Children are not always aspirational in their aims.
B.	Reading was below national averages in 2017/18 and for the 2018/19 cohort, current data shows significant gaps between disadvantaged and non-disadvantaged pupils. We need to review our teaching of reading invest in high quality training and resources.
C.	There are significant gaps in the attainment of writing between PPG and non-PPG children in the current year 4 and 6 year groups. This is largely caused by gaps in knowledge, particularly in punctuation, handwriting and spelling.

External barriers

D.	Extent to which parents engage / support their children at home.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
A.	Teachers will report that all children but especially disadvantaged children have developed a growth mindset and have clear, aspirational goals.	Pupil surveys will show that children consider themselves to have a growth mindset – they are able to articulate what it means to have a growth mindset and they set aspirational targets, both short and long term for themselves.	
B.	Gaps close between PPG and non-PPG pupils in reading. Gaps also close between current data and KS1 end of Key Stage data.	All children who achieved an age related expectations assessment at KS1 will be assessed as ARE at the end of their current year group.	
C.	Teachers are confident with the expectations for their children's writing. They are able to set clear, achievable targets and support the children to achieve these. Teaching focusses on the fundamental skills needed to become a successful and confident writer.	All children who achieved an age related expectations assessment at KS1 will be assessed as ARE at the end of their current year group. Punctuation, spelling and handwriting are all securely assessed as ARE for their year group.	

5. Planned expenditure

Academic year

2018/19

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>Quality First Teaching and high expectations for all PPG pupils.</p> <p>In writing, marking and feedback focusses on the basics: handwriting, spelling and punctuation.</p> <p>Clear, achievable targets are set for disadvantaged pupils and these targets are reviewed regularly.</p> <p>Teachers are confident with the expectations for their children's writing. They are able to set clear, achievable targets and support the children to achieve these. Teaching focusses on the fundamental skills needed to become a successful and confident writer.</p> <p>Gaps close between PPG and non-PPG pupils in reading. Gaps also close between current data and KS1 end of Key Stage data.</p>	<p>Review and update current feedback and marking guidance to ensure it is effective in moving children's learning on, is understood by all staff and confidently and consistently applied by all staff across the school.</p> <p>Set clear target in Pupil Attainment Meetings and monitor actions and progress of target groups including PPG pupils with individual teachers.</p> <p>Invest in training from Rebecca Cosgrave in the sentence Toolkit. Regular staff training will ensure that staff are up-to-date and confident with their teaching of grammar and punctuation.</p> <p>Review current teaching of reading. Invest in new resources and training as necessary.</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>Informal work reviews and PAMs to ensure continued use of good quality feedback.</p> <p>New PAM sheet format allows space to create individual targets.</p> <p>Childrens books will show that disadvantaged children are receiving extra support through morning maths and dedicated teacher time.</p> <p>Informal observations from weekly SLT visits to classes including looking at books and talking to children.</p>	MW / DB / NM / LD	Feb 2019
Total budgeted cost					£8000

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>Teachers will report that all children but especially disadvantaged children have developed a growth mindset and have clear, aspirational goals.</p> <p>Clear, achievable targets are set for disadvantaged pupils and these targets are reviewed regularly.</p> <p>Gaps close between PPG and non-PPG pupils in reading. Gaps also close between current data and KS1 end of Key Stage data.</p> <p>Sustain progress made last year in maths.</p>	<p>Alison Nyeko is planning to lead a programme of visitors and events to promote children's aspirations. Children will take part in a North Star activity at the beginning and 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>Provide PPG children with online subscriptions to reading and maths programmes to provide learning opportunities outside of school. (mathletics and Accelerated Reader)</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, SEMH 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 and accelerated reader regularly</p>	<p>Jo S Claire B Lynda E Lisa C DB, MW, AN</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>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
Total budgeted cost					£67,360

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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	Feb 2019 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	Feb 2019
Improve outcomes for disadvantaged pupils	Booster sessions after school for the Year 6 children Provide free breakfast club for targeted PPG pupils to improve attendance, punctuality and to ensure they are fed and ready to learn.	To boost confidence for children ahead of their SAT tests	THRIVE trained staff available at each breakfast session. Experienced members of staff who know the children well.	NM / MC / DB / LC / JS	Feb 2019
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	Feb 2019
Total budgeted cost					£15,000

7. Review

Academic year

2017/18

Quality of teaching for all

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)
<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>Book reviews show that teachers are using the renewed feedback in books and children understand the system of written feedback.</p> <p>Childrens' books show that disadvantaged children are receiving extra support through morning maths and dedicated teacher time.</p> <p>Disadvantaged children have been targeted in PAM groups allowing teachers to give more personalised feedback including verbal feedback with follow up support where necessary.</p>	<p>Teachers who are not adhering to the marking and feedback guidance will receive extra support to ensure that feedback is clear and consistent.</p> <p>We will continue with the current guidance next year.</p>

iv. Targeted 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)
<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>PAMs continue to allow teachers and SLT to focus on specific groups and individuals and identify ways in which to support.</p> <p>Advocates were not used in all year groups due to a lack of available time. TAs were instead used to organise and run Mathletics.</p> <p>Tablets have been purchased so that children are able to access Mathletics regularly.</p> <p>Where PP children have needed SEMH support, this was provided through targeted interventions (ELSA)</p> <p>Accelerated Reader is now available for parents to access at home and participation has increased.</p> <p>Data shows that gaps closed significantly in maths from the previous year although this progress will need to be maintained in order to further close gaps between PPG and non-PPG and from the children's KS1 assessments.</p>	<p>SLT to consider holding PAMs (Pupil Attainment Meetings) in year groups to allow teachers to share expertise / ideas and to share what has gone well and areas for development. This would be incorporated into each year groups' end of term planning morning after the initial meeting in September.</p> <p>SLT to consider setting individual targets for disadvantaged children which can be regularly monitored through PAMs</p> <p>We will continue to target children for specific support where necessary.</p> <p>Children who do not engage with AR will need to be targeted more specifically. PP coordinator / English Coordinator will set aside dedicated time to monitor PP children's reading throughout the school.</p>

	<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>The library has been restocked with additional books purchased for lower AR ranges.</p> <p>The library has been open before and after school. Teachers have been regularly reviewing reading records and contacting parents of children who are not engaging.</p>	<p>Mathletics was used and data within Mathletics and end of key stage results showed rapid progress from the start of the year.</p> <p>We need to consider ways to utilise volunteers and children more so that we are not relying on TAs who are often called away to other jobs.</p>
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v. 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)
Raise self-esteem	<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>72% of PPG children used their vouchers to purchase new 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 not otherwise have had to try new activities.</p>	Earlier reviews will allow us to re-issue vouchers which have not been used if necessary.

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Provide enrichment opportunities	Half price fees payable on school / residential trips Lunchtime support available Family support worker available	All trips went ahead and all PPG pupils were able to attend. All PPG children who wanted to attend the year 6 residential were able to do so.	
Improve outcomes for disadvantaged pupils	Booster sessions after school for the Year 6 children		Writing booster sessions were not effective – writing support needs to be given within the school day.
Improve outcomes for all pupils	Review the format and content of homework. Ensure consistency across year groups.	Generally positive feedback from parents via the annual survey suggests that the new consistent approach to homework is effective in engaging parents and children in home learning.	

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