

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	

## Ladysmith Junior School Pupil Premium Strategy 2018 – 2019

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"> <li>Pupils' engagement in reading at school</li> </ul> <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"> <li>Access to AR</li> <li>Adult availability to listen to readers</li> <li>Library availability</li> <li>Pupils' lack of phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Tablets available in each classroom</li> <li>Disadvantaged pupils to read to an adult 3-4 times weekly; use volunteer readers / TA / teachers</li> <li>Disadvantaged children to have individual timetables to set out when this happens</li> <li>Library open every day before and after school. Open every lunchtime 1pm - 1.30pm</li> <li>Classes to have a timetables slot to go to the library</li> <li>Phonics test at the start of year 3 and interventions to be put in place as necessary</li> <li>'Barriers to Learning' discussions at PAMs; specific targets set and monitored half termly</li> </ul>	<ul style="list-style-type: none"> <li>All disadvantaged pupils engage with Accelerated Reader regularly and make accelerated progress on the scaled scores.</li> </ul>	<p>Tablets have worked well to ensure that PPG children are able to access AR regularly.</p> <p>PPG readers not at ARE have had regular reading with an adult but this needs to be extended out to all disadvantaged children.</p> <p>We have decided to use a new program – 'provision mapping' to record interventions</p> <p>Phonics interventions in year 3 have been successful and are no longer needed in year 4. This will need to be monitored for current Y4 cohort and maintained for new Y3 intake.</p>
<ul style="list-style-type: none"> <li>Pupils' engagement in reading at home</li> </ul>	<ul style="list-style-type: none"> <li>Parents' skills and confidence to support reading at home</li> </ul>	<ul style="list-style-type: none"> <li>Parent phonic workshop to be offered</li> <li>Help pages on the school website to offer guidance</li> </ul>	<ul style="list-style-type: none"> <li>All disadvantaged children have the skills and confidence to read independently at home.</li> </ul>	<p>Phonics workshop has been scheduled for the Autumn term in year 3</p>

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<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"> <li>• Culture of reading within the home environment</li> </ul>	<ul style="list-style-type: none"> <li>• Reading workshop for parents to be offered</li> <li>• Help pages on the school website to offer guidance</li> <li>• Reading records to be checked by teachers weekly and this will be monitored half termly by English coordinator and PPG coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel more confident to support their children's reading at home</li> <li>• Parents engage with reading records</li> </ul>	<p>Website help pages will be completed in the 2019 Autumn term.</p> <p>Reading workshops have been planned in for all year groups for the 2019/20 academic year.</p> <p>Reading records now form part of whole school monitoring and feedback</p>
<ul style="list-style-type: none"> <li>• Approach to teaching reading</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of resources / planning</li> </ul>	<ul style="list-style-type: none"> <li>• New scheme / resources to be bought and implemented               <ul style="list-style-type: none"> <li>◦ Reading Vipers – <a href="http://www.literacyshed.com">www.literacyshed.com</a></li> <li>◦ Re-think reading – a new Babcock initiative with suggested</li> </ul> </li> <li>• Professional development to be provided for all teachers</li> <li>• English coordinator to attend regular subject coordinator meetings run by Babcock</li> <li>• English coordinator and PPG coordinator to attend CPD around reading</li> <li>• Whole school Reading Audit undertaken and actions to be implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Observations show that teachers are using new confidently and effectively and are targeting disadvantaged children in their teaching.</li> <li>• Disadvantaged children are engaged in learning about reading and make accelerated progress</li> </ul>	<p>New scheme is in place, alongside more whole class reading texts in year 6.</p> <p>English PDMs have been planned in for the 2019-20 academic year.</p>

Writing				
Area for development	Barriers	Planned actions to address	Success criteria	Evaluation
<ul style="list-style-type: none"> <li>Children's engagement with writing</li> </ul>	<ul style="list-style-type: none"> <li>Reluctance / engagement with reading</li> <li>Availability of planned writing units based around engaging texts</li> </ul>	<ul style="list-style-type: none"> <li>Pupil conferencing</li> <li>Pupil questionnaire</li> <li>Use of a wider range of material, including use of different forms of media / film studies.</li> <li>Units to be developed so that they are related to year group topics</li> <li>Increased focus on quality outcomes at the end of units</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged writing shows increased engagement through increased amount and improved content</li> <li>Disadvantaged pupils are proud of the outcomes of their work</li> </ul>	<p>Pupil conferencing did not take place. Pupil questionnaire undertaken but disadvantaged responses were not separated. Disadvantaged pupils will be met in person in future. Writing units are now aligned more specifically with the year group topics.</p>
<ul style="list-style-type: none"> <li>Teachers' ability and confidence to assess greater depth writing.</li> <li>Teachers' ability and confidence to teach / support greater depth writers or children capable of working at greater depth.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher knowledge</li> <li>Children's knowledge of expectations for greater depth writing</li> </ul>	<ul style="list-style-type: none"> <li>Use of exemplification materials</li> <li>1 teacher in each year group to attend moderation training and then disseminate to colleagues</li> <li>Cross school / inter-school moderation</li> </ul>	<ul style="list-style-type: none"> <li>Accurate judgements of greater depth writing</li> <li>Increased numbers of disadvantaged children achieving greater depth – at least in-line with end of KS1 data</li> </ul>	<p>PDM delivered to explore the new exemplification material.</p>
<ul style="list-style-type: none"> <li>Pupils' range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' lack of exposure to rich, engaging texts</li> <li>Teachers not always addressing vocabulary misunderstandings in teaching of reading</li> </ul>	<ul style="list-style-type: none"> <li>Change in approach to teaching of reading – shift to whole class reading and use of more engaging texts</li> <li>Teachers to focus on vocabulary in teaching of reading – to discuss meaning of words and how to use the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' writing shows effective use of a range of vocabulary including the use of statutory KS2 words</li> </ul>	<p>After our whole school reading audit, we now have some planned actions to address the teaching of vocabulary for the</p>

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		<p>context of the text to work out the meaning of unknown words</p>		<p>2019-20 academic year.</p>
<ul style="list-style-type: none"> <li>• Consistent use of effective teacher feedback and marking</li> </ul> <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"> <li>• Teachers' awareness of the impact of consistent, effective feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Regular book reviews of disadvantaged children's books</li> <li>• Support teachers who are not showing evidence of the feedback and marking guidance</li> <li>• PPG co / English co to develop exemplification of effective feedback</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers providing consistent, effective feedback for disadvantaged pupils.</li> </ul>	<p>Book reviews have shown that our marking and feedback guidance is being implemented successfully across the school.</p>

Maths				
Area for development	Barriers	Planned actions to address	Success criteria	Evaluation
<ul style="list-style-type: none"> <li>Pupils' confidence with calculations</li> </ul>	<ul style="list-style-type: none"> <li>Lack of knowledge / confidence with mental and written strategies for 4 operations.</li> </ul>	<ul style="list-style-type: none"> <li>'Barriers to Learning' discussions at PAMs</li> <li>Extra time with teacher during short, focused sessions in the morning to pre-teach or address misconceptions</li> <li>Where necessary, provide disadvantaged children with online subscriptions to maths programmes to provide learning opportunities outside of school. (Mathletics / TT Rockstars)</li> </ul>		<p>PAMs continue to be an effective way to ensure that support is in place for those who need it most but specifically disadvantaged pupils.</p> <p>We are looking into maths shed as an alternative to TT</p>
<ul style="list-style-type: none"> <li>Pupils' ability to apply what they already know – fluency</li> </ul> <p><i>SATs question level analysis for the 2017-18 cohort show that they scored lower on the fluency and reasoning questions.</i></p>	<ul style="list-style-type: none"> <li>Pupils' over reliance on formal written strategies rather than mental strategies; fluency</li> <li>Lack of vocabulary and reading skills needed to access</li> </ul>	<ul style="list-style-type: none"> <li>Maths coordinator to implement new resources / scheme to supplement White Rose which has a focus on developing fluency through reasoning.</li> <li>Maths coordinator to plan and deliver targeted professional development to all staff to develop their understanding of the need to develop the use of fluency.</li> <li>See reading action above</li> </ul>	<ul style="list-style-type: none"> <li>Teachers confident to teach / encourage fluency</li> <li>Disadvantaged pupils are more confident to talk / explain their understanding</li> <li>Disadvantaged children make accelerated progress within White Rose test papers</li> </ul>	<p>Power Maths has been implemented and embedded across the school with a clear focus on fluency, reasoning and problem solving</p>

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	<p>questions in a context.</p>	<ul style="list-style-type: none"> <li>• Focus on mathematical vocabulary on working walls</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged book reviews show that children are able to explain their understanding and they are increasingly able to access fluency / reasoning / problem solving challenges within lessons</li> </ul>	<p>This will form part of next year's action plan around vocabulary enrichment</p>
<ul style="list-style-type: none"> <li>• Parental engagement with maths</li> </ul> <p><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></p>	<ul style="list-style-type: none"> <li>• Parents' skills and confidence to support maths at home</li> </ul>	<ul style="list-style-type: none"> <li>• Maths coordinator / disadvantaged coordinator to develop help pages</li> <li>• Where necessary, provide disadvantaged children with online subscriptions to maths programmes to provide learning opportunities outside of school. (Mathletics / TT Rockstars)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel able to support their children at home.</li> <li>• Times table test scores improve</li> </ul>	<p>This is set as a priority for the 2019-20 academic year</p>

Other Approaches				
Area for development	Barriers	Planned actions to address	Success criteria	Evaluation
<ul style="list-style-type: none"> <li>Disadvantaged children's self-esteem</li> </ul> <p><i>Research shows that children's self-esteem improves if they have correct school uniform.</i></p>	<ul style="list-style-type: none"> <li>Cost of uniform</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged children to receive a voucher entitling them to free school uniform at the start of each academic year</li> </ul>	<ul style="list-style-type: none"> <li>All disadvantaged children wear the correct school uniform</li> </ul>	Successful
<ul style="list-style-type: none"> <li>Disadvantaged children's participation in enrichment opportunities</li> </ul> <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"> <li>Cost</li> </ul>	<ul style="list-style-type: none"> <li>Half price fees payable on school / residential trips</li> <li>Ensure all children have access to trips and visits that extend the curriculum</li> <li>To ensure that all children have the opportunity to take advantage of the residential visit</li> </ul>	<ul style="list-style-type: none"> <li>100% of disadvantaged pupils take part in enrichment activities throughout the year:                             <ul style="list-style-type: none"> <li>Half termly sports enrichment</li> <li>School trips</li> <li>Visitors</li> </ul> </li> <li>All disadvantaged children who want to attend the year 6 residential are able to do so; finance will not be a barrier</li> </ul>	Successful
<ul style="list-style-type: none"> <li>Disadvantaged children's confidence for end of KS2 SATs tests</li> </ul>	<ul style="list-style-type: none"> <li>Confidence and ability in maths and writing</li> </ul>	<ul style="list-style-type: none"> <li>Booster sessions to be offered after school in the spring term for year 6 pupils</li> <li>Writing conferencing to be provided within school time</li> </ul>	<ul style="list-style-type: none"> <li>Decreased anxiety about SATs tests</li> <li>Improved outcomes for disadvantaged pupils</li> </ul>	Successful  TBC when official data
<ul style="list-style-type: none"> <li>Disadvantaged children's attendance / punctuality / readiness to learn</li> </ul>	<ul style="list-style-type: none"> <li>Some disadvantaged children do not have access to breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>Provide free breakfast club for targeted disadvantaged pupils to improve attendance, punctuality and to ensure they are fed and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance / punctuality improves for disadvantaged pupils</li> </ul>	Disadvantaged attendance: <b>2017-18</b> LJS PPG: 94.29% PPG Nat Ave: 93.7%

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	<ul style="list-style-type: none"><li>• Pupils' motivation to come to school</li></ul>		<b>2018-19</b> LJS PPG: 94.34% PPG Nat Ave: Unknown
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