

Ladysmith Federation

Ladysmith Junior School Pupil Premium Strategy 2019 – 2020

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

It aims to improve teaching quality and therefore benefit all students but with a particularly positive effect on children eligible for the Pupil Premium Grant.

At Ladysmith Junior School, we use the grant in a number of ways to support all children but specifically 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.

Further information on what the Pupil Premium Grant is and how we use it can be found on the Pupil Premium Leaflet provided to parents. [Click here for a link to the leaflet which is on the school website.](#)

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.

School overview

Metric	Data
School name	Ladysmith Junior School
Pupils in school	356
Proportion of disadvantaged pupils	14% - 49/356
Proportion of disadvantaged children with additional SEND needs	25% - 12/49
Pupil premium allocation this academic year	£88,020
Academic year or years covered by statement	2019-2020
Publish date	February 2020
Review date	November 2020
Statement authorised by	Mark Wilkinson
Pupil premium lead	Dave Broad
Governor lead	Jill Green

Ambition  Adventure  Achievement

Disadvantaged pupil progress scores for last academic year

Measure	Progress Score	Average Score
Reading	- 0.1	101
Writing	-0.3	n/a
Maths	1.7	102

Strategy aims for disadvantaged pupils

Our Pupil Premium Strategy is in 4 sections, setting out how we intend to support our disadvantaged pupils in each of the following areas, identified in consultation with staff and through data analysis.

Outcomes	Rationale
Reading All disadvantaged children to make at least expected progress from their Key Stage 1 assessments.	Disadvantaged children have not all previously made expected progress
Phonics 100% of children will have passed their KS1 phonics test by the end of year 3.	Children come to us from KS1 with gaps in their phonics understanding. This year, 2019-20, 13 children did not pass the screening test in year 1.
Writing All disadvantaged children to make at least expected progress from their Key Stage 1 assessments.	Historically, not all disadvantaged children have made expected progress
Maths All disadvantaged children to make at least expected progress from their Key Stage 1 assessments.	Historically, not all disadvantaged children have made expected progress


Barriers to Learning:

With so many children, there are inevitably a wide range of barriers to learning and some of these are specific to individual children. Below are the key barriers, identified in consultation with staff. Not all of these barriers apply to all children and some barriers, specific to individuals, are not listed.

- Lack of parental engagement and / or lack of parental ability or confidence to support children
- Chaotic home life
- Poor attendance / late arrivals
- A lack of phonic knowledge / understanding
- Financial deprivation
- Speech and language difficulties
- A limited depth and range of vocabulary compared to other children
- Poor mental health / social and emotional needs

Review: last year's aims and outcomes

Please see review of last year's Pupil Premium Strategy, available on the website or [by clicking here.](#)

Ambition  Adventure  Achievement

Reading

Strategy aims for Disadvantaged pupils:

All disadvantaged children to make at least expected progress from their Key Stage 1 assessments.

Teaching Priority – current academic year	Barriers to learning these priorities address	Success criteria What will we see?	Evaluation
Develop teaching of reading skills: <ul style="list-style-type: none"> Introduce and embed VIPERS as a whole school strategy. Teachers will focus their teaching / questioning on our disadvantaged pupils in particular. Previously high attaining children, particularly those who are disadvantaged, will be targeted for higher level responses. Purchase additional resources where necessary, including whole class texts. 	<p>Teachers need to feel confident that their methods of teaching reading are up-to-date.</p> <p>Research and our own independent review of reading showed that staff wanted additional training and resources to teach reading effectively.</p> <p>Rationale (From the EEF)</p> <p><i>‘On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’</i></p>	<p>Informal lesson observations of reading will show an emphasis on the targeting of questioning towards disadvantaged pupils.</p> <p>By the end of the year, in pupil interviews, disadvantaged children are able to talk about reading with confidence. They are able to refer to VIPERS skills within the context of developing their reading.</p> <p>All disadvantaged children who achieved ARE at KS1 will be assessed as ARE or above by the end of their academic year.</p>	<p>VIPERS has been introduced and new planning format is in use.</p> <p>Additional resources purchased.</p> <p>Assessments did not take place due to the lockdown.</p>

<p>Create a reading culture where children are reading for pleasure:</p> <ul style="list-style-type: none"> • Develop ERIC sessions to include an emphasis on sharing books with peers and adults. • Teachers will read high quality stories, recommended by babcock, to their class regularly, discussing the book they are using. 	<p>Some children, particularly our disadvantaged children are not always motivated to read – certainly not independently.</p> <p>Feedback from teachers and reviews of reading journals show that for our disadvantaged children, there is often a lack of parental engagement at home – children are not reading regularly with an adult and are not encouraged to read independently so we aim to make the children more self-motivated.</p> <p>A limited depth and range of vocabulary compared to other children.</p> <p><i>Rationale (from Somerset Literacy Network)</i></p> <p><i>Research has shown that children of ‘professional parents’ will hear 32 million more words by the age of 4</i></p>	<p>Children are able to recognise authors and styles of writing that they enjoy – evidence in pupil interviews and reading records.</p> <p>Pupil interviews show that disadvantaged children can talk about books they have enjoyed reading as a class.</p> <p>Accelerated Reader reports to be monitored half termly by class teachers to ensure that disadvantaged children are taking quizzes, evidencing that they are engaged with regular reading.</p> <p>Reading records show that higher attaining disadvantaged pupils are reading books which provide engagement and challenge.</p>	<p>Pupil interviews have not taken place due to the lockdown.</p> <p>Whole class reading sessions have been discussed as a staff and teachers have been asked to include an emphasis on sharing books and sharing enjoyment.</p> <p>Babcock recommended texts have been purchased and year groups are now reading these texts as a whole class.</p>
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<p>Accelerated Reader will continue to be embedded across the school:</p> <ul style="list-style-type: none"> • SLT will raise the profile of AR by celebrating achievements in assemblies. • In class, teachers will use AR at least half-termly to monitor engagement with reading and encourage children to read. • Access to tablets for disadvantaged children to complete quizzes in school. 	<p>Disadvantaged children who are free readers may need support to choose books which provide sufficient challenge but which are accessible. Accelerated Reader does this.</p> <p><u>Click here for a link to the Accelerated Reader leaflet on the school website.</u></p>	<p>Every disadvantaged child is reading and enjoying age appropriate books. Evidence in AR quizzes, reading records and pupil interviews.</p>	<p>Not completed.</p>
<p>To ensure that parents are able to support their children at home:</p> <ul style="list-style-type: none"> • Each year group will host a parent workshop on reading to give them the skills to support their children at home. • Support materials will be available on the school website 	<p>Parents may not have the skills to support their children with reading at home.</p> <p>Children who read regularly at home with an adult and whose parents are engaged with reading as a family are more likely to be successful readers.</p>	<p>Each year group will have hosted a curriculum morning each academic year with a focus on reading. Feedback forms will show that parents found these useful and they feel better equipped to support their children at home with their reading.</p> <p>Materials will be available on the website to support parents.</p> <p>More parents of disadvantaged children are reading with their children.</p>	<p>Reading workshops have taken place for some year groups prior to lockdown and year 3 have hosted a remote session during the autumn term.</p> <p>Support materials not yet available on the website.</p> <p>No numerical data collected for disadvantaged parents reading with children.</p>

Targeted Academic Support	Barriers to learning these priorities address	Success criteria	Evaluation
Children who have not passed the KS1 phonics screening will receive additional support.	A lack of phonic knowledge.	Children who had not passed at KS1 will pass by the end of year 3.	Extra phonic sessions were run by teaching assistants but the course was not completed.
An adult will read regularly (at least 3x weekly) with all disadvantaged children.	<p>Not all disadvantaged children are reading regularly at home.</p> <p>Not all disadvantaged children are reading regularly with an adult at home.</p> <p>Not all adults have the confidence and ability to support their children's development of reading at home.</p>	<p>All disadvantaged children are reading regularly with an adult and reading texts which are appropriate to their ability and interests.</p> <p>Records kept in the office show that disadvantaged children are being read with regularly.</p> <p>Volunteers are trained to ask appropriate questions while listening to readers.</p>	Completed until lockdown.
Projected Spend	£28 000		

Phonics			
Strategy aims for Disadvantaged pupils: 100% of children will have passed their KS1 phonics test by the end of year 3.			
Targeted Academic Support – current academic year	Barriers to learning these priorities address	Success criteria	Evaluation
<p>Children who have not passed the KS1 phonics screening will be identified and receive additional support.</p> <ul style="list-style-type: none"> Children who only just passed the KS1 phonics test or who failed will be reassessed on entry to year 3. Any children on the cusp or who still do not pass will attend daily phonics interventions with a teacher. 	<p>A lack of phonic knowledge / awareness.</p> <p>Rationale <i>(from the EEF)</i></p> <p>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)’</p>	<p>Children who had not passed at KS1 will pass by the end of year 3 – retested in June 2020.</p> <p>Resources will be available.</p> <p>Any who have not will be assessed to ensure that any SEND needs are recognised and support is in place.</p>	<p>Extra phonic sessions were run by a teacher but the course was not completed.</p>
Projected Spend	£7000		

Writing

Strategy aims for Disadvantaged pupils: all disadvantaged children to make at least expected progress from their Key Stage 1 assessments.

Teaching Priority – current academic year	Barriers to learning these priorities address	Success criteria	Evaluation
Ensure that marking and feedback is differentiated and focusses on the individual's current attainment. For example, children who are working towards should have feedback relating to appropriate targets not whole class WALT.	<p>Children are not always aware how to improve or edit their written work.</p> <p>All children, including disadvantaged children, benefit from consistent, clear and concise feedback which allows them to improve their work and secure their understanding.</p> <p>Rationale (from the EEF)</p> <p>'It (feedback) should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.'</p>	<p>Disadvantaged children are making accelerated progress where necessary to make at least expected progress from their end of KS1 assessment.</p> <p>Books will show clear, accelerated progress as a result of targeted feedback.</p>	All book looks have shown clear progress as a result of targeted verbal and written feedback.
Targeted Academic Support	Barriers to learning these priorities address	Success criteria	Evaluation
Ensure that disadvantaged children not at ARE, with particular attention to those who achieved ARE at the end KS1, are targeted for intervention.	<p>A combination of barriers based on the list on page 3 specific to individuals.</p> <p>Children who are not working at Age Related Expectations (ARE) but who achieved ARE at the end of KS1 are not on track to make expected progress.</p> <p>Rationale (from EEF - Pupil Premium Guidance)</p>	<p>All disadvantaged pupils who achieved ARE at KS1 will be working at ARE by the end of the academic year.</p> <p>Pupil Target Sheets will show this.</p>	End of year assessments did not take place due to the lockdown.

<ul style="list-style-type: none"> Regular, half-termly Pupil Attainment Meetings (PAMs) will identify these children and set out the support needed. 	<p>Targeted academic support</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p>		<p>Pupil Attainment meetings during the autumn term identified those children needing support and targeted support was given in lessons prior to lockdown.</p>
Projected Spend	£18 000		

Maths			
Strategy aims for Disadvantaged pupils: all disadvantaged children to make at least expected progress from their Key Stage 1 assessments.			
Teaching Priority – current academic year	Barriers to learning these priorities address	Success criteria	Projected Spending Evaluation
Develop consistency in teaching greater depth: <ul style="list-style-type: none"> Maths coordinator to deliver termly professional development meetings to train teaching staff Power Maths to be embedded to support the teaching of greater depth 	Children need access to teaching and resources which allow them to work at greater depth.	Evidence of greater depth being taught in every class. Teachers accessing Power Maths resources. Books show a range of reasoning and problem solving tasks. Pupil Interviews show that disadvantaged children targeted for greater depth are accessing appropriate tasks and are able to do these.	PDM delivered in the autumn term. Book looks show clear and consistent use of fluency, reasoning and problem solving tasks in all books.
Ensure that end of term tests are used to inform future teaching: <ul style="list-style-type: none"> Analysis of white rose termly progress test. Areas of weakness are re-covered during spare week 	By identifying common gaps and individual gaps, teachers can ensure that individuals' barriers to making progress can be overcome through intervention.	Assessment for learning is being used effectively in all classes. Analysis documents show these areas of weakness and these are addressed through future planning.	Whole class analysis on white rose tests in the autumn term informed interventions and areas for teacher focus.

Targeted Academic Support	Barriers to learning these priorities address	Success criteria	Projected Spending Evaluation
<p>Ensure that those children not at ARE, with particular attention to those who achieved ARE at the end KS1, are targeted for intervention.</p> <ul style="list-style-type: none"> Regular, half-termly Pupil Attainment Meetings (PAMs) will identify these children and set out the support needed. Daily Mathletics for all disadvantaged children in year 3 and 4 not at ARE. Disadvantaged children not at ARE in year 6 targeted for extra support with a teacher. 	<p>A combination of barriers based on the list on page 3 specific to individuals.</p> <p>Gaps in conceptual understanding.</p> <p><i>Rationale (from EEF - Pupil Premium Guidance)</i></p> <p><i>Targeted academic support</i></p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p>	<p>Disadvantaged children make accelerated progress towards their targets.</p> <p>Mathletics data shows progress.</p>	<p>PAMs were run and extra teacher targeted intervention groups until March 2020 lockdown.</p> <p>During lockdown regular work was copied and distributed to all disadvantaged who could not access remote learning.</p> <p>Parent support was offered via weekly teacher phonecalls to support learning.</p>
Projected Spend	£27 000		

Wider Strategies				
Priority	Barriers	Planned actions to address	Success criteria	Evaluation
Develop disadvantaged children's self-esteem <i>Research shows that children's self-esteem improves if they have correct school uniform.</i>	Often, financial restraints can mean that parents are unable to afford school uniform. By providing new rather than used uniform for our disadvantaged pupils, we hope to raise their self-esteem.	Disadvantaged children to receive a voucher entitling them to free school uniform at the start of each academic year. Children newly identified as eligible for the Pupil Premium Grant will also receive a voucher.	All disadvantaged children wear the correct school uniform	Completed and will be ongoing next year.
Ensure that disadvantaged children are able to participate in enrichment opportunities <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>	Financial restraints can mean that parents are unable to pay for additional activities such as trips and residential activities.	Half price fees payable on school / residential trips. Plan in opportunities 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. This may include a referral to a charity to help with funding.	100% of disadvantaged pupils take part in enrichment activities throughout the year: <ul style="list-style-type: none"> - Half termly sports enrichment - School trips - Visitors All disadvantaged children who want to attend the year 6 residential are able to do so; financial deprivation will not be a barrier.	Completed until lockdown and will be ongoing next year.
Maximise disadvantaged children's attendance / punctuality / readiness to learn.	Financial deprivation Anxiety Punctuality / attendance.	Provide free breakfast club for targeted disadvantaged pupils to improve attendance, punctuality and to ensure they are fed and ready to learn.	Decreased anxiety about SATs tests. Improved outcomes for disadvantaged pupils.	Completed until lockdown and will continue next year.
Projected Spend	£8000			