

Garden Suburb Junior School Pupil Premium strategy Statement and Review 2017-2018

1. Summary information					
School	Garden Suburb Junior				
Academic Year	2017-2018	Total PP budget	£112,780 (April 2017-April 2018)	Date of most recent PP Review	October 2018
Total number of pupils	354	Number of pupils eligible for PP	85	Date for next internal review of this strategy	

The term also used by the Department for Education for pupils eligible for Pupil Premium (PP) Funding is Disadvantaged Pupils

2. Current attainment 2017-18		
23 pupil premium 66 non pupil premium	<i>Pupils eligible for PP Garden Suburb Junior School</i>	<i>Pupils not eligible for PP Garden Suburb Junior School</i>
Attainment	<i>23 pupils (National)</i>	<i>66 pupils (National)</i>
% achieving in reading, writing and maths	52% (51%)	80% (70%)
% achieving national expected standard or above in reading	65% (64%)	89% (80%)
% achieving national expected standard or above GPS	74% (67%)	89% (82%)
% achieving national expected standard or above Writing	57% (65%)	92% (83%)
% achieving national expected standard or above Maths	70% (64%)	88% (81%)
% exceeding in reading, writing and maths	0% (4%)	14% (12%)
% exceeding national expected standard or above in reading	17% (18%)	44% (32%)
% exceeding national expected standard or above GPS	30% (24%)	59% (39%)
% exceeding national expected standard or above Writing	4% (11%)	15% (24%)
% exceeding national expected standard or above Maths	9% (14%)	50% (28%)
<p>Percentage of pupils achieving the expected standard in RWM combined is in line with the national average Percentage of pupils achieving the expected standard in Reading is above national Percentage of pupils achieving the expected standard in GPS (Grammar, Punctuation and Spelling) and Maths is well above national Percentage of pupils achieving the expected standard in writing is below national Percentage of pupils exceeding the expected standard in reading is in line with national Percentage of pupils exceeding the standard in GPS is well above national Percentage of pupils exceeding the expected standard writing and maths is below the national</p>		

Progress

	Reading	Writing	Maths
Garden Suburb Junior School	2.21	0.59	0.92
Progress score for disadvantaged pupils			
Number of disadvantaged pupils	18	18	18
National average progress score for non-disadvantaged pupils	0.31	0.24	0.31

Progress score for disadvantaged pupils is significantly above national average for non-disadvantaged in reading
 Progress score for disadvantaged pupils is above national average for non-disadvantaged in writing and maths
 The progress data indicates that disadvantaged pupils have made good progress from their starting points at the end of Key Stage 1

	2016		2017		2018	
	Non PP	PP	Non PP	PP	Non PP	PP
Number of pupils	58	25	67	22	66	23
Prior Attainment at KS1 National average 15.00	16.43	15.92	15.82	13.91	16.68	14.01

For the last two year the average point score for PP pupils at the end of Key Stage 1 has been below the expected standard

3. Barriers to future attainment

In-school barriers

We believe that the best way to ensure that disadvantaged children achieve their potential is for the Pupil Premium grant to contribute primarily to quality teaching and learning 'Quality First Teaching' for all ability groups.

We also use the grant as a contribution to specific interventions to support with English and Maths and where necessary to support: attendance and punctuality, engagement in school life, social, emotional and physical wellbeing

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| A. | Pupil premium pupils attainment at greater depth is not always as high as the non-pupil premium pupils |
| B. | Social and emotional difficulties that can impact on learning and attitudes to learning and self esteem |
| C. | Pupil premium pupils who are EAL need additional support |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Lack of support with homework and extending learning |
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4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Continue to diminish the difference for progress and attainment across all key areas through quality first teaching. Provide quality training and feedback for staff on good practice. Leadership Support for Year Group teams eg Leadership attending planning where possible	Progress and attainment at Key stage 2 will be at least in line with national expectations and gaps in learning will be made smaller in Maths and English. More PP pupils will attain greater depth
B.	Provide more teacher led interventions for pupils who are falling behind eg intervention groups, EAL club, homework club, interventions	Pupils who are have gaps in their learning will be supported and more engaged and able to access learning in class
C.	Provide ability group teaching in English across the school in order to target resources (additional teachers and LSAs) in the low/core groups. Provide ability group teaching Year 6 for English and Maths in order to target resources (additional teachers, LSAs) at all ability groups	Pupil premium pupils in all ability groups will be supported to achieve their best and raise their attainment in Maths and English
D.	Ensure that good learning behaviours are developed through focusing on learning powers, developing resilience and good behaviour as well as supporting pupils and families with social and emotional difficulties	Pupils will develop better learning behaviours and be more able to respond to feedback in order to improve their outcomes. Supporting emotional and behavioural needs ensures better learning environment for all pupils

5. Planned expenditure					
Academic year	2017-2018				
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 ?
To ensure 'Quality First Teaching' enabling pp pupils to get the feedback necessary to make good progress	Grouping the children for English enables teaching and resources to be targeted at specific groups (SEND, EAL, Core, HLT) Leadership team directly involved in planning and delivery Additional teachers (rather than LSAs) in English classes across the school to support the needs of all groups of pp pupils	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We have seen success using the strategy of having English groups in previous years. Sutton Trust research suggests that using PP grant on additional teachers can be more effective than increasing the number of LSAs	Lesson observations, monitoring of pupil outcomes, monitoring of planning, pupil review days	Year Group Leaders, Deputy Head/ Head and English Co-ordinator	Termly through data analysis Lesson observations
Raise expectations for all pupils in order to raise standards in English and Maths	Increased expectation on Year Group Leaders of demonstrating their impact on raising standards. Training for staff on raising expectations and increasing challenge for all pupils in writing	High ability pupils eligible for PP. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure that all teachers provide challenge and the necessary feedback for these pupils.	INSET for staff Monitoring Moderation	Deputy Head/ English Co-ordinator	Monitoring of outcomes Moderation Termly data analysis Pupil Review Days
Total budgeted cost					£64,200

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?
To ensure that pupils entitled to pupil premium make good progress in Maths and English	Interventions in maths in Y5 and Y6 <ul style="list-style-type: none"> - Small group support - Before/after school focus groups - Interventions in English <ul style="list-style-type: none"> Eg EAL specialist teacher supporting in Year 5 supporting EAL pupils - Homework Club - EAI Club 	Quality first teaching supplemented by a variety of interventions (plan do review) is identified in EEF Tool kit.	Regular communication between the class teachers and teachers providing the interventions to support with planning and review.	Deputy Head/ Inclusion Manager	Termly
To ensure that pupils entitled to pupil premium make good progress in KS2 Tests	Intervention for Y6 and Y5 groups of pupils after school to support with accessing tests	Barrier to learning was identified that some pupils were underperforming tests. They needed more pre learning and exposure to test format	Regular communication between the class teachers and teachers providing the interventions to support with planning and review.	Deputy Head/Year 5/Year 6 Co-ordinator	Y6 - February 2018- May 2018 Y5 – May 2018- July 2018
Total budgeted cost					£37,874
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?
Support the behaviour, emotional health and wellbeing of pupils.	Subscription to Health and Wellbeing service (HEWS)	If pupils emotional and behavioural needs are met all pupils benefit and are able to access the curriculum more effectively.	Vulnerable pupils will be identified to access support. External agencies will lead and train staff in delivering 'Mighty Me' and other self-esteem raising initiatives.	Inclusion manager/ Head Teacher	Throughout the Year

Develop more resilient learners	Focus on developing resilience through 'Learning Powers'	Work of Guy Claxton indicates that successful learners need to develop good learning behaviours to be able to respond effectively to feedback.	Parents will have access to support. INSET for staff on 'Learning Powers' Information for parents on website	Deputy/Head	Pupil voice interviews
To raise confidence and improve engagement of eligible pupils by: <ul style="list-style-type: none"> participating in extra-curricular activities attending before and after school care participating in educational visits 	Contribution towards funding for identified children to participate in school activities	Participation in extra-curricular activities raises self-esteem, helps to build relationships with peers and raises confidence. "Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through after-school activities or a programme organised by a local sporting club or association." (Teaching and learning Toolkit)	Close monitoring of the children who are attending clubs – are PP children being given fair access to clubs.	Headteacher Support Teacher LSAa	Throughout the year
Total budgeted cost					£10,706

6. Review of 2017 18 expenditure

i. 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)	Cost
<p>To ensure 'Quality First Teaching' enabling pp pupils to get the feedback necessary to make good progress</p>	<p>Grouping the children for English enables teaching and resources to be targeted at specific groups (SEND, EAL, Core, HLT) Leadership team directly involved in planning and delivery</p> <p>Additional teachers (rather than LSAs) in English classes across the school to support the needs of all groups of pp pupils</p>	<p>Progress PP pupils made significantly above the national progress in reading and made progress above the national in Writing and Maths. PP pupils made more progress than non PP pupils</p> <p>Attainment Attainment in GPS was significantly above national RWM combined attainment was in line with the national average</p> <p>Attainment in writing for PP pupils was not in line with national.</p> <p>We did not manage to have as much impact on achieving greater depth in writing. The greatest impact on this was likely to be low starting points at Key stage 1</p>	<p>Although we have evidence that ability grouping for English can have a positive impact, there is also evidence to suggest that mixed ability grouping could raise expectations of all pupils further. In 2018-19 we will not continue this approach for English</p> <p>Leadership involvement in planning Y3,Y4, Y6 Year groups has been a successful strategy for all groups of pupils as indicated in attainment and progress data and will be continued for all year groups next year</p> <p>The use of additional teachers to deliver interventions will also continue to be used as a strategy as data suggests that this had a positive impact on the progress of PP pupils</p>	<p>£64,200</p>

ii. 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)	Cost
Raise expectations for all pupils in order to raise standards in English and Maths	<p>Interventions in maths in Y5 and Y6</p> <ul style="list-style-type: none"> - Small group support - Before school focus groups - Interventions in English Eg EAL specialist teacher supporting in Year 5 supporting EAL pupils - Home work Club - EAL club 	<p>The following indicate that interventions were successful:</p> <ul style="list-style-type: none"> - Attainment and progress data - Monitoring of pupil outcomes - Feedback from teachers about participation in class 	<p>Test paper analysis indicates that a number of children missed achieving the national standard by one point with a score of 99</p> <p>Reading- 2 pupils GPS - 3 pupils Maths – 5 pupils</p> <p>If these children had reached the national standard it would have made a significant difference to our attainment and progress data.</p> <p>Further analysis of test papers to identify areas for further focus will take place to sharpen the focus of interventions.</p>	£37,874
To ensure that pupils entitled to pupil premium make good progress in KS2 Tests	Intervention for Y6 and Y5 groups of pupils after school to support with accessing tests			

iii. 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)	Cost
Support the behaviour, emotional health and wellbeing of pupils	Subscription to Health and Wellbeing service (HEWS)	Vulnerable pupils across the school were supported with a variety of emotional and behavioural needs benefitting many pupils, including those not eligible for PP.	This is an extremely successful service impacting not only on the vulnerable pupils who have direct therapy but also on whole class behaviour. Support for parents is also provided.	£10,706
Develop more resilient learners	Focus on developing resilience through 'Learning Powers'	Individual staff were trained to deliver 'Mighty Me' a self-esteem raising intervention. All staff were trained in 'Might Me' strategies.	Staff are now trained to have an impact on a wider number of pupils	
To raise confidence and improve engagement of eligible pupils by:	Contribution towards funding for identified children to participate in school activities	Learning powers permeates the curriculum PP pupils have the opportunity to access the extra-curricular opportunities	During partnership review in March 2018 pupils were able to discuss the learning powers and the wider curriculum on offer. Continue to promote learning powers with staff, pupils and parents in order to continue to give more precise feedback to pupils on their learning	
<ul style="list-style-type: none"> • participating in extra curricular activities • attending before and after school care participating in educational visits	Contribution towards funding for identified children to participate in school activities	Vulnerable families are supported with after school care. Support for some pupils with breakfast club encourages better punctuality and attendance.	This is a successful strategy to ensure that PP pupils have access to the same opportunities and activities which builds physical fitness, self-esteem and self-confidence.	

7. Additional detail

External advice and guidance is used to support approaches to use of funding eg School Improvement Partner, Teaching and Learning Tool Kit, NFER report, Sutton Trust, 'A practical Guide to The Pupil Premium' Marc Rowland.