

1. Summary information					
School	Garden Suburb Junior				
Academic Year	2019-20	Total PP budget £97,980	£ (April 2019-April 2020)	Date of most recent PP Review	Nov 2019
Total number of pupils	354	Number of pupils eligible for PP 72		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 KS 2 Attainment 2018 -19		
pupil premium non pupil premium	<i>Pupils eligible for PP Garden Suburb Junior School</i>	<i>Pupils not eligible for PP Garden Suburb Junior School</i>
<u>Attainment</u>	29 pupils (National)	54 pupils (National)
% achieving in reading, writing and maths	45% (51%)	83% (70%)
% achieving national expected standard or above in reading	69% (62%)	87% (80%)
% achieving national expected standard or above GPS	72% (67%)	93% (82%)
% achieving national expected standard or above Writing	48% (68%)	87% (83%)
% achieving national expected standard or above Maths	86% (67%)	93% (81%)
% exceeding in reading, writing and maths	0% (4.7%)	10.9% (13%)
% exceeding national expected standard or above in reading	7.1% (16.9%)	49.1% (31.3%)
% exceeding national expected standard or above GPS	37.9%	62.5%
% exceeding national expected standard or above Writing	3.6% (11.3%)	12.7% (23.9%)
% exceeding national expected standard or above Maths	10.6% (15.6%)	45.5% (31.2%)

Percentage of pupils achieving the expected standard in RWM combined is below 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 is below national in all subjects

Progress Measure KS1 – KS2

(National)	Reading	Writing	Maths
Garden Suburb Junior School	1.5 (1.0)	-1.0 (0.3)	2.8 (1.3)
Progress score for PP pupils			
Number of PP pupils with KS1 SATs Results	24	24	24
National average progress score for non-PP pupils	4.0	0.4	4.3
Progress score for PP pupils is above national average for PP in reading Progress score for PP is below national average for PP in writing Progress score for PP pupils is above national average for PP in maths The progress data indicates that PP pupils have made good progress from their starting points at the end of Key Stage 1 in Reading and maths			

Review of 2018 – 19 Pupil Premium Initiatives and Lesson Learned

Profile of Pupil Premium – Year 6 2019 cohort

Year Group	No. of PP	4 years in juniors	EAL	Stages of English			SEN Support	EHCP	Boys	Girls
				Early (ABC)	Developing competence (D)	Fluent (E)				
Year 6 (2019)	29	20*	20	2	6	12	4	2	18	11

2019 cohort had 29 pupil premium pupils which was a particularly high number as compared to national figures.
 14 joined from GSIS, 10 joined from other schools in UK, 5 joined from overseas.
 8 pupils were at the early stages of learning English/ Developing Competence
 10 pupils had support from Health and Emotional Wellbeing Service, Early help or Social Services intervention.

Pupil premium pupils achieved above National in Reading, GPS and in Maths. Pupil premium pupils make more progress than national figures in Reading and Maths. This indicates that initiatives to deliver 'quality first teaching' in Maths in 2018-19 were successful such as:

- the focus on Maths mastery
- and additional interventions that were provided such as IDL
- additional teaching staff providing interventions, particularly 'catch up' interventions

Gaps in attainment between pupil premium and non-pupil premium are above the national gaps. This indicates that the school should continue to identify what more could be done to raise attainment for pupil premium pupils. We need to analyse the profile of Pupil Premium Pupils further in order to target resources more effectively to have a greater impact. More initiatives and training for staff on being more aspirational for PP pupils now needs to take place. The school needs to clarify to all staff what 'Quality First Teaching' looks like in all subjects.

Pupil Premium Pupil Gaps in reading at national was significant: Pupil Premium 69% Non PP 83%. In cohorts lower down the school there are also gaps in reading which indicates that this should be an area of focus for the future. Developing skills in reading will also support raising attainment in writing. Further support for pupils with EAL is also needed as well as training for staff on supporting EAL learners.

The emotional health initiatives that were provided in 2018 19 successfully supported some of the vulnerable pupils. Pupils with challenging behaviour in Year 5 and Year 6 were well supported by these initiatives.

3. Barriers to future attainment

Pupil Premium contextual data October 2019

Year Group	No. of PP	EAL	Stage of English			SEN Support	EHCP	Boys	Girls
			Early (ABC)	Competent (D)	Fluent (E)				
Year 3 (2023)	20	18	2	11	5	0	1	8	12
Year 4 (2022)	8	7	1	3	3	4	0	3	5
Year 5 (2021)	19	16	5	5	6	2	0	8	11
Year 6 (2020)	18	15	1	4	10	3	0	7	11
Whole School	65	56	9	23	24	9	1	26	39

- a) A large percentage of PP children are also EAL (only 9 are not)
- b) 9 of the 65 PP children in the school are brand new to English and 32 are not yet fluent in English
- c) 10 PP children are also SEN
- d) 39 girls are PP compared to 26 boys

We believe that the best way to ensure that PP 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. This is supported by Sutton Trust and recognised by most educationalists.

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

In-school barriers		
A.	Pupil premium pupils attainment is not as high as the non-pupil premium pupils particularly at greater depth	
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 <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lack of support with homework and extending learning, lack of aspirational attitude.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Continue to ensure PP pupils reach the national standard and diminish the difference in attainment across all key areas through ‘quality first teaching’. Provide quality training and feedback for staff on good practice through INSET and membership of BPSI. Ensure quality outcomes and raised attainment through quality planning. Leadership structure enables a member of Leadership Team Support for Year Group teams eg Leadership attending all year group planning	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 interventions for pupils who are falling behind especially in reading eg intervention groups eg IDL English and Maths, EAL club, homework club	Pupils who are have gaps in their learning will be supported and more engaged and able to access learning in class
C.	Continue to 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
D.	Develop and increase the ‘Cultural Capital’ of PP Pupils in order to engage and extend them in their learning. Develop an aspirational culture for all pupils	PP pupils will be engaged and extended with curricular and extra-curricular activities with increased opportunities to lead and take risks with their learning.

5. Planned expenditure					
Academic year	2019-2020				
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	Leadership team directly involved in planning in all Year Group Teams	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 that ‘Quality First Teaching’ and high quality feedback is an effective way to improve attainment.	Lesson observations, monitoring of pupil outcomes, monitoring of planning, pupil review days,	Year Group Leaders, Deputy Head/ Assistant Heads	Termly through data analysis
	Year Groups Leaders to monitor provision		Impact statements on PP pupils from Year Group Leaders termly		Lesson observations
	Training to ensure all staff understand what ‘Quality First Teaching’ looks like.				
	Continue to develop ‘Mastery Approach in Maths’				
	Develop a love of reading in order to raise attainment in English				

Target specific needs of PP pupils in English and Maths	<p>Expectation on teachers and Year Group Leaders of demonstrating their impact on raising standards for PP pupils by being more forensic about the needs of the pupils in their Year Groups</p> <p>Training for staff on raising expectations and increasing challenge for all pupils from the beginning of a lesson</p>	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 Maths Coordinator	Monitoring of outcomes Moderation Termly data analysis Pupil Review Days Impact statements
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 PP pupils who are falling behind in Maths and English are provided with the relevant interventions	<p>Interventions</p> <ul style="list-style-type: none"> - Small group support - Reading groups - Before/after school focus groups - Interventions in English eg IDL - Interventions in Maths eg IDL/ timetables - EAL Club - Homework 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/ PP leads/ Inclusion Manager	Termly

To ensure that pupils entitled to pupil premium have high aspirations and are motivated to achieve	Training for staff on developing an aspirational culture	Research by Marc Rowland	Forensic analysis of needs of PP pupils with new interventions eg enabling PP pupils more opportunities to lead, take risks, and develop their cultural capital	Deputy /Year Group Leaders/Curriculum Co-ordinators	Half termly
Total budgeted cost					£79,275
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/	Review after 8 week programs throughout the year
Develop more resilient learners	School led emotional health groups eg 'Magical Me'	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	Feedback from pupils/parents after interventions
To raise confidence and improve engagement of eligible pupils by:	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.	Close monitoring of the children who are attending clubs – are PP children being given fair access to clubs.	Headteacher	Throughout the year
<ul style="list-style-type: none"> participating in extra-curricular activities attending before and after school care participating in educational visits 		"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)		Support Teacher LSA feedback	
Total budgeted cost					£18,705

