

# Pupil premium strategy statement Avenue Junior School 2017-18

1. Summary information					
School	Avenue Junior School				
Teacher with overall responsibility	Debbie Dismore, Headteacher				
Supporting Lead	Claire Conway, Assistant Head & Standards				
Academic Year	17 - 18	Total PP budget	£120, 660	Date of most recent PP Review	July 2017
Total number of pupils	471	Number of pupils eligible for PP	56 (Y4-6) & 7 Y3 (Awaiting final figures for Y3)	Date for next internal review of this strategy	Dec 2017

2. Current attainment (KS2 Results 2016-17)		
	Pupils eligible for PP	Pupils not eligible for PP (School Average – awaiting National figures)
% of children achieving expected standard in R, W and Maths	52%	80%
% of children achieving expected standard in reading	60%	92%
% of children achieving expected standard in writing	80%	80%
% of children achieving expected standard in maths	64%	72%
Progress measure for Reading	-4.3	-1.2
Progress measure for Writing	+1.28	+2.2
Progress measure for Maths	-4.1	-3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

**NB: These are the general difficulties faced but it is not necessarily so that every child who is funded for PP will face all or any of these identified barriers.**

In-school barriers

- A. Disadvantaged girls are making less progress than others and disadvantaged boys especially in Maths. High ability disadvantaged pupils are struggling to maintain their progress to greater depth and higher standard in upper school.
- B. Lower aspiration of parents and children & limited life experiences
- C. Poor speech and language skills inhibits children from joining in discussions in classrooms
- D. Challenging Behaviour issues for a small group of children (mostly eligible for PP) in Y5 is affecting performance in the classroom, affecting academic progress and disturbing education of their peers.

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

- A. Difficult home learning environments (for some children) & lack of engagement with school
- B. Lack of routines for mornings leading to lateness and regular absences
- C. Difficulties with past or recent experiences impacting on emotional well being, engagement and social skills

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress and attainment of PP girls improves to work towards national expectations and those with higher prior attainment continue to this trajectory. PP with SEN (cognitive) work more rapidly towards meeting ARE.	% of PP children achieving ARE in R, W and M increases in KS2 Sats Progress for HA PP children is positive Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Progress of PP girls matches that of 'other' children Termly tracking reports will monitor this. Progress of SEN children reflected in progress gains in reading, spelling and maths ages.
B.	% attendance of pupil premium children will improve. Difference between average attendance of PP and NPP children will lessen.	Reduce the number of persistent absentees among pupils eligible for PP from 10 children(2016-17) (12%) to less than 6%. Overall PP attendance improves from 95% to 97% in line with 'other' pupils.
C.	Parents play a more active part in their children's education and enjoy a closer partnership with school	Attendance at parents meetings=100% Attendance at other events increased with targeted support. Parent & child groups after school attended.

D.	Children have high aspirations for the future	Children want to succeed and have high aspirations for their future. They have high expectations of themselves. They understand the value of education. Measured by questionnaire/ discussions/involvement in programs
E.	Behavioural issues addressed	Incident reporting monitoring reflects a reduction in incidents of low level disruption/ absconding from classrooms. Incidents of internal (including low level lunchtime behaviour) and fixed term exclusions are significantly reduced

## 5. Planned expenditure

Academic year	2017-18									
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?					
Improved progress & attainment of disadvantaged pupils	<p>1. Focus on oracy and language development in all classrooms SENCO &amp; English Leads Trained in Word Aware &amp; this is cascaded through classes – team teach/ peer work/observations Salary cost – contribution from PP - £22 761.60 (AH) Training course costs: £400</p> <p>2. Reading comprehension work improved – Q of T &amp; L in Reading supported by English leaders(CC &amp; RL) New resources £1000 % of AHT salary &amp; cover supervision for SEND</p> <p>3. Introduction of new spelling scheme in school – training and coaching of staff to use effectively in class £2000 spelling resources</p> <p>4. Release by AHT to allow maths leads to work alongside NQTs and any other teachers in need of developing models approach to maths 20% of AHT (2) time salary to</p>	<p>First quality teaching and learning is the most effective way to raise the achievement of PP children. ( Education Endowment &amp; Ofsted)</p> <p>We want to invest money in a longer term change for the school in the way we teach all aspects of literacy and numeracy with a vocabulary rich environment for all children to learn but especially important for those who do not have this experience at home.</p> <p>Oracy skills including reasoning of disadvantaged children are on average much lower than non-disadvantaged children. Raising the bar in classroom talk and the profile of this will benefit all children.</p> <p>Teachers supporting others are all outstanding teachers sharing skills, knowledge and experience.</p>	<p>Literacy and SEN leads have clear monitoring roles in supporting and checking on the implementation of this in class (see action plans)</p> <p>Lesson observations and learning walks will monitor progress</p> <p>Course has been chosen for known good impact and effectiveness. Research has been completed.</p> <p>Use of Inset twilight and staff meeting time to deliver training and review progress/share best practice.</p>	<p>DJ CC RL</p> <p>LP GH</p>	<p>En</p> <p>Ma</p>	<p>Half Termly and as part of SLT action plan</p> <p>After every learning walk to ascertain any further support</p>				

	<p>release/support/quality assurance £22761.60</p> <p>5. ½ termly pupil/ teacher interviews children (cover supervisor salary 8 days per half term of staff release = 10 weeks of salary) £3944</p>	<p>EE - Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) used in sessions to help pupils set targets and be in control of their own learning – research shows high impact &amp; excellent</p> <p>Staff feedback on meetings last year. Improved attitudes and outcomes.</p>		
Prior higher attainment are challenged to continue to achieve beyond ARE	<p>CPD on challenging the most able pupils.</p> <p>(Teaching School Inset sessions – twilights £600 – Second half Autumn Term)</p>	<p>We want to ensure that our HA PP pupils continue to achieve highly (our evidence shows that too many come in with Prior higher ability and struggle to maintain this due to a number of factors)</p> <p>Providing training for all teachers in challenging the most able will keep children interested and engaged</p>	<p>Part of INSET programme &amp; followed up by Sharing of good practice through IRIS &amp; peer observations</p> <p>Monitoring of Q of T &amp; L will highlight good practice to share</p>	<p>Steve Chambers AHT &amp; PD lead</p>
Total Quality of Teaching for all budgeted cost				£52 867.20
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><b>Increased Progress &amp; attainment (particularly but not solely PP girls)</b></p> <p><b>Improve Reading attainment &amp; enjoyment</b></p> <p><b>PP with SEN (cognitive) work more rapidly towards meeting ARE.</b></p>	<p>Targeted intervention teaching by trained teacher for identified children pre Y6 (Y5 identified as greatest need) in Maths (PG &amp; DT £2000)</p> <p>Writing boosters before school – experienced TA 6 x twice weekly sessions (RR – 2 hours p w for 6 weeks x 4 different groups) (Budget £800)</p> <p>Targeted group of 6 children individual weekly Beanstalk readers (£214 x6)</p> <p>1..Catch up Numeracy 2 groups TAs trained to deliver 4 afternoons per week % of salaries (Budget £5000)</p> <p>2.Before &amp; after Maths Clubs Y3- Y5 ( £500)</p> <p>3.Arrow intervention (cost £1900) (early spring term)</p> <p>4. Specific language development sessions ( ELKlan) Cost of programme £375</p>	<p>Some students need targeted support in order to 'catch up and then keep up' Small group support or 1:1 by teacher Targeting children in Y6 has not been successful in ensuring children reach ARE</p> <p>Previous years has seen this be very successful – particularly in single sex groupings.</p> <p>New initiative – feedback seen from programmes around the country v Positive. Pupil progress meetings identified children not engaged with reading or making little progress/not reading at home Proven accelerated progress</p> <p>Impact from last year Successfully implemented 2 years running with good results</p> <p>SENCo delivering programme with TA working alongside to ensure that this is sustainable.</p>	<p>Through pupil progress meetings and SLT meetings fortnightly.  RR will report back to CC/DD about impact &amp; will liaise with teachers to ensure reflected in work in class.</p> <p>SENDCO &amp; DD to monitor impact. Reviews by Beanstalk &amp; school termly</p> <p>SENCos in charge of implementation with EPSS &amp; Literacy &amp; Numeracy leads. They will oversee all intervention work and measure progress. Feed back in weekly SLT meetings. Changes made when progress not being made. SENCOs organises timetables to ensure staff have enough time to plan, deliver and review interventions</p>	<p>MH &amp; CC  RR – TA DD/CC to monitor</p> <p>DJ/DD</p> <p>DJ/Maths team</p>	<p>SLT meetings fortnightly &amp; termly pupil progress meetings Dec 17, March 18, July 18  Impact measured through sessions – discussions</p> <p>Termly reviews and child feedback</p> <p>Following session completion. Spring 18</p> <p>SENCos produces intervention tracking reports for SLT termly</p>
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<p><b>Improving aspirations and achievement of Higher achieving PP in Y6</b></p>	<p>5.Talk for Maths sessions 1 x 4 hours pw TA costs (£1500)</p> <p>Brilliant Club (12 children= £2400)</p> <p>Weekly smaller group extension in Reading and Maths from Spring 1 to Summer 2 to extend the highest ability Y6</p>	<p>Lower achieving groups of children in Y3 &amp; 4 need support to develop mathematical vocabulary needed to succeed &amp; to begin to explain their reasoning. Modelled work with targeted children early on will help progress in later years</p> <p>Very successful trial last year. Children very motivated to achieve highest results and all wish to attend university so have set group of children on a path for the future. Information passed onto high school in order to progress further Talks from last years students to inspire the children Charity supported by Sutton Trust</p> <p>We want to provide additional challenge to a targeted group of children in order for them to reach the higher standard – to be stretched and challenged beyond the curriculum of others Tracking shows that a number of PP children just missed achieving higher standard in last 2 years</p>	<p>Courses and approaches have been chosen using evidence of effectiveness from national information as well as in school.</p> <p>Overseen by CC in partnership with Cambridge University</p> <p>CC to provide for Reading MH to provide for Maths ( Part of AHT salary and release time)</p>	<p>CC</p> <p>CC &amp; MH</p>	<p>As above</p> <p>July 18</p> <p>July 18</p>
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Behaviour & social needs are addressed	Pastoral support team Connections groups & 1:1 work ( 3 members of team – 1 full time & 2 part time) Contribution from PP to salaries (3 staff) 80% £25,936.00 (proportional to % of children worked with)	Proven success in previous years Mentoring of children will provide a closer relationship where issues causing poor behaviour can be discussed and addressed. SL will spend 3 mornings a week within the classroom with children in order to support the children within the setting as well as targeted individual support outside of this Connections groupings will target specific issues around anxiety, social skills.  In order for some children to be outside they need and to have an adult presence to help them with socialisation & over physical behaviour	Observations by our staff of children in the classroom will give indication of how effective support is and reviews with take place regularly with behaviour plans being updated Pastoral team meet regularly to discuss approached.  Senior midday supervisor will review need and support. Ensuring children are supported at all times to develop skills as well as be reminded of rules and expectations. Encouragement to join in with structured activities	Pastoral team & DJ MH	Dec 17 Mar 18 July 18  & on monthly/weekly basis as necessary
Total Targeted Groups budgeted cost					£44, 355.00

### 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?
Improved attendance	Targeted children with attendance last year of below 94% and those with high number of lates – breakfast club provided daily . Approx 20 children	Where we have paid for breakfast club (external provider) this has supported improved attendance on those days but this is expensive and has only benefitted a few children .We wish to increase our provision by providing our own with targeted educational games. Research is clear, children who have	Children identified Autumn 1 and letter directly to parents – all funded by school. Lauren Sherwood – PSA will liaise with parents Tracking of attendance weekly to ensure success	DD & CC & LS (parent support advisor)	Weekly attendance reports Review overall termly

	(2 TAs 5 days per week & cost of providing food £5000 budget (review termly)  Part time PSA working directly with parents following up absences & offering early help support (% of PSA salary – £6000 reflecting growing % of time with families in receipt of PP)	breakfast and a calm start to the day will do better. % of FSM doesn't qualify us for any breakfast initiatives but we will write directly to local providers.  Ongoing success with challenging attenders	Line management with DD Thorough briefing on a regular basis so targeted support can be given PSA monitors attendance so she can pick up issues also quickly and be proactive	DD & LS	Monthly
Parents play a more active part in their children's education and enjoy a closer partnership with school	Role of PSA above & Pastoral team Regular targeted coffee mornings with themes  Parent & Child art sessions (CG) Part of salary costs (Resources £300)  Parent & Child mindfulness sessions (MS) £420 Budget from PSA team salaries	Proven history of raising engagement with the school Much more active participation when there is a purpose to the meetings eg sleep, anxiety etc	SENCO leads pastoral team Monitors regularly all activities offered and send out questionnaires PSA proactive in seeking views and getting parents to occasions.	DJ & LS	Monthly
Children have	Therapy/Counselling	Identified children with	Pastoral team with Head and	Pastoral	6 weekly reviews or

access to additional therapeutic support as necessary to achieve good academic outcomes and good mental health	work Break- Confidence through craft Benjamin Foundation  Total Budget £8000	complications/ historical or current issues within their lives need additional support in order to have a safe place to explore their feelings and move forward. This can be a real barrier to success academically and historically this has been year after year a successful strategy for the majority of children in improving their outcomes, attendance and happiness.	DH review this provision regularly and discuss with parents/carers and teachers impact  For some children 6 sessions is enough. For others it can be throughout their time in school. Tracking is done through well-being surveys - DJ	team DD MH DJ	sooner as necessary
Children are able to play a full part of school life and continue to develop social skills in line with their peers	Contribution from the PP grant for music tuition, educational visits, holiday provision clubs £4000 budget	Low cost overall for good impact on attendance and enjoyment of school	Music letter to all parents identifies supporting fund for those in allocation of pp funding as does all other information re additional costs sent home.		
		Total for other approaches		£23720.00	
		Overall Total budgeted cost		£120,942.20	
		Allocation for this academic year		£120,660.00	

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Accelerated progress in English and Maths  Good/ outstanding teaching in all classes leading to high quality learning Children make good progress from their starting points and are in line with national average progress	1. Assistant HTS release time to mentor/ support/ monitor the teaching of others  2. ½ termly pupil/ teacher interviews for PP children	1. Lessons observed throughout the year improved in quality – all teaching seen was good or better. Tracking in years 3 – 5 reflects good progress for nearly all subjects for PP children and where progress is not at the same standard as others it is only just below and catching up (see Summer 2017 data). KS2 Sats did not reflect the TA of PP children. Some HA PP children did not achieve higher standard and lowest ability children found the tests too difficult to access – greatly impacting on progress scores. 2. Highly successful – teacher feedback and pupil feedback reflects this is valuable time & allows them to have more informed discussions around progress and individual target setting	Quality of teaching was improved when observed however greater emphasis need to be made of monitoring books, teachers' tracking data and meeting with students more regularly. AHT timetables reflect changed focus to increase more time with ensuring quality provision on a day to day basis. This has been actioned. Role of AHT has been tightened. Teacher feedback on support of AHT in improving their practice has been favourable. AHT review reflected they need to be more proactive in approach. PP boys achieved much higher than girls in Reading and Maths and similar good achievement in writing for both (see SATs analysis)  2. Continue with approach & give more time where possible	£53, 589 (5/10ths of salary costs)  £1972
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

<p><b>Accelerated progress in English and Maths</b> Literacy and Numeracy skill improved. Progress made towards national expectations</p>	<p>1. Catch up maths sessions</p> <p>2. Arrow intervention £1865</p> <p>3. Numeracy clubs before &amp; after school</p> <p>4. Small groups additional targeted support – Rebecca Boone (£3000)</p> <p>5. Breakfast Booster sessions</p> <p>6. Y6 SATS groups Easter boosters</p>	<p>1. Highly successful with significant progress noted for children in confidence in class maths &amp; in maths ages.</p> <p>2. Very successful intervention with examples of child making 12 months spelling progress in 6 sessions and child making 15 months reading progress in the 6 sessions.</p> <p>3. Increased participation in class sessions and confidence noted by class teachers. Pupil progress meetings record progress made.</p> <p>Less successful intervention this year (previous years successful) Children tutored did not make ARE in R,W &amp; M. Children chosen had mixed feelings about the tutoring.</p> <p>Attended by on average 40 children. Useful, particularly for confidence boosting and supported the middle ability. Made little difference to the lowest ability. Children enjoyed attending.</p> <p>Staff felt these were particularly useful. Prior HA PP children benefited from having more personal approach. Beneficial to LA and MA but did not transfer to SATs scores. Children viewed them positively</p>	<p>2 more trained tutors ready for 2017-18 to continue to deliver this personalised programme</p> <p>Approach to be continued with identified low ability children in Numeracy and Literacy. Arranged for earlier in the year for greater impact.</p> <p>Low cost for improved confidence. To be continued.</p> <p>Not continued this year. AHT targeting children and class teachers having greater responsibility. Success criteria not met. Useful tool for getting some children to school on time in addition to revision of core elements. Consider groupings and frequency next year – better to have a full 1/2 weeks of early mornings than 2 mornings over a half term?</p> <p>To be continued next year as low cost and did improve scores in Reading and Maths for a number of the children. TA of children reflected improved confidence in class and in practise tests – did not always reflect in actual tests.</p>	<p>£6311</p> <p>£1865</p> <p>ALL boosters £2562 (3,5,6)</p> <p>£3619</p>
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<p><b>Improving oracy skills of specific children</b></p> <p><b>Children feel secure, are happy and want to come to school.</b></p> <p><b>Improved behaviour in classes and lunchtime and reduction in internal and fixed term exclusions</b></p>	<ol style="list-style-type: none"> <li>1. Connections groups for modelling S &amp; L</li> <li>2. TA &amp; Sendco trained in language development</li> <li>3. Resources to support development</li> <li>4. 1:1 S &amp; L therapy</li> </ol> <ol style="list-style-type: none"> <li>1. Therapy/small group mindfulness and counselling sessions for children</li> <li>2. Connections group/pastoral support</li> </ol>	<p>Extremely beneficial – feedback reports from teachers and children reflect positive impact of groups.</p> <p>Training took place Summer term ready for implementation Autumn term</p> <p>Resources to support connections and language development purchased</p> <p>Excellent results seen in confidence in class and articulation</p> <p>High impact on attendance and well being. Impact seen for some children on attainment even in difficult circumstances.</p> <p>Successful outcomes for children seen in attendance figures, reduction in behavioural incidents, school refusers attending school. Increased confidence in class.</p> <p>Significant reduction in exclusions for PP children. <math>\frac{1}{2}</math> day over year. Able with pastoral support to manage behaviour in school with targeted individualised and group pastoral support. No lunchtime exclusions from school due to 1:1 support for identified children.</p> <p><b>Parent:</b> “My child was able to use the techniques at home when agitated and could calm himself down much quicker. As a result of this, he was able to spend a lot more time in class this year and to return to work much quicker after using relaxation strategies.”</p>	<p>Connections groups be continued but reviewed in their approach &amp; management for even greater impact – groups of children per need rather than year group may be more beneficial. New member of pastoral team employed.</p> <p>Oracy as a focus to be taught throughout school also not just in targeted groups however small groups will have additional support from trained TAs/SENDCO</p> <p>For PP children requiring 1:1 S &amp; L therapist support will be purchased.</p> <p>Evidence seen and collated in responses from children and parents. To be continued with targeted support for individuals and measures taken for well being monitoring.</p> <p>Pastoral support very effective in promoting well being. There are still a number of children who will still require significant behaviour support next year to maintain this improvement and make the move back into minimal disruption to their learning and that of others.</p> <p>Costs were higher than originally budgeted due to increasing numbers of children requiring intensive work.</p> <p>This needs to be reflected in provision for next year – time limited session may be needed.</p>	<p>Pastoral team cost: £26,993 proportion of salary £250</p> <p>£400</p> <p>£1000</p> <p>Part of pastoral salary &amp; £150 mindfulness contribution &amp; therapy/counselling</p> <p>£3360</p> <p>£4375</p> <p>£3510</p>
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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
Parents engaged school and supporting their child's learning effectively Improved attendance working towards school average.	Pastoral worker parent and child after school clubs building relationships through art Mindfulness parent & child sessions Parent Support Advisor	Good impact. Attendance at 95.4% but increasing Non PP 97% - still work to do. Case studies of improvements in children from Y3 to 6. Parent feedback & pupil impact statements. 100% positive. Parent feedback includes "your support has made a real difference to our lives and how much easier it is to get (child) to school" " I have seen the positive influence it has made on him in and out of school. I can thank you enough" "why don't all schools offer this support. It has been invaluable.."	All of the pastoral team play a significant role in school especially with PP children who make up the vast majority of their work. All these roles will continue in school & where we can we will offer additional sessions as demand and outstrips supply.	PSA salary contribution £5000 Cost of other sessions above
Future aspirations raised	Brilliant Club for most potential/able children receiving PP in Y6.	Highly beneficial. Feedback from children and parents. Visit to Cambridge University. Working with PHD student & own STEM project. All children received 1sts – only school in area to achieve all 1 <sup>st</sup> awards.	Increase number of children participating this year to 12 to reach those who need further 'push'. Ensure time is allocated for children and lead to work together in school too. Extend to other staff to be involved.	£1200
New experiences contribute to their well being and enjoyment of school	All educational visits financed incl residential Extended opportunities through forest schools, trips to seals, forests etc Holiday club provision & sports clubs & music	Highly beneficial otherwise children would not be able to attend and share in experiences. Able to follow up work afterwards. Extending experiences impacts on written work and creativity	Broaden experiences further, Low cost for significant well being & enjoyment of curriculum	£3300

Total Budget for Pupil premium 2016-17 = £110,200

Total Budget spend= £118,456

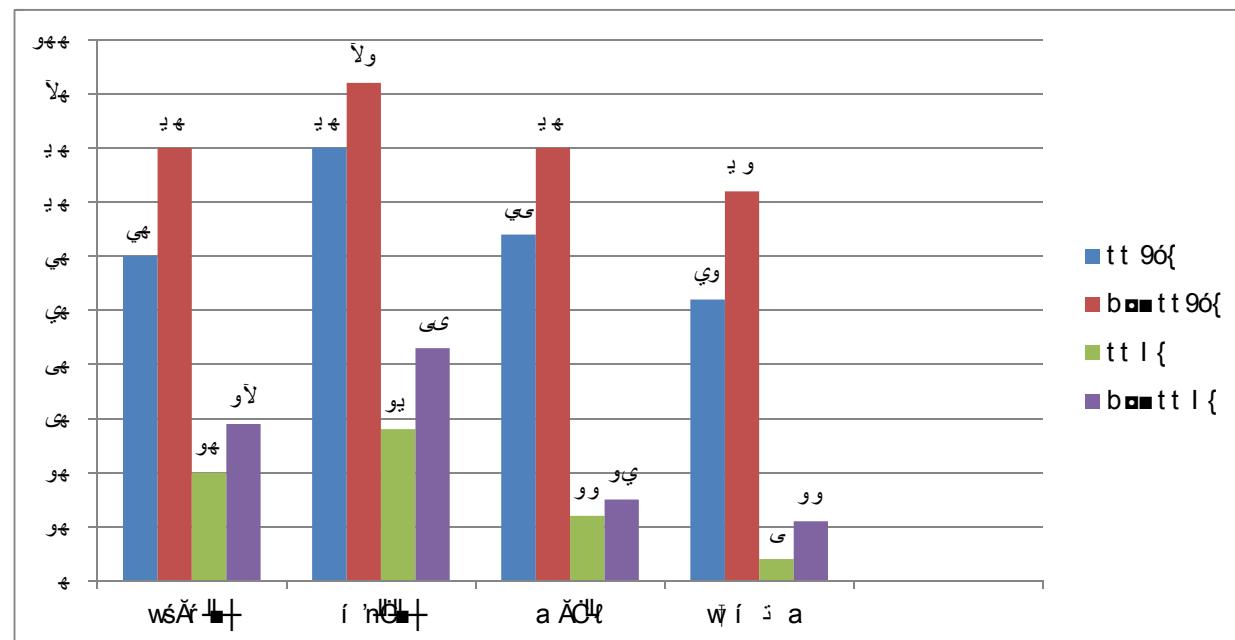
Balance = £8,256.00 Overspend

## 7. Additional detail

Chart shows the attainment of children in receipt of PP compared to those who are not. Key Stage 2 Results 2016-17

EXS – Expected Standard

HS – Higher Standard



Gender differences  
Based on 11 girls and 14 boys.

