

Pupil premium strategy statement Avenue Junior School 2018-19

| 1. Summary information | | | | | |
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| School | Avenue Junior School | | | | |
| Teacher with overall responsibility | Debbie Dismore, Headteacher | | | | |
| Supporting Lead | Claire Baber, Assistant Head & Standards | | | | |
| Academic Year | 18 - 19 | Total PP budget allocation | £116, 420 & carry over £22, 454.35= £138, 874.35 | Date of most recent PP Reviews | July 2018 & September 2018 |
| Total number of pupils | 477 | Number of pupils eligible for PP | 70 but awaiting final figures for Y3 which will be available January Currently only 5 pupils identified as receiving PP | Date for next internal review of this strategy | Dec 2018 |
| 2. Current attainment (KS2 Results 2017-18) Provisional Results (unvalidated data) | | | | | |
| | <i>Pupils eligible for PP Number of children: 25 3 PP children joined within Y6</i> | | <i>Pupils not eligible for PP (national) (2017 Results awaiting 2018 results –publication November)</i> | | |
| % of children achieving expected standard in R, W and Maths | 40% | | 64% | | |
| % of children achieving expected standard in reading | 68% | | 74% | | |
| % of children achieving expected standard in in writing | 68% | | 79% | | |
| % of children achieving expected standard in in maths | 40% | | 78% | | |
| Progress measure for Reading | -3.5 | | 0.2 | | |
| Progress measure for Writing | -1.3 | | 0.1 | | |
| Progress measure for Maths | -6.18 | | 0.2 | | |

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

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| A. | Disadvantaged children are making poor progress in maths and not enough of them are reaching the ARE. Disadvantaged girls are a particular group of children with a pattern of underachievement. Prior 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. Resilience is low. |
| C. | Poor oracy skills; understanding and use of subject terminology and developed vocabulary inhibits children from joining in discussions in classrooms and making progress |
| D. | Challenging Behaviour issues for a small group of children in Y6 is affecting performance in the classroom, affecting academic progress and disturbing education of their peers. |
| E. | On arrival in Y3, the gap between pupils with PP and others has already widened significantly and confidence is low. |

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

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| 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 often affected by emotional/mental health needs |
| C. | Difficulties with past or recent experiences impacting on emotional well being, engagement and social skills |
| D. | Lack of suitable equipment or clothing to feel on a par with their peers |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | <p>Progress and attainment of PP children in maths improves to work towards national expectations.</p> <p>Progress and attainment of PP girls and those with higher prior attainment continue to this trajectory towards national expectations</p> <p>PP with SEN (cognitive) work more rapidly towards meeting ARE.</p> | <p>Pupils eligible for make as much progress as 'other' pupils, across Key Stage 2 in maths, reading and writing.</p> <p>% of PP children achieving ARE in R, W and M increases in KS2 Sats particularly the maths results.</p> <p>Progress for HA PP improves throughout all years in school;</p> <p>Targeted results 2018-19</p> <p>HAPS: 100% achieve EXS with at least 60% achieving HS in reading, writing and maths</p> <p>MAPS: At least 80% EXS 20% HS</p> <p>The gap between Progress of PP girls that of 'other' children</p> |

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| | | narrowly Termly tracking reports will monitor this. Progress of SEN children reflected in progress gains in reading, spelling and maths ages. |
| B. | Closer working partnership with the feeder school to develop programs of support, share expertise and policies beginning in Y2 enabling a smoother transition and higher standards and confidence for PP children on arrival | Key teams worked together to develop maths calculations policy & spelling expectations across the schools. Writing workshops enable families and teachers to work together. Summer projects and resources sent home by AJS for September start show parents and children have engaged in learning over the summer. |
| C. | % attendance of pupil premium children will continue to improve. | Target :Reduce the number of persistent absentees among pupils eligible for PP to less than national average for all pupils (less than 7%) |
| D. | Parents play a more active part in their children's education and enjoy a closer partnership with school | Participation in additional events increases. Parents feel happy to come into school and support their child. Where they are not able to do this they are engaging with the pastoral team. |
| E. | Children are engaged in learning, inspired to come to school and behavioural issues are resolved/reduced to lessen impact on learning | Incident reporting monitoring reflects a reduction in incidents of low level disruption/ absconding from classrooms. Children remain in class learning without disturbing others for greater periods of time. Incidents of internal (including low level lunchtime behaviour) and fixed term exclusions are reduced. |
| F. | Children have higher aspirations for the future and are resilient in overcoming their difficulties | Children want to succeed and have high aspirations for their future. They have high expectations of themselves. They understand the value of education. They persevere with their work & show determination to succeed. Measured by questionnaire/ discussions/involvement in programs |
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5. Planned expenditure

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| Academic year | 2018-19 | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale | How will you ensure it is | Staff lead | When will you |

| | | for this choice? | implemented well? | | review implementation? |
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| <p>1. Progress and attainment of PP children in maths improves significantly towards national expectations. Those with higher prior attainment continue to this trajectory towards national expectations PP with SEN (cognitive) work more rapidly towards meeting ARE.</p> | <p>Improve quality of teaching and learning experiences in maths; Use White Rose Materials to raise challenge for all children supported by NT, NT and JC Maths leads INSET weekly including all TAs/ all support staff to plan as whole teams for next week for a term & then review (cost of additional hour per week for TAs beyond first half term budget 20 Tas = £1080 per ½ term) CPA approach to maths continue to be embedded in school – resources Bought (resource cost £2000 budget)</p> | <p>Biggest impact on raising achievement of PP children is high quality teaching. Thorough analysis and external reports on Maths reflects less consistency and challenge in maths throughout school (see maths action Plan) White Rose trialled Summer term 2017 in Y3 with positive result gains. CPA approach has raised confidence and fluency in maths Ofsted inspector recognised the good work that had been started – to continue consistently supported by maths leads and SLT Maths lead to join professional network (£600)</p> | <p>Maths leads & DHT to ensure monitoring timetable is carried out and followed up where necessary to ensure good quality teaching Cost; release time for Maths leads to monitor and support (1 day supply per week - £210 x 38 = £7980 for monitoring work & time for Pupil progress meetings for maths – 3 x per year 1 week release to work alongside PP lead £3150) Training for maths leads on accountability & ensuring rigour in scrutiny (1 day in school SIA associates £500)</p> | <p>DHT/HT with maths leads</p> <p>Dawn Jones Claire Baber</p> | <p>At SLT fortnightly meetings Termly tests will give indication of impact and feed into pupil progress meetings.</p> <p>Termly – INSET sessions to be booked and action plan created (See SEN/Vocab plns)</p> |
| <p>Increased progress in RW & M through improved oracy Language rich classrooms Children are confident using more advanced and technical vocabulary</p> | <p>Continued Implementation throughout school of Word Aware programme & elements of Talk for Maths through school Cost (Budget :£9880)</p> | <p>Evidence shows that children in receipt of PP have 1/3 vocab in KS1 as opposed to non PP. Children from the poorest 20% are already a year behind with spoken vocabulary by 5 years of age (Roulstone, Law et al 2010). Without support these children fall further and further behind. This is evident in our children and the Word Aware program is developing this vocab for all children across</p> | <p>Dawn Jones – SENDCo released a day a week to implement across school Training of staff (INSET) and supporting in class Supporting and coorinatoing language programmes where necessary (talk boost etc) Use of videoing to assess language used in teaching Claire Baber to support in</p> | <p>DD & CB</p> | <p>Data</p> |

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| | <p>Pupil Premium 'champion' Claire Baber (PP lead) released to support teaching and learning for all children & monitor PP progress in class situations in addition to coordinating & delivering additional support</p> <p>Budget: £22,664.12</p> | <p>school – extended to maths this year. Education Edowment “ Overall, studies of oral language interventions consistently show positive impact on learning ... Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact’. This is the focus this year.</p> <p>Effective last year in ensuring that PP children are being supported and targeted for improvement in class – saw improvements in Yrs3 – 5 progress gains in initiatives introduced and supported – spelling & has been proactive in developing high quality reading through school. Is an outstanding teacher to work alongside others and raise expectations. Will now focus on vocabulary work – specifically the language around text comprehension- and developing writing.</p> | <p>language used in reading – working alongside less experienced staff, support in planning and modelling lessons Through weekly meetings with HT/DHT and SLT meetings – review of action plans</p> <p>Part of the SLT, time already planned and ring fenced for work</p> | CB | <p>presented to SLT half termly & action taken form this as necessary</p> <p>Update reports termly to SLT & governors Meeting with PP governor & HT twice a year to review plan & impact</p> |
| Total Quality of Teaching for all budgeted cost | | | | | £47,824.12 |

| Targeted Support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale | How will you ensure it is | Staff lead | When will you |

| | | for this choice? | implemented well? | | review implen? |
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| <p>Identified groups of children are supported throughout their school life as necessary to 'keep up' through additional teaching in Literacy and Numeracy (particular attention paid to PP girls) Impact: gap closes on attainment and progress</p> | <p>Long term chosen interventions for targeted groups of children Including: Reading comprehension Maths – securing number interventions (numicon)/ numeracy consolidation Writing support groups based on cross curricular work HAPs extension & consolidation writing group</p> <p>Budget for cost of teachers/instructors/TAs to deliver programmes of support – £25,000</p> | <p>Interventions are successful for the majority of the children <i>whilst</i> the intervention is running reflecting good gains in maths/reading ages however this is not consistently maintained once children leave the intervention and it has <i>not necessarily</i> translated into ARE/GD in 3-5 or in KS2 results. Discussion with SLT and external support reinforces our view that the majority of our FSM6 children continue to need support all the way through their schooling to overcome the barriers detailed above.</p> | <p>Each year group to identify specific gaps & work with SLT to match best programme by October 2018 All interventions monitored for impact by PP lead & Year leaders on a monthly basis. Changes made as necessary so the work has a maximum impact</p> <p>CB to deliver training to TAs on effective reading comprehension teaching. CB to oversee project. New comprehension resources purchased £1000</p> | <p>CB (PP lead & YLs) Monitored by DD</p> | <p>Pupil premium progress reviews & SLT meetings</p> <p>Report to PP Governor termly</p> |

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| <p>Improve reading progress for PP/SEN children engaging parents to support</p> | <p>Catch Up reading developed further Meeting for parents Folders created and new books purchased Cafes run for parents (resources £1000)</p> | <p>Catch up Reading is a successful scheme in school for most children with good gains in reading age seen when the program is delivered effectively and also has greater gains with support of home. Need to engage the parents in supporting with reading with their children at home. Attractive packs of books/ supporting materials and advice/practice on using them would be hugely beneficial</p> | <p>DJ, DD & Lauren Sherwood to organise. Invitation to all parents with children on Catch Up (majority PP) Lauren to run session with DJ TA to make up CU bags</p> | <p>DJ</p> | <p>In place Autumn term Review impact spring term.</p> |
| <p>Inspire the HAP at risk of low progress to engage with literacy.& develop a life long love of books</p> | <p>Literacy club run for PP children – Awful Auntie Project incl Theatre trip & book vouchers (cost £650.00)</p> | <p>Intervention for Y6 HAP PP Replacing the Brilliant Club in opening up experiences and improving writing/reading as a focus. Felt this was more likely to inspire children. Low cost – good impact – taught by literacy lead and librarian</p> | <p>Visit booked and time identified for delivery Autumn term. To continue to extend learners into Spring term if successful</p> | <p>CB RR</p> | <p>Pre & post project reviews. If successful rolled out to other year groups</p> |
| <p>Engaged learners Improved attendance Reduced incident reporting & exclusions</p> | <p>Pastoral programme of support Getting into the classroom: 1. Before school clubs/ activities (part of pastoral team salary) 2.. Connections sessions for groups in each year to support with social situations, resolving issues and engaging in learning 3. Mindfulness sessions</p> | <p>Previous experience & case studies of children engaging in lessons, being less disruptive and settling more quickly to work.</p> <p>Connections group – history of success in children finding this supportive and enabling them to have structured time out from the classroom and work as a small group. Impact shown back in class with friendships/ learning.</p> | <p>All the projects/ initiatives in this section are overseen by DJ & pastoral team including representation by HT/DHT</p> | <p>DJ</p> <p>SL</p> <p>SL & LG</p> | <p>Pastoral review teams monthly to discuss PP children in need of support/review provision</p> <p>Review 6 weekly to see if further</p> |

| | <p>Budget for 1 – 3 £26,601.86</p> <p>4. Involvement in Green Goblin project (STEM) for identified group of children at risk of exclusion/ hard to reach and engage (kit £1250 & events costs budget £2000)</p> <p>5. Support for engagement in residential visits, music lessons, PE clothing/resources etc Budget £3000 based on past years (& increasing numbers)</p> | <p>Parent feedback and child feedback overwhelmingly positive. Children overcoming barriers to their learning and able to engage more positively in class</p> <p>Chosen by children as a project to be involved in – mechanics and engineering. New project led by S L</p> <p>Essential support given – low cost positive impact on children feeling included and parents feeling supported</p> | <p>1 morning per week dependent on children fulfilling behaviour plan expectations that week SL to begin process September 2018 MH to oversee</p> <p>JW to ensure letters sent include reference to support. Follow up for those children not returning forms through PSA PSA to advise of support needed for uniform/resources etc</p> | <p>MS</p> <p>SL/ MH</p> <p>JW/PSA</p> | <p>support/different support is needed/</p> |
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| Total Targeted Groups budgeted cost | | | | | £59, 251.36 |
| (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 – reduced persistent absences Last year overall 95% with 12.6% PA | Breakfast club providing a structured support to the day (£5852.52 salary costs & £400 per term food) Budget £250 | Run last year – very successful in getting persistent absent children into school avoiding the need for further attendance officer intervention for some families. Pressure taken off families in the | Already in progress. Need to increase numbers – targeted campaign planned. | JW | Reviewed half termly – looking at figures for absence and used at attendance meetings by PSA/ attendance leads |

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| | <p>new games/books</p> <p>Parent support advisor working with families to improve attendance and punctuality Budget Cost £7427.64</p> | <p>morning & ensuring children have a good start to the day</p> <p>Continuation of effective support engaging with hard to reach families, giving support as necessary and supporting referrals for early help</p> | <p>LG is part of pastoral management. Line managed by DD/MH & working in partnership with DJ</p> | <p>LG</p> | |
| <p>Transition for PP children between infant and junior is smoother and has a higher profile for learning as well as emotional</p> | <p>Year leader & subject leads working together across schools to develop joint policies (release time £2100)</p> <p>Summer work packs developed for PP children Resources £500</p> | <p>Joint planning across maths and spelling/phonics a priority. These are the areas Y2 and Y3 staff have identified as the barriers to children achieving/being secure at ARE Joint policies of approaches will enable this to improve</p> <p>Pastoral support for children transferring has developed well over the past few years however often gains made by lower ability PP children by the end of Y2 are lost over the summer break.</p> | <p>Year 3 lead NT & HT of both schools to facilitate & oversee</p> | <p>NT Subjects leads Maths and English HT</p> | <p>Review of calculations policies & spellings End Autumn 2018 Draft Policies in place by Spring term 2019 Review November of progress</p> |
| <p>Children have higher aspirations for the future and are resilient in overcoming their difficulties</p> | <p>Inspirational speakers in assembly and working with the children in small groups – writers, illustrators, STEM</p> <p>Budget £1000</p> <p>Counselling support for individual children where necessary</p> <ul style="list-style-type: none"> Benjamin Foundation | <p>Children are inspired by the authors who visit school and the impact this makes on their work is valuable however a more workshop based approach will enable groups of children to have more personal contact and engage more fully</p> <p>Enables children to have support to cope with challenging times. Develops resilience. Past work with these approaches has been successful</p> | <p>Engage staff in putting forward suggestions Use assembly time once a half term assembly followed by a workshop for targeted PP children and others.</p> <p>Whole school mental health action plan to support emotional and mental well being being developed for the year</p> | <p>JRB & SMSC lead</p> | <p>Termly as part of the pupil premium plan review & following feedback from children</p> |

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| | <p>budget</p> <ul style="list-style-type: none"> • Art therapy session & in school counselling support CG <p>Budget: £11,500.16</p> | | | | |
| <p>Parents play a more active part in their children's education and enjoy a closer partnership with school</p> | <ul style="list-style-type: none"> • PSA role • PSA & Pastoral team informal coffee mornings • Increased opportunities for sharing of work • Visits for families/ parent and child to attend together Including invitation to breakfast club with siblings – once a term <p>Budget £1000</p> | <p>PSA support is crucial for morning routines to combat lateness/ texting parents when child is absent/ important event happening(referred to in EEF as having positive effect)</p> <p>Research shows levels of parental engagement are consistently associated with children's academic outcomes however the EEF also recognises that despite many projects taken place in school take up is always low and has little impact. More impact is made on a 1:1 basis rather than groups (our experience tells us this) However when it involves the children there is more engagement.</p> | <p>LG (PSA) & pastoral group plan for year overseen by HT/DHT</p> | <p>DD MH with LG</p> | <p>Review provision as part of monthly pastoral meetings. Discuss needs of individual children/ impact and other strategies.</p> |
| Total for other approaches | | | | | £30,030.32 |
| Overall Total budgeted cost | | | | | £137,105.80 |
| | | | | | Leaving contingency of £1768.55 |