

## Pupil premium strategy statement Avenue Junior School Review 2017 - 18

1. Summary information			
School	Avenue Junior School		
Teacher with overall responsibility	Debbie Dismore, Headteacher		
Supporting Lead	Claire Baber, Assistant Head & Standards		
Number of children	82 children out of 478	Budget 2017-18	£120, 660
2. Attainment (KS2 Results 2017-18)			
		<i>Pupils eligible for PP</i> Number of children: 25 3 PP children joined within Y6 (Provisional unvalidated results)	<i>Pupils not eligible for PP (national)</i> (2017 Results awaiting 2018 results –publication November)
% 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

2. Review of expenditure				
Previous Academic Year		2017 -18		
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
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 (long term work)</p> <p>2. Reading comprehension work improved – Q of T &amp; L in Reading supported by English leaders(CB &amp; RM) % 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</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</p> <p>5. ½ termly pupil/ teacher interviews children</p>	<p>Word Aware is a staged long term project and began with curriculum/literacy topic. Learning walks &amp; observations show that word aware was being used in all classrooms– needs time to embed so that impact can be measured &amp; needs to be extended to maths this year. Reading results for expected standard rose to 68% from 60% last year. All classes now using whole class guided reading. Reading data through school is very positive with improvements in GDS in all years. In yr 3 8.25% rise, Y4 20.5% rise, Y5 26% rise – all based on test data. Spelling scheme very successfully introduced. KS2 SATs showed moderate improvement (only 1 year of scheme) with a rise of 14% getting 11-20. Throughout school using Vernons – rise in Y3 made 18 months progress in 6 months, Y4 the same, Y% 13 months progress. Overall the ARE for R, W &amp; M fell to 40% from 58%. This was impacted particularly by the maths data &amp; 3 children (14%) joined in Yr 6 ( 1 in</p>	<p>Greater emphasis needed this year on oracy and language - &amp; extended to used in maths and guided reading</p> <p>New approaches to reading and spelling are working – continue to develop this.</p> <p>Maths is high priority in school for children but particularly disadvantaged. See maths action plan for specifics on raising achievement. White Rose resources have been purchased to provide greater challenge. New approach introduced 17 – 18 (CPA) has begun to reflect improvements</p>	<p>£22 761.60 Training course costs: £245.99</p> <p>Resources £750.30&amp; £37.18 £336 (reading journals) £2185 spelling resources Twilight training £230.00</p> <p>8 days per half term of staff release £3557.17</p>

<p>Prior higher attainment are challenged to continue to achieve beyond ARE</p>	<p>CPD on challenging the most able pupils. Inset sessions – twilights from maths leads</p> <p>Easter Maths booster sessions led by teachers to target PP &amp; other children to reach higher targets</p>	<p>Target not achieved in Y6 SATS this year. Further work needs to be done to ensure more accurate tracking of these children from Y3 upwards using test data and support put in as necessary. However data from Y3 – 5 shows an increase in children achieving higher levels in reading &amp; CPD has had an impact of increasing the depth within lessons as demonstrated by the work accessed in books.</p> <p>Attendance at Booster sessions good Consolidated work in class overall HA in Maths rose and PP children did benefit although overall results from tests do not capture this.</p>	<p>CPD will continue throughout the year led by Maths leads and in weekly planning sessions, subject leads will ensure challenge.</p>	<p>Booster session costs £6240.00</p>
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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
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Increased Progress & attainment ( particularly but not solely PP girls)	Targeted intervention teaching by trained teacher for identified children pre Y6 (Y5 identified as greatest need) in Maths 6 x twice weekly sessions	Has had an impact when consistently taught Increased numbers of children now on target to meet expectations	This needs to continue in Y6 for targeted groups in order to improve the % of children reaching expected target based on KS1 data	£2268
Improve Reading attainment & enjoyment	Targeted group of 6 children individual weekly Beanstalk readers	Didn't have the impact intended although a further volunteer scheme had better impact	Beanstalk would not be used again. Poor attendance and swapping adult readers did not help with continuity for children.	£1284
PP with SEN (cognitive) work more rapidly towards meeting ARE.	<p>1.Catch up Numeracy 2 groups TAs trained to deliver 4 afternoons per week</p> <p>2.Before &amp; after Maths Clubs Y3 – 5</p> <p>3.Arrow intervention 4.Talk for Maths sessions 1 x 4 hours pw TA costs</p> <p>Brilliant Club for 12 pupils Cambridge University</p>	<p>Impact seen in confidence &amp; contribution in class. Results reflect gains made f</p> <p>3. Little impact</p> <p>4.Very successful in developing necessary language in maths</p>	<p>2 new TAs highly effective. Impact seen whilst children are in group and in before/after tests but needs careful thought about maintaining gains</p> <p>No plans to continue with Arrow at this present time despite previous year good results, this year the children did not engage. TFM - To continue – need to train other support assistants to deliver this as part of oracy work in school</p>	<p>£5966.14</p> <p>£668</p> <p>£1701</p> <p>£1053</p>
Improving aspirations and achievement of Higher achieving PP in Y6	Weekly smaller group extension in Reading (Spring 18) and Maths (Wed& Thurs) from Spring 1 to Summer 2 to extend the highest ability Y6.	<p>Children achieved highly. Raised aspiration. Enjoyed trips to the university</p> <p>Despite intervention the children did not achieve the higher grades but in year improvement was good.</p>	<p>The children found it hard to motivate themselves to the work. Subject matter was challenging and found the work very hard despite intensive support from school. Different project is being pursued next year.</p> <p>Smaller groups were beneficial to support children to consolidate and extend learning with experienced teachers</p>	<p>£1436.76 (12 children= £1920)</p> <p>Supply costs for release for group = 1 day per week summer= £5040</p>
Behaviour & social needs are addressed	<p>Pastoral support team Connections groups &amp; 1:1 work ( 3 members of team – 1 full time &amp; 2 part time)</p> <p>Support at unstructured times</p>	<p>Definite correlation between engagement with pastoral team and inclusion in school</p> <p>Case studies show children reluctant to stay in class now achieving and participating</p>	<p>Pastoral team to continue (mental health focus in addition). 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 &amp; where we can we will offer additional sessions as demand and outstrips supply.</p>	£18,601.79

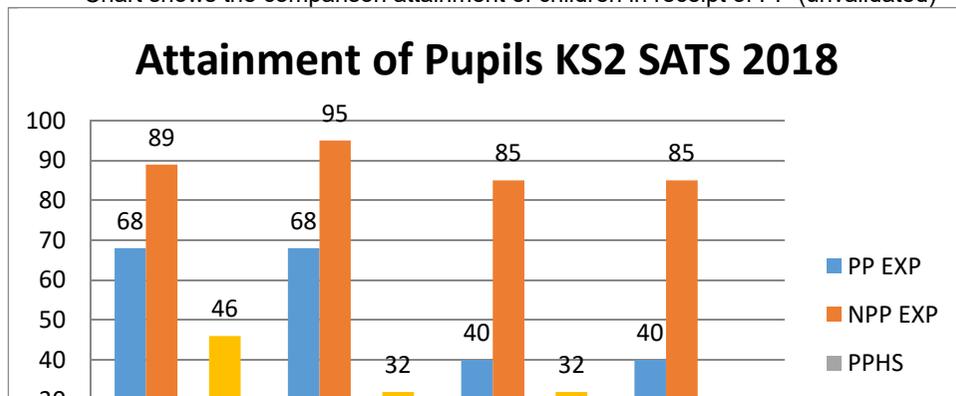
	(lunch & break) for identified children	Crucial in avoiding conflict and potential exclusion Exclusion over the year was 5 ½ days for 3 pupils. None of the exclusions were repeated.	Lunchtime supervision crucial to continue to support children in conflict resolution. Alternative provision at lunchtime in the form of structure activity such as gardening to be developed further to allow for 'time out'	£4391.52
	Sensory circuits for targeted children - 2 staff	Children all going into classrooms on a morning more successfully and ready to work – massive impact on readiness to learn	To continue with more children targeted as necessary	£2052
	Football start to day prior to going into school – targeted group – SL running			
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
Improved attendance	Breakfast club provided daily. Approx 20 children  Part time PSA working directly with parents following up absences & offering early help support	Attendance has improved for individuals where support has been targeted. Breakfast club has seen a gain of 3.7% for the PP children attending. Case study support evidence Very effective PSA in improving attendance but limited by CS acceptance of early help referrals	Continue and try to extend number of children attending. Advertising club needs a rethink PSA to continue support with targeted families Attendance gap between PP and school overall target 1.74% a slight improvement on previous year but overall attendance affected by new families arriving mid-year with history of non-attendance. Targeted families this year. Persistent absence affected by this also. Overall would have been 9.5% without families. The majority of this was in Y6 and Fast track processes were followed.	Total spend £3659.19  £5983.51 reflecting growing % of time with families in receipt of PP)

<p>Parents play a more active part in their children's education and enjoy a closer partnership with school</p>	<p>Role of PSA above &amp; Pastoral team Regular targeted coffee mornings with themes</p> <p>Parent &amp; Child art sessions (CG)</p> <p>Parent &amp; Child mindfulness sessions</p>	<p>Attendance at parents meetings 100% - whole school strategy approach. Limited success with coffee mornings as very small number of parents attending despite pastoral team reaching out individually Very successful – feedback from parents and children. Demand is high Feedback sheets show parents are using the strategies at home</p>	<p>Attempt more open classrooms events for everyone – less stigma Coffee mornings for vulnerable families – more informal and as support rather than information</p> <p>Continuation &amp; CG completing a counselling qualification to support work</p> <p>Teachers report a more positive attitude to school/life wellbeing for children taking part in the project. This will be repeated</p>	<p>Budget from PSA team salaries</p> <p>Part of salary costs (Resources £300)</p> <p>£420 for mindfulness sessions</p>
<p>Children have access to additional therapeutic support as necessary to achieve good academic outcomes and good mental health</p>	<p>Therapy/Counselling work Break Confidence through craft Benjamin Foundation</p>	<p>Children are becoming more able to apply the strategies they are taught to deal with difficulties and there has been a reduction in amount of time out of class for targeted children</p>	<p>The school will continue to support targeted PP children who continue to need support/ or new identified children into school who</p>	<p>Total Budget £3237.50 &amp; £700</p>

<p>Children are able to play a full part of school life and continue to develop social skills in line with their peers</p>	<p>Contribution from the PP grant for music tuition, educational visits, holiday provision clubs</p>	<p>Low cost overall for good impact on children's engagement in school. Provision has included educational visits, clothing and PE kit. Clubs such as after school, dance etc and for targeted groups of children visits to new experiences – Go Ape etc          "I had to be challenge myself to go on the zip wire. I had to keep trying. I've learnt that this is what I should keep trying to do in class as well."</p>	<p>The school will continue to support all PP children to experience school in a similar way to their peers and open up life experiences for them. The school is currently exploring the findings from a North East project Poverty Proofing the school day  <a href="http://www.povertyproofing.co.uk/">http://www.povertyproofing.co.uk/</a></p>	<p>£2100 &amp; £1000 connections budget</p>
<p>Total Budget for Pupil Premium 2017-18= £120,660</p> <p>Total Budget spend= £98, 205.65</p> <p>Balance to carry over into 2018-19 = -£22, 454.35 ( costs budgeted for interventions, therapy and resources were lower than originally planned) As the funding is from April to April the funding can be carried over to the plan for September 2018</p>				

**1. Additional detail**

Chart shows the comparison attainment of children in receipt of PP (unvalidated)



Impact of children joining school since Year 5. Their achievement and progress is as follows:

Pupil	R	progress	W	progress	M	progress
	NS	-10.07	WTS	-1.39	NS	-8.84
	NS	-10.64	WTS	2.55	NS	-7.67
	NS	-14.11	WTS	-5.76	NS	-12.54
	AS	-8.58	EXS	-3.87	AS	-3.59
	NS	-14.91	WTS	-8.42	NS	-9.39
		-11.6		-3.4		-8.4
Without new pupils		-0.53 (school -0.96)		-0.4 (school -0.47)		-5.3 (school -3.0)