

Pupil premium strategy statement Review Avenue Junior School 2018-19

1. Summary information				
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	£139, 474.35	
Total number of pupils	477	Number of pupils eligible for PP	77	
2. Current attainment (KS2 Results 2017-18)				
		<i>% in 2017 - 2018</i>	<i>% in 2018-19</i>	<i>National(all children)</i>
% of children achieving expected standard in R, W and Maths		40%	56%	65%
% of children achieving expected standard in reading		68%	78%	73%
% of children achieving expected standard in in writing		68%	78%	78%
% of children achieving expected standard in in maths		40%	74%	79%
Progress measure for Reading		-3.5	-1.6	0
Progress measure for Writing		-1.3	-2	0
Progress measure for Maths		-6.18	-2.5	0
Review of Planned expenditure				
Academic year	2018-19			

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)
<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>Increased progress in RW & M through improved oracy Language rich classrooms Children are confident using more advanced and technical vocabulary</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 CPA approach to maths continue to be embedded in school – resources Bought</p> <p>Continued Implementation throughout school of Word Aware programme & elements of Talk for Maths through school Pupil Premium ‘champion’ Claire Baber (PP lead) released 0.4 per week to support teaching and learning for all children & monitor PP progress in class situations in addition to coordinating & delivering additional support</p>	<p>Yes – achievement across the school for all groups and especially the PP children especially in Y6 – increase from 40% to 74% & overall for children at 88% Thorough analysis and external reports on Maths reflects less consistency and challenge in maths throughout school - seen by PP external reviewer & Ofsted 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</p> <p>Word Aware program has shown a positive impact in the classroom and is being used effectively across school. Progress in reading greatly improved through school. Reading results improved at the end of KS2 and throughout school. Spelling and writing requires further support. CB successful in promoting reading initiatives.</p>	<p>Yes. Girls made less progress than boys and this needs to be monitored carefully by Maths Team. The approach to improvement will be rolled out to improve writing for 2018-19</p> <p>Talk for maths positive impact when completed regularly by skilled trainer. Review for next year with new SENDCO. Word Aware to continue throughout school, support as necessary from Sendco.</p> <p>PP reviewer & Ofsted recognised the effectiveness of a lead for PP. Inclusion lead will take this over next year with a holistic approach to support including mentoring of children. JRB to do role – some funded by NOA. Part of SLT team.</p>

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Targeted Support			
Desired Outcome	Chosen 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)
<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>Numeracy interventions have worked well & some precision teaching/catch up interventions have also increased achievement throughout school. PP girls still require some further support in maths and boys in reading and writing.</p>	<p>Most effective intervention when TA/teacher is particularly skilled in area. SENDco to review progress & will inform interventions for next year.</p> <p>Approach of continuous intervention working much more effectively as long as there is careful monitoring of impact.</p>

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<p>Improve reading progress for PP/SEN children engaging parents to support</p> <p>Inspire the HAP at risk of low progress to engage with literacy.& develop a life long love of books</p>	<p>Catch Up reading developed further Meeting for parents Folders created and new books purchased Cafes run for parents</p> <p>Literacy club run for PP children – Awful Auntie Project incl Theatre trip & book vouchers</p>	<p>Feedback from parents overwhelmingly positive and good gains made in CU reading across school. Not always transferring to end of year assessments.</p> <p>Children appeared to engage well & enjoyed experience of theatre but did not ultimately transfer to greater depth in writing</p>	<p>Need to look at comprehension activities for children & also reading for pleasure for this group of children – new plan next year. Cafes will continue to be offered = crèche also to support for parents.</p> <p>New project to be introduced by Inclusion Champion next year – more sustainability.</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</p>	<p>Evidence of improvement in attendance adjacent. Case studies show increased participation in class of targeted children. More settled approach to the day and children able to engage with key adults and improve learning opportunities. All projects have had</p>	<table border="1"> <thead> <tr> <th></th> <th>Whole school attendance</th> <th>PP attendance</th> <th>Non PP attendance</th> <th>Gap</th> <th>Whole school PA</th> <th>PP Persistent Absence</th> <th>Non PP Persistent Absence</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>96.94</td> <td>95.11</td> <td>97.16</td> <td>2.05</td> <td>3.5</td> <td>12.6</td> <td>1.5</td> <td>11.1</td> </tr> <tr> <td>National comparison (2017-18)</td> <td>95.2</td> <td>94.3</td> <td>96.3</td> <td>2.0</td> <td>8.7</td> <td>16.5</td> <td>5.8</td> <td>10.7</td> </tr> <tr> <td>2018-19</td> <td>96.85</td> <td>95.43</td> <td>97.11</td> <td>1.68</td> <td>2.5</td> <td>9.3</td> <td>1.2</td> <td>8.1</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Continue with before school provision & connections provision with more emphasis on staying in</p>										Whole school attendance	PP attendance	Non PP attendance	Gap	Whole school PA	PP Persistent Absence	Non PP Persistent Absence	Gap	2017-18	96.94	95.11	97.16	2.05	3.5	12.6	1.5	11.1	National comparison (2017-18)	95.2	94.3	96.3	2.0	8.7	16.5	5.8	10.7	2018-19	96.85	95.43	97.11	1.68	2.5	9.3	1.2	8.1									
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	<p>year to support with social situations, resolving issues and engaging in learning & SL to support (SL pastoral salary for all work</p> <p>4. Mindfulness sessions</p> <p>5. Involvement in Green Goblin project (STEM) for identified group of children at risk of exclusion/ hard to reach and engage</p> <p>6. Support for engagement in residential visits, music lessons, PE clothing/resources etc</p> <p>Budget £3000 based on past years (& increasing numbers)</p>	<p>positive feedback from pupils and parents</p> <p>Budget spent.</p>	<p>class support and also lunchtime and playtime provision as audits show this is where many of the incidents that impact engagement happen.</p> <p>To continue to ensure all PP have opportunity to attend alongside peers. Those children with particular musical talent will be fully supported in school.</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	Lessons learned (and whether you will continue with this approach)
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		appropriate.	
Improved attendance – reduced persistent absences	Breakfast club providing a structured support to the day Parent support advisor working with families to improve attendance and punctuality	Low numbers but effective in improving engagement and attendance. PSA highly effective in engaging with harder to reach parents and providing support	To continue with both approaches. JRB to try to improve numbers in club. PSA on maternity leave part of year. Role filled by pastoral team until return.
Transition for PP children between infant and junior is smoother and has a higher profile for learning as well as emotional	Year leader & subject leads working together across schools to develop joint policies Summer work packs developed for PP children	Limited success with joint policies academically but pastoral team highly effective. Summer packs not developed	To have a clearer plan with given dates for meetings for key people. Summer school rather than packs to be developed for next year with resources available for parents to take.
Children have higher aspirations for the future and are resilient in overcoming their	Inspirational speakers in assembly and working with the children in small groups – writers, illustrators, STEM Counselling	Children have enjoyed visiting authors and counselling has been very effective in supporting those in need.	Continuation of support for the most vulnerable where possible and funds allow, Pastoral team trained on ELSA approach and Achievement for all rolled out through school as part of NOPA initiatives.

difficulties	support for individual children where necessary <ul style="list-style-type: none"> Benjamin Foundation Art therapy session & ongoing school support 		
Parents play a more active part in their children's education and enjoy a closer partnership with school	<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>PSA support has been 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. Family day did not take place – ensure it does next year</p>	<p>Continuation of PSA and pastoral role. Also next year parent & child bedtime story library time initiative as well as further opportunities for parent involvement in school including provision of a crèche.</p> <p>School is involved with a NOA project improving parent involvement in school for 2018-19</p>

Cost

Summary Spend

Area	Summary of activities	Cost
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Staff - Teaching	<ol style="list-style-type: none"> 1. Release for experienced staff to carry out whole school improvement to ensure first quality teaching for all 2. Time for staff for focused support and coaching 3. Pupil progress meetings 4. Working alongside colleagues in transition years 5. Delivery by skilled teachers of specific interventions 	£60774.12
Staff - Support	<ol style="list-style-type: none"> 1. Specific interventions eg catch up maths 2. Pastoral support & psa 3. Lunchtime specialist support 4 Breakfast club 	£50962.02
Training	<ol style="list-style-type: none"> 1. Networks for good practice maths/ literacy 2. Working alongside experienced PP auditors 	£1100
Resources	<ol style="list-style-type: none"> 1 Breakfast club - books/ food/ games 2. Connections - food/ games etc 3. Specific projects 4. Resources to support learning 	£9350
Professional Services	<ol style="list-style-type: none"> 1. Counselling services 2. Therapy 	£12500.16
Trips & events	<ol style="list-style-type: none"> 1. Residential visits 2. Holiday clubs 3. Participation in school events 4. Equipment 	£3015
Total		£137,701.30
Balance		+ £1773.05