

Pupil premium strategy statement Avenue Junior School 2019-20

1. Summary information					
School	Avenue Junior School				
Teacher with overall responsibility	Debbie Dismore, Headteacher				
Supporting Lead	Jake Rose-Brown Inclusion Coordinator				
Academic Year	19 -20	Total PP budget allocation	£106,120	Date of most recent PP Reviews	September 19
Total number of pupils	471	Number of pupils eligible for PP	65	Date for next internal review of this strategy	January 2020
2. Current attainment & last year's data					
		<i>Results 2017-18</i>	<i>Results 2018-19</i>	<i>Progress</i>	
% of children achieving expected standard in R, W and Maths		40%	56%	16%	
% of children achieving expected standard in reading		68%	78%	10%	
% of children achieving expected standard in in writing		68%	78%	10%	
% of children achieving expected standard in in maths		40%	74%	34%	
Progress measure for Reading		-3.5	-1.6	+1.9	
Progress measure for Writing		-1.3	-2	-0.7	
Progress measure for Maths		-6.18	-2.5	+3.68	
3. Barriers to future attainment (for pupils eligible for PP, including high ability) <u>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.</u>					

In-school barriers	
A.	Despite good progress in most areas disadvantaged children are still not making sufficient progress in maths and writing. The % of children reaching the ARE for reading writing and maths is improving but must be higher. Disadvantaged girls are a particular group of children with a pattern of underachievement in maths and disadvantaged boys in reading and writing. Prior High ability disadvantaged pupils are struggling to maintain their progress to greater depth and higher standard in upper school.
B.	Lower parental engagement in school and children's limited life experiences.
C.	Resilience is low and their emotional literacy skills are poor.
C.	Poorer 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 and attitudes to learning for a small group of children in each year group 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. Transition often proves tricky for many children.
F.	Perception of families of divide between disadvantaged/low income and other parents and children affects the way in which parents engage in school and the way in which children perceive themselves
G	Clearer communication with parents around eligibility & supporting parents to apply
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Difficult home learning environments (for some children)
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
E.	Parental lack of skills to support children in home learning
F	Access to good quality books at home
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Progress and attainment of PP children in maths (particularly girls) improves to work towards national expectations. Progress and attainment of those with higher prior attainment continue to this trajectory towards national expectations Attainment in writing improves, particularly for boys	Increased progress is seen next year for KS2 results in maths (-3 progress for girls) Increase in % of children achieving national expectation in writing. Book scrutiny reflects same high expectation of work and presentation as non-disadvantaged children
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.	Children arrive in Y3 ready to learn, basic skills are embedded and children are familiar and confident with the school. Incidents of teaching outside of classes are reduced.
C.	% persistent absence of pupil premium children will continue to decrease	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 Fixed term exclusions are reduced.	Incident reporting monitoring (CPOMS) 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
G	More children are supported in school through better identification & supported applications	Increase in parents applying for FSM

5. Planned expenditure

Academic year

2019-20

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?
<p>1. Progress of PP children in maths and writing improves significantly towards national expectations. Those with higher prior attainment continue to this trajectory towards national expectations</p>	<p>Improve quality of teaching and learning experiences in maths and writing INSET weekly including all TAs/ all support staff to plan as whole teams for writing for a term & then review (cost of additional hour per week for TAs beyond first half term budget 20 Tas = £1080 per ½ term) Resources purchased to support consistency Writing assessment developed CPA & white Rose approach to maths continue to be embedded in school –</p> <p>Continued Implementation throughout school of Word Aware programme & elements of Talk for Maths through school Cost (Budget £1000 – TAs to deliver TFM)</p>	<p>Biggest impact on raising achievement of PP children is high quality teaching. There has been significant improvement in Maths over the last year which must be continued and lessons learnt and applied to writing in Consistency of approach Writing assessment improvements Development of schemes Maths leads to continue professional network & participate in additional training (£1000) English leads to participate in VNET programme (£500) Release from class to develop good practice amongst staff (cover supervisor cost) Resources spelling scheme £2000 Handwriting scheme £500 Writing assessment programme £700 Maths & English NFER £7000</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</p>	<p>HOS & DHT to ensure monitoring timetable is carried out and followed up where necessary to ensure good quality teaching Cost; release time for Maths leads/English leads to monitor and support (1 day supply per week - £210 x 38 = £7980 for monitoring work & time for Pupil progress meetings for Inclusion Champion – 6 x per year 1 week release to work alongside HOS £3150) Training for English leads on accountability & ensuring rigour in scrutiny (1 day in school SIA associates £500)</p> <p>Nadine Avenill– SENDCo release to continue to implement across school (1 day per 2 weeks allocated to supporting pastoral/word aware/PP lead approx. £5500) Through weekly meetings</p>	<p>DHT/HT with maths leads</p> <p>ET & BZ</p>	<p>At SLT fortnightly meetings Termly tests will give indication of impact and feed into pupil progress meetings.</p> <p>Data presented to SLT half termly</p>

	<p>Inclusion 'champion' Jake Rose Brown (PP lead) released to support teaching and learning for all children & monitor PP progress in class situations Budget: through inclusion project & as necessary through school Budget additional 2 days cover a half term (£400 x 6= 2400)</p>	<p>further and further behind. This is evident in our children and the Word Aware & Talk for Maths program is developing this vocab for all children across school.</p> <p>PP lead Effective last year in ensuring that PP children are being supported and targeted for improvement in class – saw improvements in all years progress gains. As Inclusion Champion Jake will advise teachers on supporting the most vulnerable learners to succeed.</p>	<p>with HT/DHT and SLT meetings – review of action plans</p> <p>Weekly report to HOS and monthly overview with DD to update on progress with plan and update on targeted children.</p>	<p>JRB & DD & MH</p>	<p>& 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					£33310

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 implem?

<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 LAC/PLAC & previous high achievers) 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. 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. Improvements were made last year with this approach.</p>	<p>Each year group to identify specific gaps & work with SLT to match best programme by end September 2019. 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>ET/BZ to deliver training to TAs on effective interventions teaching. Release for English leads £200 per day ET/BZ to oversee project.</p>	<p>JRB & English & Maths leads 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 by engaging parents to support better access to good quality books for home ensuring children who don't read at home have opportunity to do so at school</p>	<p>Meeting for parents Folders created and new books purchased Cafes/events run for parents (resources £500) Books to be made available to parents to take home</p> <p>Norfolk Reading project volunteers – working with a targeted group of children falling behind</p> <p>Library club run at lunchtimes – stamps for attendance which are exchanged for a voucher for Book Bugs (new store in Norwich supporting project)</p> <p>After school Bedtime Story Library</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. Creche provided for parents for these events (cost £400 budget for staffing over the year) We know some children do not have the opportunity to read at home with parents/carers this will provide this for them</p> <p>Library club – trial group for 6 weeks to measure impact – listen to a story told and choose books to take home Cost initially £200</p> <p>Parents and children invited to come after school & lend from the library & bring back weekly 1 hour per week overtime TA (£15ph x 38)= £570 & books = £800</p>	<p>NA to organise & staff LG to support after return from maternity leave</p> <p>JRB to organise volunteers</p>		<p>In place Autumn term Review impact spring term.</p>
<p>Engaged learners Improved attendance Reduced incident</p>	<p>Pastoral programme of support Getting into the classroom:</p>	<p>Previous experience & case studies of children engaging in lessons, being less disruptive and settling more quickly to work.</p>	<p>All the projects/ initiatives in this section are overseen by NA & pastoral team including representation by HOS/DHOS</p>		<p>Pastoral review teams monthly to discuss PP children in need of support/review provision</p>

<p>reporting & exclusions</p>	<p>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/relaxation sessions 4. Involvement in projects with pastoral team for identified group of children at risk of exclusion/ hard to reach and engage Budget 1 – 4 £28000 5. Support for engagement in residential visits, music lessons, PE clothing/resources etc Budget £3000 based on past years (& increasing numbers)</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. Parent feedback and child feedback overwhelmingly positive. Children overcoming barriers to their learning and able to engage more positively in class Chosen by children as a project to be involved in – mechanics and engineering/ Science. New projects led by S L 1/2 day per week DT music therapy for individual identified pupils Essential support given – low cost positive impact on children feeling included and parents feeling supported All children eligible for PP will have ½ costs paid, musical talent identified for PP children – full costs paid.</p>	<p>1 session per week dependent on children fulfilling behaviour plan expectations that week MH to oversee Office to ensure letters sent include reference to support. Follow up for those children not returning forms CC to advise of support needed for uniform/resources etc</p>	<p>SL LG & CC MS & CC & LG SL/ MH/DT Office staff etc</p>	<p>Review 6 weekly to see if further support/different support is needed/</p>
Total Targeted Groups budgeted cost					£55 600

(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	Breakfast club providing a structured support to the day (£5900 salary costs & £200 per term food) Budget £250 new games/books	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 morning & ensuring children have a good start to the day	Already in progress. Need to increase numbers – targeted campaign planned.	TAS/SL	Reviewed half termly – looking at figures for absence and used at attendance meetings by PSA/ attendance leads
	Parent support advisor working with families to improve attendance and punctuality Budget Cost £3000(on maternity leave part of year) CC to provide support at other times	Continuation of effective support engaging with hard to reach families, giving support as necessary and supporting referrals for early help	LG is part of pastoral management. Line managed by DD/MH & working in partnership with NA. CC fulfilling support role	LG/CC	
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 (release time £2100) Summer school for identified children)costs of staff – budget £1500	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 Pastoral support for children transferring has developed well over the past few years however often many children are worried when they arrive leading to a poor start.	Year 3 lead DL & En & MA teams & DHT of both schools to facilitate & oversee JRB & support staff & DL to facilitate	DL Subjects leads Maths and English HT	Review December of progress Letters out in June for school in August.

		Summer club would happen prior to first week and engage the children in fun activities in the school			
Children have higher aspirations for the future and are resilient in overcoming their difficulties	<p>Project to be identified to engage HPA children Budget £1000</p> <p>Counselling support for individual children where necessary</p> <ul style="list-style-type: none"> Therapy sessions & in school counselling support <p>CC salary Budget: £6000</p>	<p>Intervention for Y5/6 HAP PP Previously used Brilliant Club & a theatre project</p> <p>Enables children to have support to cope with challenging times. Develops resilience. Past work with these approaches has been successful</p>	<p>JRB to investigate & identify project late Autumn term – appoint staff member to oversee.</p> <p>Whole school mental health action plan to support emotional and mental well being being developed for the year</p>	<p>JRB</p> <p>JRB & SMSC lead</p> <p>JRB & NA & MH</p>	<p>Pre & post project reviews. If successful rolled out to other year groups</p> <p>Review of plan termly & pastoral team meetings regular feedback</p>
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>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) – in her absence CC & 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>

<p>More children are supported in school through better identification</p>	<p>New letter to go out to all parents with support around applying. Book voucher given to new pupils identified</p> <p>Budget: £600</p>	<p>There are children in school we believe who are entitled to FSM but parents are not always sure how to apply or what the incentive is. The new letter clearly states the benefits to the child and school and the book voucher would enable parents and children to choose books together.</p>	<p>JRB creates letter September Follow ups at coffee mornings and parents evenings. Support in office for applications.</p>	<p>JRB Office staff</p>	<p>Monitoring of numbers</p>
<p>Total for other approaches</p>					<p>£21,550</p>
<p>Overall Total budgeted cost</p>					<p>£110,460</p>