

## Pupil premium strategy statement Review Avenue Junior School 2019-20

**NOTE: Due to COVID lockdown from March to July 2020 the school was unable to carry out assessments for the Spring or Summer term so reporting on assessment and attendnace figures are not included in this report.**

School		
Teacher with overall responsibility		
Supporting Lead		
Academic Year	19 -20	Total PP budget allocation
Total number of pupils	47	Number of pupils eligible for PP
		<i>Results 2018-19</i>
		<i>No SATS results from 2019-20 These are based on targets following tracking up to March 2020</i>
% of children achieving expected standard in R, W and Maths	56%	58%
% of children achieving greater depth in R, W & Maths	3%	11%
Review of planned expenditure		
Academic year	2019-20	
i. Quality of teaching for all		
Desired outcome	Chosen action / approach	Progress and impact
		Lessons learnt

<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</p> <ul style="list-style-type: none"> <li>Development of English and Maths leads to provide INSET</li> </ul> <p>Inclusion 'champion' Jake Rose Brown ( PP lead) released to support teaching and learning for all children &amp; monitor PP progress in class situations</p>	<p>KS2 Sats and April tests not taken to measure improvements from baseline data in Autumn term.</p> <p>High quality INSET and higher expectations of all staff in delivering high quality lessons in English and Maths – feedback from teachers reflected improvements (VNET external first visit recognised good progress being made towards improvements in writing)</p> <p>Target SATS results reflected good progress would have been made for all groups of children.</p> <p>Inclusion Lead role developed during the year and allowed more careful intervention for children pastorally and academically</p>	<p>High quality support for newly qualified and recently qualified teachers key to ensuring progress. Use of specialists and outstanding teachers to support next year.</p> <p>NQTS ( NQT +1) all working together with a senior teacher team teaching essential due to interruption to training.</p> <p>High quality first teaching is essential in the autumn term as the first point of catch up for children.</p> <p>Release of GG to support NQTs</p> <p>Purchase of White Rose Catch up scheme to fill gaps.</p> <p>High quality inset from maths and English leads</p> <p>Inclusion role</p>
Total Quality of Teaching for all budgeted cost			£33310

Targeted Support			
Desired outcome	Chosen action / approach	Progress and impact	Lessons learnt

<p>Identified groups of children are supported throughout their school life as necessary to 'keep up' through <b>additional</b> teaching in Literacy and Numeracy (particular attention paid to LAC/PLAC &amp; 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 &amp; consolidation writing group</p>	<p>More specific targeting of children and quick intervention for maths in place across all groups. English – most year groups using intervention for reading comprehension New Sendco reintroduced sound discovery sessions More analysis of Y3 reflected greater need than previously thought in Reading</p>	<p>Reading and phonics scheme needs to be purchased to ensure consistency of approach across classes in Y3 &amp; 4 and particularly in light of break from formal education. A structured scheme for phonics is essential – building on the new scheme now in RRIS &amp; a reading scheme with online access at home to future proof learning. Interventions in school need to be in place with identified strong support in all year groups in order to provide 'catch up' needed in addition to the 'normal' additional support.</p>
<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 Norfolk Reading project volunteers – working with a targeted group of children falling behind  Library club run at lunchtimes – stamps for attendance which are exchanged for a voucher for Book Bugs (new store in Norwich supporting project)  After school Bedtime Story Library</p>	<p>Reading project has had successful results in engaging with pupils and improving confidence in reading. More volunteers are needed to ensure this is sustainable.  Library club limited success. Bedtime story club due to start after Easter 2020. Books purchased.  Vouchers made available to parents newly identified as FSM</p>	<p>Clubs need to be rethought not to use lunchtimes. However, due to COVID restrictions we will keep this on hold for coming years as well as volunteers in school. Reading project will be used again once it is safe to do so.</p>

<p>Engaged learners Improved attendance Reduced incident reporting &amp; exclusions</p>	<p><b>Pastoral programme of support</b> Getting into the classroom: 1. Before school clubs/ activities (part of pastoral team salary) 2.. Connections sessions for 3. Mindfulness/relaxation sessions (replaced with lego therapy &amp; ELSA) 4. Involvement in projects with pastoral team for identified group of children at risk of exclusion/ hard to reach and engage 5. Support for engagement in residential visits, music lessons, PE clothing/resources</p>	<p>Individual success stories of children previously not in class improved attendance and time in classes Connections club continues to be successful in developing crucial social &amp; confidence skills Pastoral team &amp; ELSA trained staff have strong relationships with identified children Attendance improving across the year but more difficult to measure sue to lockdown. Incident reporting lessened for PP children.</p>	<p>Pastoral support programme to continue in school based in bubbles but with some key workers working safely across school to support.  Once restriction are lifted a reassessment of connections/other activities will be undertaken.</p>
<p>(iii) Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Progress and impact</p>	<p>Lessons learnt</p>
<p>Improved attendance – reduced persistent absences</p>	<p>Breakfast club providing a structured support to the day  Parent support advisor working with families to improve attendance and punctuality CC to provide support at other times</p>	<p>Changed approach during the year with the start up of SYS breakfast club – children now join this club so that there is no stigma attached  Continuation of effective support engaging with hard to reach families, giving support as necessary and supporting referrals for early help During lockdown this service was essential for vulnerable families and enabled safeguarding and support for children and their families</p>	<p>PSA and CC to continue in role. PSA to take a leading role on Attendance team and also support for PP home learning circumstances if necessary Vital role to continue.</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 &amp; subject leads working together across schools to develop joint policies (release time £2100)</p> <p>Summer school for identified children )costs of staff – budget £1500</p>	<p>Successful work completed with Sencos across schools with English lead to ensure continuity Y3 lead worked effectively with Y2 lead – ensuring good information passing and plans were in place for greater understanding of approaches. Postponed due to lockdown Summer school did not happen ( COVID) however good transition was arranged vis Zoom and before the autumn term started</p>	<p>To continue to maintain links and work together on curriculum alignment</p>
<p>Children have higher aspirations for the future and are resilient in overcoming their difficulties</p>	<p>Project to be identified to engage HPA children</p> <p>Counselling support for individual children where necessary</p> <ul style="list-style-type: none"> <li>• Therapy sessions &amp; in school counselling support</li> </ul>	<p>Not able to be completed.</p> <p>Counselling arranged for children were necessary and through our won ELSA trained staff.</p>	<p>Counselling will be used to support identified children as per new plan Trained ELSA staff in school in all year groups will support children in addition to the pastoral team</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"> <li>• PSA role</li> <li>• PSA &amp; Pastoral team informal coffee mornings</li> <li>• Increased opportunities for sharing of work</li> </ul>	<p>Started again in Spring / Summer term Change of Sendco PSA on maternity leave Camouflaged learning parent programme was successful in bringing in parents of Pupil premium children.</p>	<p>In light of COVID parents cannot physically be in school. During lockdown the teachers and pastoral teams have developed more strategies for engaging online. This must be continued – an audit of engagement to be carried out for all PP families by PSA.</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>A small number of families identified. Vouchers purchased. JRB produced good literature to go out to parents</p>	<p>Continue with approach to parents to ensure all those who qualify have registered and therefore can access further support.</p>

## Summary Spend

Area	Summary of activities	Cost
Staff - Teaching	<ol style="list-style-type: none"> <li>1. Release for experienced staff to carry out whole school improvement to ensure first quality teaching for all</li> <li>2. Time for staff for focused support and coaching</li> <li>3. Pupil progress meetings &amp; support for teachers– Inclusion lead</li> <li>4. Delivery by skilled teachers of specific interventions</li> </ol>	£22,110
Staff - Support	<ol style="list-style-type: none"> <li>1. Specific interventions eg catch up maths, reading comprehension</li> <li>2. Pastoral support &amp; psa</li> <li>3. Lunchtime specialist support</li> <li>4 Breakfast club</li> </ol>	£66,237
Training	<p>Networks for good practice maths/ English</p> <p>Courses to support development &amp; release time</p> <p>Release for year leads/sendco to work on transition with feeders</p>	£2000
Resources	<ol style="list-style-type: none"> <li>1 Breakfast club – food</li> <li>2. Connections - food/ games etc</li> <li>3. Specific lockdown support – food etc for families/ providing care during Easter</li> <li>4. Resources to support learning</li> <li>5. Support for Music, residential, equipment</li> </ol>	£12133
Professional Services	<ol style="list-style-type: none"> <li>1. Counselling services</li> <li>2. Therapy</li> </ol>	£3000
Total		£105, 480
Balance		c/f £640