

Pupil premium impact statement 2017-18:



Summary information					
School	Taverham Junior School				
Academic Year	2017/18	Total PP budget	£96,740	Date of most recent PP Review	27/4/17
Total number of pupils	445	Number of pupils eligible for PP	65		

Review/impact of expenditure		
i. Quality of teaching for all		
Desired outcome	Actions	Impact
Changing the approach to the teaching of Reading (particularly inference*) in school in response to the 2017 results and in-school data. <i>*QLA with ASP showed that inference questions were our least successful in the 2017 paper</i>	Tony Whatmuff training for teachers and TAs in October 17 to focus on inference (2 x twilight INSET + day working with staff) Members of Year 6 teaching team to attend 'Raising attainment in Reading' training (over 3 days).	<i>SATs scores for Reading improved overall: Expected standard: 78% (+3%) Greater Depth: 30% (+8%) Gap between disadvantaged and non-disadvantaged narrowed to 19% for reading (gap in 2017 was 38%)</i>
Engage families in school events linked to teaching and learning	Reading and Maths cafes across all year groups. This year to ensure there are regular reading cafes alongside the planned maths cafes	<i>Maths cafés occurred throughout the year; Reading cafés to be included next year</i>
Mental health issues for children are addressed	Time 4 You counselling sessions from the Benjamin Foundation to be funded. PP children to be given preference where appropriate.	<i>Since September, 20 children have received Time For You including 7 who are PP or LAC. 10 children no longer need sessions having made progress with self-esteem/confidence/anxieties.</i>
ii. Targeted support		
Desired outcome	Actions	Impact
Increasing the percentage of children working at the expected standard in reading and Maths	Paired Intervention Teaching for 30 selected children per term for either Reading, Writing or Maths: Autumn Term - Year 6 children Spring Term - Year 5 children	<i>This had very positive impact across all year groups with children from all year groups making accelerated progress compared to their peers (see SDIP review).</i>

	Summer Term - LAC children and Year 4 children	<i>Reading interventions in Yr 4 and Yr 5 most successful with standardised score gains of 5.3 and 9.1 points respectively.</i>
Increase the percentage of children working at the expected standard in Maths	Maths intervention lessons for selected Year 6 children focusing on fluency/stamina	<i>Children attending maths booster sessions made 13.3 pts of progress from Yr 6 baseline compared to 9.6 for others</i>
Monitor the effectiveness of interventions across the school	SENCo to have non-teaching role to lead and monitor interventions and also focus on SEND pupils who are also in receipt of PP funding.	<i>All children on SEN register had clear targets that were reviewed on a termly basis. Impact of interventions was discussed and logged on Learning Support Plans. The SEN register is reviewed termly. Between the end of the Autumn and Summer terms, a total of 6 children were added to the register and 12 were removed.</i>
Increase the effectiveness of TA support	Deploying TAs effectively to support particular groups (PP, SEN, Most able) and/or in a way that frees teachers to support groups	<i>SENCO undertook initial monitoring looking at impact of TAs in class. Appraisals then followed with targets set for all. TAs have had access to high quality training covering Dyslexia, SEMH and Autism. Individual TAs have received training according to needs e.g. Clicker, Speech and Language. Where possible, this has been in accordance with appraisal targets.</i>
Increase children's skills in Reading and Spelling	Arrow programme to be re-launched in a group format?	<i>The results of ARROW did not show significant progress for all children when it was delivered 1:1, so it was not deemed an effective intervention at this time. Other spelling interventions have shown positive impact e.g. children in a Yr 3 high frequency spelling intervention could spell an average of 25% more words correctly.</i>
Provide additional experience for some of our most-able children to positively impact on attainment and educational aspiration.	Twelve able children (including four in receipt of Pupil Premium funding) to take part in Scholar Programme (Brilliant Club).	<i>All children passed the course. Out of the 12 children, 1 achieved a 1st, 7 achieved a 2:1 and 4 achieved a 2:2</i>
To improve the success of interventions by providing more targeted and tailored support	Investigate buying in to PiXL and assess how an intervention such as this could be implemented in school for a possible start date of September 18	<i>School has joined PiXL and will use resources for intervention teaching from September 18</i>
iii. Other approaches		
Desired outcome	Actions	Impact

<p>To give all children access to a broad and balanced curriculum and extra-curricular experiences</p>	<p>Musical lessons and trips to be subsidised for PP children</p>	<p><i>Autumn term:</i></p> <ul style="list-style-type: none"> • <i>Year 5 trip to West Stow - 4 PP children funded</i> • <i>Year 6 trip to Gressenhall - 6 PP children funded</i> • <i>Year 6 residential to Caythorpe - 7 PP children funded</i> • <i>Carol service rehearsal - 13 PP children funded</i> • <i>Music lessons - 9 PP children funded</i> • <i>After-school dance club - 1 PP child funded</i> <p><i>Spring term:</i> <i>In addition to the above:</i></p> <ul style="list-style-type: none"> • <i>Year 3 Ancient Egypt day - 5 PP children funded</i> • <i>Music lessons - 8 additional PP children funded</i> <p><i>Summer term:</i> <i>In addition to the above:</i></p> <ul style="list-style-type: none"> • <i>Year 4 trip to Norwich Castle – 8 PP children funded</i> • <i>Year 5 trip to How Hill – 4 PP children funded</i> • <i>Year 3 trip to Sea Life Centre – 6 PP children funded</i> • <i>Year 3 Poppy Line trip – 4 PP children funded</i> • <i>Music lessons - 11 additional PP children funded</i>
<p>To have an advocate/positive voice for Pupil Premium children in school</p>	<p>Pupil Premium Champion role established for September 2017. Person to be part of the Senior Leadership Team.</p> <p>Pupil Premium champion to ensure these children have the same opportunities and chance to succeed, in all areas of school life, as their counterparts. Person to monitor attendance at key events, selection in key roles, school attendance, participation in extra-curricular activities and more (see Pupil Premium Champion Action Plan)</p>	<p><i>15% of student council (school council, sports council, eco council) representatives are Pupil Premium</i></p> <p><i>Parental attendance at Open Evenings in Autumn Term was 18% for PP children compared to 27% overall. We will continue to contact parents particularly regarding Learning Reviews</i></p> <p><i>Percentage of PP children receiving weekly awards at 5.5% is almost three times greater for this academic year than last year.</i></p>

		<p><i>Over the course of the year, over 59% of PP children attended an in-school extra-curricular club (funding used to support this in some cases).</i></p> <p><i>15% of house points were earned by Pupil Premium children (over 1% higher than the proportion of PP children at the school).</i></p> <p><i>We had 100% attendance for parents of PP children in final Learning Reviews.</i></p> <p><i><u>All</u> Pupil Premium children took part in a 'Voice of Taverham' forum that looked in to an aspect of the school's development and had an impact on the school's future development.</i></p>
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