



Pupil premium strategy statement:

1. Summary information					
School	Taverham Junior School				
Academic Year	2018/19	Total PP budget	£70,000 _(approx.)	Date of most recent PP Review	27/4/17
Total number of pupils	442	Number of pupils eligible for PP	60 (13.6%)	Date for next internal review of this strategy	April 19

2. Current attainment		
Attainment for: 2017-18	Pupils eligible for PP (our school)	All pupils (our school)
% achieving expected standard or above in reading, writing and maths	37	66
% achieving expected standard or above in reading Progress score in reading	58	77
% achieving expected standard or above in writing Progress score in writing	53	76
% achieving expected standard or above in maths Progress score in maths	53	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Current Year 3: PP out-perform non-PP children by 13% (combined), 8% (maths), 2% (reading) and 11% writing.
B.	Current Year 4: Combined gap of 24% Maths gap of 23% (has widened since end of last year) Reading gap of 23% (has widened since end of last year) Writing gap of 15% (has narrowed since end of last year)
C.	Current Year 5: Combined gap of 26%

	<p>Maths gap of 23% (has widened since end of last year) Reading gap of 12% (has widened since end of last year) Writing gap of 33% (has narrowed since end of last year)</p>				
D.	<p>Current Year 6 Combined gap of 8% Maths gap of 9% (has narrowed since end of last year) Reading gap of 9% (has narrowed since end of last year) Writing gap of 9% (has widened since end of last year)</p>				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Mental health issues of a growing number of children are preventing them from making good progress.				
F.	Parental engagement is generally good but there are some PP families that don't engage and therefore provide support for their children				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A-D	Attainment and progress gap between PP and Non-PP children to narrow in all year groups during academic year 18-19 (measured termly by analysing results)			Attainment gap for 2019 cohort will at least be narrower than national gap between PP and non-PP children. Gap will narrow in other year groups showing progress towards this goal when these children are in Year 6.	
E	The emotional wellbeing of children is positively affected by in-school intervention			Children with mental health issues are able to access the curriculum successfully	
5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?

Improve our approach to the teaching of reading	AS to build upon previous training by Tony Whatmuff to improve the teaching of reading through moving to consistent whole-class approaches across the school.	Training from Tony Whatmuff has made a positive difference to outcomes in school. Research shows that this approach to the teaching of reading has a positive impact on outcomes for all	Monitoring of reading plans, observing lessons, talking to children, analysing assessment outcomes. Ensure that all staff are implementing the recommendations from the training sessions	PHe/ AS	Termly <i>Jan 19 – English coordinator has conducted monitoring during the Autumn term. In each of the years 4-6, the number of children reaching expected standard has increased since Autumn of last year. In Years 4 and 5, the number of children getting above expected standard has also increased since the same point last year.</i>
Engage families in school events linked to teaching and learning	Reading and Maths cafes across all year groups.	Research and experience show that this is an effective way of sharing school's approach to teaching and learning	English and maths subject leaders to assist/lead in the planning and delivery of these sessions	AS/E P/JM	Termly <i>Jan 19 – Year 3 reading café took place in November</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.	Programme has been successful in previous years	Regular discussions between HT, SENDCo and counsellors from Benjamin Foundation. Children included in programme when availability occurs	PS	Half-termly <i>Jan 19 – Time4You sessions 25% of Time4You sessions attended by Pupil Premium children.</i>

ii. 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 implementation?
-----------------	------------------------	---	---	------------	--------------------------------------

<p>Increasing the percentage of children working at the expected standard in reading and maths</p>	<p>PiXL interventions to begin in Sept 2018. Year 4 classes to have 1 session per week, and Year 5 and 6 to have two sessions per week. Qualified teacher to teach these sessions from PiXL and own resources.</p> <p>PiXL resources available to all teachers (including QLA and diagnostic tools)</p> <p>PP children to be prioritised for these sessions</p>	<p>PiXL highly recommended to the school by Joan Low when completing Pupil Premium review in April 2017</p> <p>After visiting several schools with high levels of Pupil Premium children, targeted interventions such as PiXL seen to be effective.</p>	<p>Attainment of PP children to be analysed alongside PP children's access to PiXL sessions.</p>	<p>PHe/PS/SJ</p>	<p>Half-termly meetings with PiXL associate</p> <p>Jan 19 – 3 meetings have taken place with associate to identify barriers within the school and individual year groups</p> <p>Jan 19 – 19.6% of PiXL intervention sessions were taken by PP eligible pupils</p> <p>41% of PP pupils have not attended a PiXL session</p> <p><u>Reading:</u> Compared to the Autumn assessments from last year, Year 4 and 6 have more Pupil Premium eligible children (10% and 12%) reaching expected. Year 5 has 13% less.</p>
<p>Increase the percentage of children working at the expected standard in Maths</p>	<p>Maths intervention lessons for selected Year 6 children focusing on fluency/stamina</p> <p>Use of PiXL sessions (with LM and in the classroom) to target</p>	<p>The gap has widened by 4% since the 2017 cohort.</p> <p>Question-level analysis of maths papers has shown that fluency/stamina is an issue for some children</p>	<p>Data to be analysed termly to assess impact of this group</p> <p>Data to be analysed termly to assess the impact of PiXL sessions</p>	<p>PHe</p>	<p><u>Termly Maths</u></p> <p>Jan 19 – Compared to the Autumn assessments from last year, Year 4 have stayed the same number of Pupil premium eligible pupils reaching expected standard. In Year 5 it has reduced by 20% and in Year 6 it has risen by 24%.</p>

<p>Monitor the effectiveness of interventions across the school</p>	<p>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.</p>	<p>Interventions need to be effective. If they are not we need to know why and make changes where necessary.</p>	<p>SENCo to meet with all teachers re interventions and monitor their effectiveness</p>	<p>MW</p>	<p>Termly</p> <p><i>Jan 19 – Learning walk focus for Acting Head and SENDCo to be differentiation for SENDCo pupils and use of TA (outcome to be reported in next review) SENDCo writes and discusses Learning Support plans with teachers and teachers discuss these with parents at Learning Reviews or separate meetings.</i></p>
<p>Increase the effectiveness of TA support</p>	<p>Deploying TAs effectively to support particular groups (PP, SEN, Most able) and/or in a way that frees teachers to support groups</p>	<p>TAs are a valuable resource but need to be used precisely and thoughtfully to maximise the impact of outcomes for children</p>	<p>SENCo to monitor effectiveness of TA support through observations and appraisal process</p>	<p>MW/PS</p>	<p>Termly</p> <p><i>Jan 19 – Learning walk focus for Acting Head and SENDCo to be differentiation for SENDCo pupils and use of TA (outcome to be reported in next review). A teaching assistant attended a course in Autumn term to increase effectiveness and disseminated strategies and ideas to whole support staff group. All TA's have completed an appraisal meeting with the SENDCo.</i></p>
<p>Provide additional experience for some of our most-able children to positively impact on attainment and educational aspiration.</p>	<p>Twelve able children (including at least four in receipt of Pupil Premium funding) to take part in Scholars Programme (Brilliant Club).</p>	<p>53% of disadvantaged children nationally who complete this programme go on to secure a place at selective universities.</p>	<p>Attainment/progress of this group of children to be analysed.</p>	<p>PHe</p>	<p>End of academic year</p> <p><i>Jan 19 – Y4 PP children attended Film Festival and corresponding animation workshops. Y6 PP children attended UEA Nursing School. Scholar Programme to begin later in the academic year.</i></p>

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?
To give all children access to a broad and balanced curriculum and extra-curricular experiences	Musical lessons and trips to be subsidised for PP children	Evidence that families of PP children haven't historically been able to fund these experiences	Monitor attendance on trips and take-up of Music lessons	PS/BB	Termly <i>Jan 19 – Y5 and 6 trips' PP places subsidised / paid in full from PP budget. 12.5% of pupils who attended a gifted writers' course were Pupil premium eligible. Pupil Premium budget has also helped to fund: music books, Time4You sessions, resources for Starfish, coaches to PP trips, in-school and external after-school clubs, taxis for school trips, Spelling Shed learning app, SATS revision books, the Formula Goblin and other topic-based resources for year groups.</i>
To have an advocate/positive voice for Pupil Premium children in school	Pupil Premium Champion role established for September 2017. Person to be part of the Senior Leadership Team. 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	We need to continue to raise the profile of Pupil Premium children in our school and be more creative about how we support them and their families. We have roughly 40% of PP children not attending extra-curricular clubs of any kind and so their perception of school is very limited to classroom and playground experiences.	Through monitoring it will be evident that Pupil Premium children are accessing the support and opportunities to enable them to be successful in all areas of school life	SJ/PS	Termly <i>Jan 19- 28% of Pupil Premium eligible pupils have attended clubs in the Autumn term. Teachers have lists of pupils not participating in any clubs and will promote engagement in these activities where appropriate. More clubs take place through the Spring and Summer term so uptake is expected to increase.</i> <i>All of Year 3 have attended Egyptian Days run by external groups in school.</i> <i>All of year 6 have attended workshops run by the Norwich Record Office.</i> <i>14.5% of the school's councils are Pupil Premium children.</i>
6. Review of expenditure (2017-18)					
See Pupil Premium Impact Statement - 17/18					

7. Additional detail

