

## Pupil premium strategy statement:

1. Summary information					
School	Taverham Junior School				
Academic Year	2018/19	Total PP budget	£70,000 <sub>(approx.)</sub>	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	June 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)	
<b>A.</b>	<b>Current Year 3:</b> PP out-perform non-PP children by 9% (combined), 6% (maths), 5% (reading) and 5% writing.
<b>B.</b>	<b>Current Year 4:</b> PP out-perform non-PP children by 3% (combined) Maths gap of 8% (has narrowed since last term) Reading gap of 15% (has narrowed since last term) Writing gap of 1% (has narrowed since last term)
<b>C.</b>	<b>Current Year 5:</b> Combined gap of 24% (narrowed since last term) Maths gap of 13% (has narrowed since last term)

	Reading gap of 22% (has narrowed since last term) Writing gap of 20% (has narrowed since last term)				
<b>D.</b>	<b>Current Year 6</b> Maths gap of 9% (equal to last term) PP out-perform non-PP children by 1% in reading (previously a gap of 9%)				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>E.</b>	Mental health issues of a growing number of children are preventing them from making good progress.				
<b>F.</b>	Parental engagement is generally good but there are some PP families that don't engage and therefore provide support for their children				
<b>4. Desired outcomes</b>					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A-D</b>	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.	
<b>E</b>	The emotional wellbeing of children is positively affected by in-school intervention			Children with mental health issues are able to access the curriculum successfully	
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>Improve our approach to the teaching of reading</b></p>	<p>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.</p>	<p>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</p>	<p>Monitoring of reading plans, observing lessons, talking to children, analysing assessment outcomes.</p> <p>Ensure that all staff are implementing the recommendations from the training sessions</p>	<p>PHe/ AS</p>	<p>Termly</p> <p><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></p> <p><i>April 19- Library has been sorted by genre rather than 'level' so that all children can access all books. Children are supported in their choices where needed. Book Buddies have been established whereby a Year 5 and a Year 3 are paired up to meet weekly and read together, discuss books and share the experience of using the library. 76.7% of all pupils achieving expected standard or above in reading. In Year 5, the percentage of pupils meeting expected standard compared to the end of Year 4 has gone down by 10% and the above expected has dropped 15%. In Year 4, the percentage of pupils meeting expected standard compared to the end of Year 3 has gone up by 17%, and above expected has gone up by 15%. In Year 3 the number at expected has stayed the same since the baseline assessments and above expected has gone up by 2%.</i></p>
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<p><b>Engage families in school events linked to teaching and learning</b></p>	<p>Reading and Maths cafes across all year groups.</p>	<p>Research and experience show that this is an effective way of sharing school's approach to teaching and learning</p>	<p>English and maths subject leaders to assist/lead in the planning and delivery of these sessions</p>	<p>AS/E P/JM</p>	<p>Termly</p> <p>Jan 19 – Year 3 reading café took place in November</p> <p><i>April 19- Year group leaders have scheduled in at least one reading or maths café to be completed by the end of this academic year.</i></p> <p><i>In the Autumn term, 100% of Pupil premium eligible parents attended learning reviews with their pupils' teacher. In the spring learning reviews, this number dropped to 96.6%.</i></p>
<p><b>Mental health issues for children are addressed</b></p>	<p>Time 4 You counselling sessions from the Benjamin Foundation to be funded. PP children to be given preference where appropriate.</p>	<p>Programme has been successful in previous years</p>	<p>Regular discussions between HT, SENDCo and counsellors from Benjamin Foundation.</p> <p>Children included in programme when availability occurs</p>	<p>PS</p>	<p>Half-termly</p> <p><i>Jan 19 – Time4You sessions 25% of Time4You sessions attended by Pupil Premium children.</i></p> <p><i>April 2019- Time4You weekly sessions have continued and an open forum is available to all pupils at break-time once a week</i></p>

**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?
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<p><b>Increasing the percentage of children working at the expected standard in reading and maths</b></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><u>Jan 19</u> – 19.6% of PiXL intervention sessions were taken by PP eligible pupils 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><u>April 19-</u> 76.7% of all pupils achieving expected standard or above in reading. In Year 4, the percentage of pupils meeting expected standard compared to the end of Year 3 has gone up by 17%, and above expected has gone up by 15%. In Year 3 the number at expected has stayed the same since the baseline assessments and above expected has gone up by 2% In Year 6, 75% of Pupil premium eligible pupils are at expected standard, which is up 14% since the end of Year 5.</p> <p><u>April 19-</u> After two terms of application of the PiXL interventions, an analysis was done on its impact, particularly in regards to Pupil Premium eligible children. The results of this analysis show that the impact has not been substantial enough to viably continue. Therefore, the Senior Leadership team are discussing an alternative use for our qualified teacher based on the most recent pupil progress meetings.</p>
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<p><b>Increase the percentage of children working at the expected standard in Maths</b></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 gaps of individuals</p>	<p>The gap has widened by 4% since the 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>  <i>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%.</i></p> <p><u>Maths-</u> Compared to the end of the previous year, the percentage of pupils at expected standard in Year 4 has gone up by 20%. Compared to baseline assessments, the percentage of Pupil Premium eligible pupils in Year 3 achieving expected standard has gone up by 5%. In Year 6, the percentage of Pupil premium children achieving expected standard has increased by 13% from the start of the year.</p>
<p><b>Monitor the effectiveness of interventions across the school</b></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 SENCo to be differentiation for SENCo pupils and use of TA (outcome to be reported in next review) SENCo writes and discusses Learning Support plans with teachers and teachers discuss these with parents at Learning Reviews or separate meetings.</i></p> <p><i>April 19- Learning walks and Learning Support Plans continue as above.</i></p>

<p><b>Increase the effectiveness of TA support</b></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 SENCo to be differentiation for SENCo 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 SENCo.</i></p> <p><i>April 19- On top of previous training, two TAs have attended a Challenging Behaviour course and one TA has attended Grammar Toolkit training. Each of these courses has been disseminated by these staff members through TA meetings. Learning walk focussed partly on TA deployment and showed 'effective deployment' and 'proactive support'. Full feedback was given to the staff.</i></p>
<p><b>Provide additional experience for some of our most-able children to positively impact on attainment and educational aspiration.</b></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>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.</p> <p><i><u>April 19- Scholars' Programme has begun for 12 Year 5 pupil</u></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?
<b>To give all children access to a broad and balanced curriculum and extra-curricular experiences</b>	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	<p>Termly</p> <p><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></p> <p><i>April 19- Funding for music books, equipment etc. has continued as required, including on the Year 6 residential.</i></p>

<p><b>To have an advocate/positive voice for Pupil Premium children in school</b></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, organise extra events and visitors to meet educational, aspirational and social/emotional aims.</p>	<p>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.</p> <p>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.</p>	<p>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</p>	<p>SJ/ PS</p>	<p>Termly</p> <p><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></p> <p><i>All of Year 3 have attended Egyptian Days run by external groups in school.</i></p> <p><i>All of year 6 have attended workshops run by the Norwich Record Office.</i></p> <p><i>14.5% of the school's councils are Pupil Premium children. School improvement projects planned for Year 3-6 Pupil Premium pupils for the Spring term. Year 3 scheduled to assist with improving the school garden and Year 6 will be creating a video for prospective parents.</i></p> <p><i>April 19- 55% of Pupil premium eligible pupils have attended a club this academic year. 25% of our Pupil premium eligible children are in a leadership role within the school including 40% of our Book Buddies being Pupil premium eligible. Pupil Premium projects completed since the last review include:</i></p> <ul style="list-style-type: none"> <li><i>• Year 3 – Nature survey before and after school garden renovation</i></li> <li><i>• Year 6- Video prospectus for Year 2 parents and pupils filmed and edited</i></li> </ul> <p><i>Planned projects for the summer term include:</i></p> <ul style="list-style-type: none"> <li><i>• Year5- evaluating the behaviour policy</i></li> <li><i>• Year 6 communicating with the governors on their school experience as a whole</i></li> <li><i>• Year 4- evaluating the new equipment that was installed on the playground in February</i></li> </ul>
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**6. Review of expenditure (2017-18)**

**See Pupil Premium Impact Statement - 17/18**

**7. Additional detail**