



Pupil premium strategy statement:

1. Summary information					
School	Taverham Junior School				
Academic Year	2019/20	Total PP budget	£79,040	Date of most recent PP Review	April 2017
Total number of pupils	444	Number of pupils eligible for PP	58 (13.1%)	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
Attainment for: 2018-19	Pupils eligible for PP (our school)	All pupils (our school)
% achieving expected standard or above in reading, writing and maths	55	63
% achieving expected standard or above in reading Progress score in reading	60	72
% achieving expected standard or above in writing Progress score in writing	70	75
% achieving expected standard or above in maths Progress score in maths	65	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	<p>Current Year 3: <i>Based on KS1 assessments that we have, the percentage of pupils reaching expected standard or above:</i> Maths – gap of 13% between pupil-premium and non-pupil premium pupils Writing – gap of 21% between pupil-premium and non-pupil premium pupils Reading – gap of 2% between pupil-premium and non-pupil premium pupils</p> <p><i>Further data TBC after Baseline assessments</i></p>
B.	<p>Current Year 4: Last year, this group's Pupil Premium children performed better than non-Pupil Premium children at reaching expected level in combined, maths, reading and writing. Reaching greater depth in maths, reading and writing there were gaps between Pupil Premium pupils and non-Pupil Premium pupils (1%, 7% and 10%)</p>
C.	<p>Current Year 5:</p>

	From Year 3 to Year 4, the gap has widened in all subjects at expected and greater depth, except for writing at expected level. The most significant widening is in reading at expected and greater depth.				
D.	Current Year 6 From Year 4 to Year 5, the gap has widened in all subjects at expected and greater depth, except for writing at greater depth. The most significant widenings are in maths (expected and greater depth) and in writing at expected level.				
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 continue to narrow in all year groups during academic year 19-20 (measured termly by analysing results).			Attainment gap for 2020 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	2019/20				
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	Weekly whole class reading lessons to take place in all classrooms. Class readers to be used daily. Embedding skills and strategies from last year's Tony Whatmuff training as well as a greater focus on reading stamina across the school. Library organised by genre rather than levels. Further support to parents for home reading (including questioning ideas bookmark for all pupils and guidance from teachers to parents during Open Evenings and learning reviews)	A gap of 12% for pupils achieving expected standard in reading at the end of KS2 last year. Gap had widened for current Year 4 and Year 5 cohorts since the end of 2018 academic year. 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	Data to be analysed termly to assess impact of this group Observations and book scrutiny to be conducted at least termly.	AS/ PHe	
Engage families in school events linked to teaching and learning	Reading and Maths cafes across all year groups. Calculation policy launch evenings for parents.	Research and experience show that this is an effective way of sharing school's approach to teaching and learning	Each year group to host at least two events to which parents are invited. English and maths subject leaders to assist/lead in the planning and delivery of these sessions.	EP/ PL/ AS	
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.	MW/ PHe	

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>Increasing the percentage of children working at the expected standard and greater depth in writing</p>	<p>Use of self-editing toolkits in all classrooms to support pupils' independent writing, editing and evaluations.</p> <p>Implementation of new writing assessment checklists for all teachers.</p> <p>Writing planning and teaching to be designed to include fewer genres per term, with each one to be explored more fully to allow exploration of form, audiences and skills.</p> <p>Year 6</p>	<p>KS2 writing gap of 5% in 2019 results. Current Y6 gap has widened since the end of Year 4 by 15% at expected level.</p> <p>Discussions from July 2019 external moderation strongly indicated the need for self-editing skills, evidence of conscious writing choices and a confident, personal approach to writing in a particular form or genre.</p>	<p>Data to be analysed termly to assess impact of this group</p> <p>Observations and book scrutiny to be conducted at least termly.</p> <p>Internal book moderations (year group and whole-school level) at points through the year</p>	<p>AS/ PHe</p>	<p><i>Termly</i></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>Maths calculation policy updated and implemented.</p> <p>Maths cafes and calculation sessions for parents to help them support their children's home learning.</p> <p>Further INSET on maths teaching and learning, as well as explicit teaching of metacognition in classes.</p>	<p>At the end of KS2, there was a gap of 13% for pupils reaching expected standard. Year 4 and 5 have gaps of 14% and 15% respectively.</p>	<p>Data to be analysed termly to assess impact of this group</p> <p>Observations and book scrutiny to be conducted at least termly.</p>	<p>EP/ PL</p>	<p><i>Termly</i></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>Use of unallocated classroom as a designated intervention space.</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><i>Termly</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/PHe</p>	<p><i>Termly</i></p>

<p>Provide additional experience for some of our most-able children to positively impact on attainment and educational aspiration.</p>	<p>School to be enrolled in Children's University. Pupil Premium children to have their passports funded.</p>	<p>An EEF study indicated that involvement in the CU can improve progress by +2 months in a year, as well as showing a greater development of 'teamwork' and 'social responsibility' for disadvantaged pupils when compared to non-disadvantaged pupils who also attended the CU.</p>	<p>Attainment/progress of this group of children to be analysed.</p>	<p>PHe</p>	<p><i>End of year</i></p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<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>Evidence that families of PP children haven't historically been able to fund these experiences</p>	<p>Monitor attendance on trips and take-up of Music lessons</p>	<p>SJ/BB</p>	<p><i>Termly</i></p>

<p>To have an advocate/positive voice for Pupil Premium children in school</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>Termly meetings with Chair of Governors to report on outcomes and impact.</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</p>	<p>Termly</p>
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6. Review of expenditure (2018-19)

See Pupil Premium Impact Statement - 18/19

7. Additional detail

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