



## 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	Jan 2020
Total number of pupils	444	Number of pupils eligible for PP	58 (13.1%)	Date for next internal review of this strategy	April 2020

2. Current attainment				
Attainment for: 2018-19	Pupils eligible for PP in our school (National)	All pupils in our school (National)	Pupils not eligible for PP in our school (National)	Gap in our school (National)
% achieving expected standard or above in reading, writing and maths	55 (51)	63 (65)	64(71)	9(10)
% achieving expected standard or above in reading Progress score in reading	60 (62)	72 (73)	71 (78)	11 (16)
% achieving expected standard or above in writing Progress score in writing	70 (68)	75 (78)	77 (83)	7 (15)
% achieving expected standard or above in maths Progress score in maths	65 (67)	79 (79)	79 (84)	14 (17)

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.	<p><b>Current Year 3:</b>  <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><b>Current Year 4:</b>            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>

<b>C.</b>	<b>Current Year 5:</b> 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.				
<b>D.</b>	<b>Current Year 6</b> 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.				
<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 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.	
<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>2019/20</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>Ongoing review and outcomes</b>

<p><b>Improve our approach to the teaching of reading</b></p>	<p>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)</p>	<p>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</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>AS/ PHe</p>	<p><i>3% more Pupil Premium pupils than non-Pupil Premium pupils achieved expected standard or above.</i></p> <p><i>There is only a 2% gap between Pupil Premium and non-Pupil Premium eligible pupils in Year 4 reaching expected standard or above.</i></p> <p><i>In Year 6, progress for Pupil Premium pupils is only 0.05 points behind non-Pupil Premium pupils since the Y6 baseline assessments.</i></p>
<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>Calculation policy launch evenings for parents.</p>	<p>Research and experience show that this is an effective way of sharing school's approach to teaching and learning</p>	<p>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.</p>	<p>EP/ PL/ AS</p>	<p><i>Year 3 hosted parent/ teacher meetings for all Y3 pupils' families.</i></p> <p><i>Calculation policy evening for parents in October (including calculation policy sent to all parents)</i></p> <p><i>Governors hosted a coffee morning in school for any parents who wished to discuss any aspect of the school's curriculum or governance.</i></p> <p><i>Dyslexia Outreach afternoon hosted at school for any parents who wished to attend.</i></p> <p><i>Year 5 have hosted an after-school gallery session in December for parents to view their pupils' work and learning. New online Parents Evening system to begin in January will enable easier identification of non-attendees and provide a simpler booking system for all parents.</i></p>

<b>Mental health issues for children are addressed</b>	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	MW/ PHe	<i>Time4You has continued this term and is continually reviewed between counsellors, MW and PHe.</i>  <i>Staff have also been further trained through an INSET session on identifying mental health concerns, supporting pupils and families and the routes to find support from external agencies.</i>
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## 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	Ongoing review and outcomes
<b>Increasing the percentage of children working at the expected standard and greater depth in writing</b>	<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>	AS/ PHe	<p><i>Year 5 Pupil Premium pupils have 11% more pupils on track to achieve greater depth in writing than non-Pupil Premium pupils.</i></p> <p><i>Year 4 Pupil Premium pupils outperform non-Pupil-Premium pupils at expected standard and above expected standard by 6% and 8% respectively in SPAG.</i></p> <p><i>Since the end of Year 5, the current Y6 Pupil Premium pupils to non-Pupil Premium pupils' gap has narrowed by 4%.</i></p>

<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>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>In Year 3, there is only a 1% gap for children reaching expected standard in maths.</i></p> <p><i>In Year 4, Pupil Premium pupils have the same percentage reaching expected standard in maths as non-Pupil Premium pupils.</i></p> <p><i>In Year 5, Pupil Premium pupils outperform non-Pupil Premium pupils at reaching above expected standard by 5%. The percentage of Pupil Premium pupils reaching expected standard has risen in this cohort by 15% since last year.</i></p> <p><i>Since the end of Year 5, the current Y6 Pupil Premium pupils to non-Pupil Premium pupils reaching expected standard gap has narrowed by 8% and the greater depth gap has narrowed by 15%.</i></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>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>Pupil Progress meetings took place in December between all teachers and MW and PHe. Pupil Premium pupils were all individually discussed and reported on. Learning support plans were outcome for this term, with new targets written. A new model for delivering interventions will begin in January.</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/PHe</p>	<p><i>TA appraisals took place in December, which included teacher and TA's views on effectiveness and impact of interventions. Pupil Progress meetings included discussion and planning for TA's time.</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>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>Launch assembly took place in January.</i></p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>Ongoing review and outcomes</b></p>
<p><b>To give all children access to a broad and balanced curriculum and extra-curricular experiences</b></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>The Pupil Premium budget has been used to subsidise or pay in full for:</i></p> <ul style="list-style-type: none"> <li>• <i>10 pupils' trips to Gressenhall</i></li> <li>• <i>4 pupil's experience with Burt's Amazing Animals</i></li> <li>• <i>7 pupils' DNA Workshop</i></li> <li>• <i>7 pupils' musical instrument lessons for this term</i></li> <li>• <i>31 contributions to the Beetle Boy author visit</i></li> <li>• <i>5 pupil's payments for the Caythorpe residential</i></li> <li>• <i>5 pupils' Year5 trip to West Stow</i></li> </ul> <p><i>It has also been used for smaller items, including uniform and school equipment as required.</i></p>

<p><b>To have an advocate/positive voice for Pupil Premium children in school</b></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><i>Year 6 Pupil Premium pupils attended the University of East Anglia to help Nursing students to complete practical assessments. They also had discussions with 5 professionals from across areas of medicine and a tour of the university's facilities.</i></p> <p><i>Year 4 Pupil Premium pupils attended a special screening of 'How to Train Your Dragon' at the national INTO Film Festival. They followed this up with an English and Art workshop based on the settings in the film.</i></p> <p><i>Pupil Premium children received over 13% of all house points awarded.</i></p> <p><i>46% of Pupil Premium pupils attended extra-curricular school-run clubs during the Autumn term.</i></p> <p><i>SJ met with Chair of Governors to report on assessment and provision for Pupil Premium pupils including future plans for this academic year and beyond.</i></p>
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<b>6. Review of expenditure (2018-19)</b>
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<b>See Pupil Premium Impact Statement - 18/19</b>
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<b>7. Additional detail</b>
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