

Pupil Premium Strategy Impact Statement



School overview

Metric	Data
School name	Taverham VC CE Junior
Pupils in school	444
Proportion of disadvantaged pupils	13.1%
Pupil premium allocation this academic year	£79,040
Academic year or years covered by statement	2019-20
Publish date	October 20
Review date	June 20
Statement authorised by	Paul Henman
Pupil premium lead	Sam Jones
Governor lead	Chris Wilson-Town

Disadvantaged pupil progress scores for academic year 2019-20

END OF KS2 (PROGRESS)			
	Pupils eligible for PP	Pupils not eligible for PP	
	School average	School average	Gap
<i>(Scores shown in red are 2018-19 results)</i>			
% making expected progress in reading (from our baseline)	60%	72%	-12%
% making expected progress in writing (from our baseline)	73%	73%	0%
% making expected progress in maths (from our baseline)	87%	81%	6%
END OF KS2 (ATTAINMENT)			
	Pupils eligible for PP	Pupils not eligible for PP	
	School average	School average	Gap
% achieving expected standard or above in reading, writing and maths	27% (55)	71% (64)	-44% (-11)
% achieving greater depth standard in reading, writing and maths	0%	12%	-12%
% achieving expected standard or above in reading	69% (60)	84% (71)	-15% (-11)
% achieving greater depth in reading	19%	36%	-17%
% achieving expected standard or above in writing	38% (70)	81% (77)	-43% (-7)
% achieving greater depth in writing	6%	20%	-14%
% achieving expected standard or above in maths	63% (65)	84% (79)	-21% (-14)
% achieving greater depth in maths	13%	30%	-17%

Teaching priorities for current academic year

Aim	Target	Target date	Outcomes
Progress in Reading	<i>Improve our approach to the teaching of reading</i>	June 2020	<p>The 2020 cohort's gap for expected standard in reading narrowed from 27% to 15% from Y3-Y6.</p> <p>The 2021 cohort's gap for expected standard narrowed from 30% to 20% from Year 4 to Year 5. The cohort's gap for greater depth narrowed in this period from 16% to 8%.</p> <p>The 2022 cohort's gap for expected standard in reading is currently 2% (with 78% achieving expected standard).</p>
Progress in Writing	<i>Increasing the percentage of children working at the expected standard and greater depth in writing</i>	June 2020	<p>The 2020 cohort's gap for expected standard narrowed from 47% to 43% from Year 5 to Year 6. The cohort's gap for greater depth narrowed in this period from 17% to 14%. This includes a 13% increase of PP pupils achieving expected standard and a 6% increase in PP pupils achieving greater depth.</p> <p>The 2021 cohort's gap for achieving expected standard in writing has narrowed from 11% to 10% in the last year, with an increase of 14% of PP pupils achieving expected standard since Year 3.</p>
Progress in Mathematics	<i>Increase the percentage of children working at the expected standard in Maths</i>	June 2020	<p>The 2020 cohort's gap for expected standard narrowed from 33% to 21% from Year 5 to Year 6. The cohort's gap for greater depth narrowed in this period from 24% to 17%. This includes a 13% increase of PP pupils achieving expected standard in this time period.</p>

			The 2021 cohort's gap for expected standard narrowed from 20% to 10% from Year 4 to Year 5. The cohort's gap for greater depth narrowed in this period from 15% to 12%.
Engagement increased	<i>Engage families in school events linked to teaching and learning</i>	June 2020	Year 3 hosted parent/ teacher meetings for all Y3 pupils' families. Calculation policy evening for parents in October (including calculation policy sent to all parents) Governors hosted a coffee morning in school for any parents who wished to discuss any aspect of the school's curriculum or governance. Dyslexia Outreach afternoon hosted at school for any parents who wished to attend. Year 5 hosted an after-school gallery session in December for parents to view their pupils' work and learning. New online Parents Evening system began in January allowed for easier identification of non-attendees and provided a simpler booking system for all parents. Attendance at this/ or equivalent communication was 100%.
Mental Health issues addressed	<i>Mental health issues for children are addressed</i>	June 2020	Time4You continued in the Autumn and Spring term and is continually reviewed between counsellors, MW and PHe. Remote support from the Benjamin Foundation has been acquired to support vulnerable pupils during their period of home-schooling. Staff were further trained through an INSET session on identifying mental health concerns, supporting pupils and families and the routes to find support from external agencies.

Targeted academic support for current academic year

Measure	Activity	Outcomes
Monitor the effectiveness of interventions across the school	<i>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. Use of unallocated classroom as a designated intervention space.</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.
Increase the effectiveness of TA support	<i>Deploying TAs effectively to support particular groups (PP, SEN, Most able) and/or in a way that frees teachers to support groups</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. During the period of home-schooling and limited opening, TA's have all had more opportunities leading groups, delivering sessions and communicating with and supporting remotely the pupils that they work with.
Provide additional experience for some of our most-able children to positively impact on attainment and educational aspiration.	<i>School to be enrolled in Children's University. Pupil Premium children to have their passports funded.</i>	Launch assembly took place in January but was required to pause due to Coronavirus closures. Will resume when guidance allows.
Barriers to learning these priorities address	<i>Lack of support in education from home, lack of learning environment before pupils enrolled in school, gap in attainment established before arriving at our school</i>	

Wider strategies for current academic year

Measure	Activity	Outcomes
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.	<p>The Pupil Premium budget has been used to subsidise or pay in full for:</p> <ul style="list-style-type: none"> • 10 pupils' trips to Gressenhall • 4 pupil's experience with Burt's Amazing Animals • 7 pupils' DNA Workshop • 7 pupils' musical instrument lessons for this term • 31 contributions to the Beetle Boy author visit • 5 pupil's payments for the Caythorpe residential • 5 pupils Year5 trip to West Stow <p>It has also been used for smaller items, including uniform and school equipment as required.</p>
To have an advocate/positive voice for Pupil Premium children in school	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.	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. 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. Pupil Premium children received over 13% of all house points awarded. 46% of Pupil Premium pupils attended extra-curricular school-run clubs during the Autumn term. SJ met with Chair of Governors termly to report on assessment and provision for Pupil Premium pupils including future plans for this academic year and beyond. Role now incorporated in to Assistant Headteacher responsibilities.
Barriers to learning these priorities address	Children not having access to enriching learning opportunities at home or not being able to afford contributions to those experiences at school/ on trips.	

Monitoring and Implementation

Area	Challenge	Mitigating action	Outcomes
Teaching	Achieving consistency in planning, delivery and assessment across the three strands in a four-form entry setting.	<i>Standardised planning, lesson delivery and feedback expectations as part of regular CPD, approach to reading and maths led by subject coordinators (evidence-based approaches) and disseminated through regular CPD and moderation sessions, writing assessment framework and self-editing toolkits created by English coordinator used in all classrooms</i>	Consistency evident in learning walks by maths coordinators and by YGL's in termly observation and book scrutiny of their teams. Consistency evidenced and discussed at SLT meetings that have followed YGL monitoring. MTP's have used the same format across year groups and key components (level indicators, LO properties, feedback forms) evident across classes and year groups.
Targeted support	Demand on HLTA's and TA's to provide cover for teaching staff.	<i>Rotation of cover responsibilities and fluid timetable of interventions with rigorous recording of sessions and termly impact assessments.</i>	Cover distributed evenly between HLTA groups so that all intervention groups meet the required amount of times per week but not necessarily at the same time. Any groups that cannot meet the required number of times have been prioritised the following week.
Wider strategies	Ensuring that all possible financial barriers are anticipated in advance.	<i>Teachers' awareness of disadvantaged pupils in their own class, online calendar of events for year groups and Pupil Premium Champion in place to oversee implementation of the strategy within the whole school.</i>	Year Group Leaders have regularly liaised with SJ in anticipation of future trips and events. (See 'Wider strategies', Measure 1's outcomes for further details)