

Taverham VC CE Junior School

Pupil Premium Strategy

Pupil premium spending 2020/21

SUMMARY INFORMATION

Date of most recent pupil premium review:	June 2020	Date of next pupil premium review:	January 2021
Total number of pupils:	431	Total pupil premium budget:	£75,995
Number of pupils eligible for pupil premium:	58 (13.5%)	Amount of pupil premium received per child:	£1,345

STRATEGY STATEMENT

At Taverham VC CE Junior School, we realise that not all children who are eligible for free school meals are socially disadvantaged, and also that not all pupils who are socially disadvantaged will be registered for free school meals, be looked after or are from service families. Therefore we allocate pupil premium funding on a needs basis where we identify priority groups or individuals. However, the purpose of the funding is to narrow the gap between eligible and non-eligible pupils, so the impact of the expenditure must reflect a narrowing (and aspirational, closed) gap between those groups of children in terms of attainment and progress. We aim to set high expectations for all pupils.

Our successes in Pupil premium provision in recent years have been centered around these key areas:

- Whole-school staff development in the explicit teaching of reading, fluency and CPA approach in maths and writing assessment and teaching
- Targeted provision for individuals (based on pupil progress meeting, ongoing formal and formative assessments, liaison between staff and Pupil Premium Champion) that supports under-performing pupils (not just low attainers)
- Disadvantaged pupils experiencing enriching experiences, roles of responsibility and opportunities to exercise their voice within the school community
- A feedback policy and marking scheme which identifies each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson to respond to the feedback and discuss it with teachers.
- Ensuring engagement by parents with the school (through learning reviews, reading/ maths cafés, sporting and music events, open evenings etc.)
- Having a dedicated member of staff (PP Champion) responsible for their well-being, communication with parents that liaises regular with a designated Governor for Pupil Premium

We look to continue and build on the above successes by addressing specific areas that require 'narrowing the gap further' and by more widely raising the attainment and progress of disadvantaged pupils and their peers. We will also look to respond to the recent Coronavirus crisis and use this strategy as a tool for addressing social/ emotional, well-being and academic challenges that have emerged for our disadvantaged pupils and their peers.

Assessment information

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% (65%)	72% (73%)	-12% (-8%)
% making expected progress in writing (from our baseline)	73% (88%)	73% (80%)	0% (+8%)
% making expected progress in maths (from our baseline)	87% (65%)	81% (58%)	+6% (+7%)
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%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT		
Academic barriers:		
A	Gaps in knowledge and skills of children due to enforced absence from school (linked to SIDP)	
B	Low percentage of pupils reaching expected standard in writing	
C	Low percentage of pupils reaching expected standard in maths	
ADDITIONAL BARRIERS		
External barriers		
D	Reintegration of all children and adults back to school in September 2020 (Linked to SIDP)	
E	Lack of engagement from parents with home-learning, reading, school life	
INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Disadvantaged pupils perform well across core subjects	Gap narrows between disadvantaged pupils and their peers in maths, reading and writing
B	Pupils feel safe, valued, happy and able to learn	Pupils demonstrate positive well-being and good mental health. Where they do not, evidence-based provisions have been efficiently made. Pupils make good progress across subjects.
C	Pupils enjoy a balanced and broad curriculum	Pupils have studied a wide range of subjects and have been given opportunities for creativity and exploration in a variety of topics. Pupils respond positively when asked about their learning experiences.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
When possible, external review of lower-level reading provision and subsequent purchase of phonetically decodable texts for children	<p>Improve progress in reading for disadvantaged pupils when compared to non-disadvantaged pupils</p> <p>Staff equipped to provide resources that meet the needs of weaker readers.</p> <p>Reading progress based on the development to feed in to writing progress</p> <p>Pupils' progress in reading allows for easier access to wider curriculum</p>	In our current cohort, reading progress from baseline assessments is slower for Pupil Premium pupils.	English coordinator and HT to organise at earliest opportunity for external review to take place.	English coordinator and HT	January 2021

<p>Improve attainment in writing for Pupil Premium pupils</p>	<p>Review writing genres across the whole school to ensure they are age appropriate</p> <p>Embed use of new school writing assessment frameworks to ensure accurate and consistent judgements across the school</p> <p>Embed use of new school writing toolkits to support children in high-quality drafting and editing</p>	<p>As pupils move through the school, narrowing occurs least in writing. (See Table A)</p> <p>In the 2019-20 cohort, the gap in writing widened more than reading or maths.</p> <p>Across Years 3-5, there is a gap of 30%+ (see Table D)</p> <p>In the 2021 cohort, the gap for above expected standard has widened (see Table E)</p> <p>The 2022 cohort has a widening gap in meeting expected standard+ for writing (see Table F)</p>	<p>Continuing CPD (internal and external, where possible) on teaching, learning and assessment</p> <p>Subject leader evaluation in January 2021</p> <p>Tracking progress termly</p>	<p>English coordinator and HT</p>	<p>December 2020 (Pupil Progress process)</p>
<p>Curriculum for English and Maths prioritises most important components</p>	<p>Pupils will make rapid progress in these two areas</p>	<p><i>Good progress in the essentials (reading, vocabulary, writing and maths) should re-established whilst keeping the curriculum broad</i> (July 2020 Guidance for re-opening schools)</p>	<p>YGLs and maths and English coordinators to liaise regularly over planning</p> <p>Pupil progress meetings will assess individual and group attainment and progress in these areas</p>	<p>Maths and English coordinators and HT</p>	<p>December 2020 (Pupil Progress process)</p>

Continue the review of our curriculum offer to ensure breadth and clear progression of skills	Pupils learn a breadth of skills, knowledge and understanding Pupils enjoy their learning and reintegration in to school after a long absence	<i>We should be delivering a broad, balanced and ambitious curriculum</i> (July 2020 Guidance for re-opening schools)	Half-termly curriculum maps created by each year group YGL's to use subject overview sheets (created in Spring 2020) in their planning All subject leaders allocated time in January to review their subject's implementation across the school	YGL's and subject coordinators	January 2021 (Subject leader reviews)
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pupils in most need of targeted catch-up are identified and provision set up accordingly	Pupils able to access their year group's curriculum and make rapid progress in maths and English.	Our pupils will return to school with inevitable gaps in knowledge and from varying experiences of home-learning. <i>"Pupils make most progress during the summer term and least progress during the autumn term."</i> <u>How do pupils progress during Key Stages 2 and 3?</u> (DfE Research 2011) <u>Preventing the disadvantage gap from increasing during the Covid-19 pandemic</u> (EPI – May 2020)	Early formative assessments made by staff Feedback and marking policies implemented early and consistently Immediate needs discussed with SENDCo as they appear SEnDCo to coordinate HLTAs as required Above steps to be reviewed termly	HT and DHT	December 2020 (Pupil Progress process)

<p>Assessment of children's starting points is quickly established in September and plans are made accordingly</p>	<p>Gaps in learning are quickly identified and tackled.</p>	<p>With quick, effective assessments, needs can be identified and planned for.</p> <p><i>"Catch-up provision, including assessment of lost learning and targeted support, will be essential"</i> <u>Rapid evidence assessment</u> (EEF – June 2020)</p>	<p>Early formative assessments made by staff</p> <p>Formal assessment of all pupils to take place in December</p>	<p>HT and DHT</p>	<p>December 2020 (Pupil Progress process)</p>
<p>Social/ emotional needs identified early and referred to Julie Mears (Time4You) , other agency or in-house support</p>	<p>Pupils are in an emotionally stable position and have a well-being that allows them to learn and make progress.</p>	<p>Pupils will return to school from wide-ranging experiences of 'lockdown' and home life. Separate studies by Elder (1999) and Grand (1992) found that economic shocks were associated with higher levels of aggressive parenting and negative impacts on children's development.</p> <p><i>"The 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. "</i> – <u>Recovery Curriculum by Carpenter</u></p> <p><i>Intervention programmes guide – Covid-19 support guidance for schools</i> (EEF – June 2020)</p>	<p>Weekly mental-health/ well-being assembly delivered remotely to the whole school</p> <p>RSHE lead and Mental Health Champion to sign-post and give CPD to other staff for the pupils in their care</p> <p>Julie Mears' and SENDCo to liaise regularly</p> <p>Class assemblies and PSHE lessons to be tailored to meet immediate and group/ individual specific need (under guidance of RSHE lead and RSHE governor)</p>	<p>DHT (SENDCo), RHSE coordinator and Mental Health Champion</p>	<p>December 2020 (and ongoing discussions before then)</p>
<p>Other approaches</p>					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Opportunities created for Pupil Premium eligible pupils that promote engagement outside of the school community (university, film festival, farm trip etc.) and involvement in 'pupil voice' forums that inform or review school development.</p>	<p>Raising pupil's aspirations</p> <p>Providing enriching experiences</p> <p>Giving pupils a role of importance to raise self-esteem</p>	<p>Pupils from disadvantaged backgrounds are statistically less likely to pursue higher education and low self-esteem can be a barrier to progress and attainment in disadvantaged pupils.</p> <p><i>"Lack of confidence and low self-esteem are a 'risk factor' in able disadvantaged pupils"- <u>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</u> – (November 2018)</i></p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</p> <p><u>School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation</u> (January 2014)</p> <p><i>"Young people need informed and detailed help to take the pathways that are likely to lead to fulfilment of the longer-term ambitions...and attainment, aspirations and motivation to HE are inextricably linked" – <u>Menzies</u> (2013)</i></p>	<p>Recording of events and opportunities by AHT.</p> <p>Reporting to designated governor occurs at least termly.</p>	<p>AHT</p>	<p>TBD (as lockdown restrictions ease opportunities should become more accessible)</p>

<p>Ongoing monitoring of Pupil Premium eligible pupils' rewards, roles and responsibilities, sanctions and parental engagement. (At termly data drops and ongoing)</p>	<p>Ensure that pupils of disadvantaged backgrounds are, at least, proportionally represented in leadership roles and in benefiting from the school rewards system.</p> <p>Ensure that pupils of disadvantaged backgrounds are being effectively supported in managing their behaviours by our policy</p>	<p>It is important that we provide opportunities for disadvantaged pupils to feel valued and have enriching experiences.</p> <p><i>Memorable life experiences and 'pupil voice' are cited as evident in successful schools when closing the gap - <u>Raising Achievement for Disadvantaged Pupils - CES</u> (April 2016</i></p> <p><i>"On the basis that attainment, aspirations and motivation to H.E. are inextricably linked, intervention requires...the importance of a key individual with specific responsibilities for coordinating this work." - <u>Menzies</u> (2013)</i></p>	<p>Recording of house points, certificates, sanctions, parental engagement by AHT</p> <p>Reporting to designated governor occurs at least termly.</p>	<p>AHT</p>	<p>December 2020 (as part of Pupil Progress process)</p>

ADDITIONAL INFORMATION

ADDITIONAL INFORMATION

Club and extra-curricular engagement

In our last full academic year (2018/19), 67% of Pupil Premium pupils attended a club during the year. Due to coronavirus, we have paused any extra-curricular clubs but will look to monitor and support (logistically and financially) pupils attending school clubs when they resume. During the 2018-19 academic year, 100% of Pupil Premium pupils participated in a Pupil Voice forum.

Attainment and progress

Table A:

Average gaps recorded in all pupils at school in 2019/20 academic year. This indicates that as pupils move through the school, the gap in each subject narrows. This narrowing occurs the least in writing.

Average	Y3-4	Y4-5	Y5-6
Total	-3.7	-2.3	6.7
(M)Expected	-7	-2	12
(M)Above	2.7	-5	7
(R)Expected	-7.3	0.5	5
(R)Above	-6	-2.5	9
(W)Expected	-6	-5.5	4
(W)Above	1.6	0.5	3

Table B:

	Maths			Reading			Writing			Combined (R/W/M)		
	2020	2019	Difference	2020	2019	Difference	2020	2019	Difference	2020	2019	Difference
PP	63	65	-2	69	60	9	38	70	-32	25	55	-30
Not PP	84	79	5	84	71	13	81	77	4	71	64	7
Gap	-21	-14	-7	-15	-11	-4	-43	-7	-36	-46	-9	-37

From 2019-20 cohort, the gap in writing has widened the most. In reading and maths, non-Pupil Premium pupils have performed comparatively better than their previous counterparts than the disadvantaged pupils.

Table C:

Progress from Baseline across the whole school is shown below (with '6' being 'much greater than expected' progress and '3' being 'weak' progress). Although more pupils are making at least 'good' progress in maths and writing, reading progress from baseline assessments is slower for Pupil Premium pupils...

Progress		PITA Maths				PITA Reading				PITA Writing			
		3	4+	5+	6	3	4+	5+	6	3	4+	5+	6
Pupil Premium	57	19%	81%	5%	0%	44%	56%	5%	0%	5%	95%	2%	0%
Not Pupil Premium	384	29%	71%	3%	1%	33%	68%	3%	0%	10%	90%	4%	1%
		-10%	10%	2%	-1%	12%	-12%	2%	0%	-5%	5%	-2%	-1%

Table D:

This table shows the gap between Pupil Premium and non-Pupil Premium pupils from the 2019-20 academic year.

	Writing – Expected+
Y6	-43
Y5	-47
Y4	-35
Y3	-35

Table E

2021 cohort gaps show that the gap in writing has narrowed since Year 3 for expected standard+ but has widened in maths and reading. This cohort also has a widening in above expected for writing.

Gap between PP and not PP	Writing	
	Expected+	Above expected
Y5	-10	-10
Y4	-11	-6
Y3	-18	1

Table F

2022 cohort gap in writing at (+) and above the expected standard.

Gap between PP and not PP	Writing	
	Expected+	Above expected
Y4	-15	-5
Y3	0	-10

Attendance:

Ever6 pupils had an attendance of 95.07% during 2019/20 (95.41% - 2018/19)

Not Every6 pupils had an attendance of 97% during 2019/20 (96.87% - 2018/19)

Ofsted Report

“The appointment of a ‘pupil premium champion’ has raised the profile of disadvantaged pupils across the school. The champion ensures that disadvantaged pupils take a full part in school life and are represented in activities such as the school council, sports council and a range of extra-curricular clubs.

Leaders have ensured that every pupil supported by the pupil premium has an individual learning plan and they are each reviewed at pupil-progress meetings. The pupil premium is carefully spent on overcoming barriers to learning and ensuring that disadvantaged pupils receive the support they need. As a consequence, in every year group, differences in attainment are diminishing between disadvantaged pupils and the others.

Nonetheless, there remain some areas where differences persist, such as reading in Year 5 and writing in Year 4.”

- Taken from Ofsted inspection report (June 2018)