

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Sitwell Junior School				
Academic Year	2019-20	Total PP budget	£75,240	Date of most recent PP Review	
Total number of pupils	313	Number of pupils eligible for PP	57 (18%)	Date for next internal review of this strategy	Jan 2020

2. Current attainment				
	Pupils eligible for PP (school)		Pupils not eligible for PP (school)	
	Expected Standard	Higher Standard	Expected Standard	Higher Standard
% achieving standard or above in reading, writing & maths	75	0	81	7
% achieving at end of KS2 in reading	88	12	87	28
% achieving at end of KS2 in writing	88	25	90	32
% achieving at end of KS2 in maths	88	0	88	27
% achieving at end of KS2 in GPS	75	38	86	51
Progress score in reading	0.94		-0.21	
Progress score in writing	2.81		0.42	
Progress score in maths	0.10		-1.11	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	PP pupils in the current Year 6 cohort are making slower progress towards the higher standard end of year expectations in reading, compared to their non PP peers. (16% gap)
B.	PP pupils in the current Year 6 cohort are making slower progress towards the higher standard end of year expectations in writing, compared to their non PP peers. (7% gap)
C.	PP children in the current Year 6 cohort are making slower progress towards the higher standard end of year expectations in GPS, compared to their non PP peers. (13% gap)

D.		
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	PP children have limited life experiences outside of school (such as participation in clubs etc...).	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve in year progress and attainment of PP children, with a particular focus on the higher standard.	Pupils eligible for PP in Years 3, 4, 5 and 6 will make rapid progress in reading, writing and maths so that they all meet, or exceed, end of year expectations.
B.	Improve learning behaviours of all children.	Learning behaviours of all children, including those eligible for PP, will improve and have impact on progress and attainment.
C.	For the number of PP children attending clubs and other experiential learning activities to increase.	All PP children will have access to all experiential learning opportunities (e.g. trips and residential) and take part in at least one lunchtime/after school club.

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Growth mind-set habits to be fostered among all children and staff in school</p>	<p>A. Improve in year progress and attainment of PP children. B. Improve learning behaviours of all children.</p>	<p>Staff meetings and INSET training for whole staff focussed on developing a growth mind-set in children, including staff training to develop the growth mind-set vocabulary used by all staff in school. From this, teachers delivered a programme of lessons to all children across the school.</p> <p>Children's learning behaviours have improved because of the training and programme of lessons.</p>	<p>Growth mind-set strategies will continue across school in the new academic year.</p> <p>Growth mind-set lessons will continue to be developed in 2019-20.</p>	<p><u>£3,000</u> INSET/ Staff Meetings and other training</p>
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<p>Introduce new topic related class reading books and recommended reads into all year groups</p>	<p>A. Improve in year progress and attainment of PP children.</p>	<p>English Lead has provided CPD to all teaching staff and HLTAs about the reading domains and question types. Year groups have purchased class reading books linked to each topic every term or half term. Teachers have planned and delivered one session per week, based on the class reading book and looking at the 4 reading domains: spotter, clue finder, chatterer and selector</p> <p>During these sessions, HLTAs have taken out the underachieving higher attaining pupils to focus on key questions and sentence stems for answers each week. Each class have a set of 'Recommended reading books' that the children can borrow and read at home or in school.</p> <p>Because of the approaches listed above, the number of PP children achieving the higher standard has improved.</p>	<p>The success of the use of class reading books means that we will continue to invest in new class texts, when necessary. As topics change, or where teachers reflections show a different text would be more suitable, money will be used to purchase different class texts.</p> <p>We will also seek to continue expanding our school library and class recommended reads.</p> <p>HLTAs will continue to deliver sessions to the underachieving higher attaining pupils to focus on key question stems, as they have proved very effective.</p>	<p><u>£12,000</u> £1000 per term, per year group for additional resources.</p>
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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HLTA Interventions	A. Improve in year progress and attainment of PP children.	<p>Teachers and TAs have received training, guidance and support from the English lead on the four reading domains and other successful strategies to develop reading fluency and comprehension.</p> <p>Teachers have planned class sessions and interventions on reading comprehension around the four reading domains.</p> <p>High quality texts have been chosen and used for intervention.</p> <p>These interventions have been timetabled to occur once per week in each year group.</p> <p>These have been monitored through drop-ins and work scrutiny, and analysis of termly assessment data at pupil progress meetings.</p> <p>Because of the approaches listed above, the number of PP children achieving the higher standard has improved.</p>	As this has had such a positive impact on attainment (in both year, and end of KS2 attainment) this action is set to continue and be embedded in the following academic year.	<u>£20,000</u> £10,000 contribution towards each HLTA (2) salary.
Teacher led pre-learning and same day interventions	A. Improve in year progress and attainment of PP children.	<p>CPD has been provided by the Maths Lead and English Lead on effective use of teacher intervention time.</p> <p>Monitoring has been conducted through learning walks, drop-ins, work scrutiny.</p> <p>Analysis of termly assessment data, focussing on specific groups of learners that have attended same day interventions and pre-learning sessions.</p> <p>Analysis of termly assessment data, focussing on specific groups of learners that have attended same day interventions and pre-learning sessions.</p>	Although we have seen some benefits of this approach, the timetabling and allocating of session to teachers has been unmanageable and has meant teachers have been, at times, out of the classroom and not delivering quality first teaching too often.	<u>£4,000</u> INSET/ Staff Meetings and other training
iii. Other approaches				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Breakfast Club to ensure children's basic needs are met so they are ready to learn. This should improve punctuality rates, raise children's self-esteem, and provide opportunities to socialise.</p>	<p>A.Improve learning behaviours of all children.</p> <p>C.For the number of PP children attending clubs and other experiential learning activities to increase.</p>	<p>Many PP children accessed breakfast club to ensure they were at school on time and with their basic needs met.</p> <p>Similarly, many PP children who were late to school were able to access breakfast club stock and were provided with a breakfast to ensure they were ready to learn.</p>	<p>As this is such a useful and successful intervention, breakfast club will continue next year.</p>	<p><u>£16,672</u> 57 chn x 39wks @ £15.00 ÷ 2</p>

<p>Provide access to Experiential Learning Opportunities (trips/visits/after school clubs/lunchtime clubs) to all PP children in order to increase the numbers that participate. The desired effects will be: to raise self-esteem and self-confidence, to provide opportunities to socialise with other children, and to increase numbers of Pupil Premium children playing a musical instrument.</p>	<p>C.For the number of PP children attending clubs and other experiential learning activities to increase.</p>	<p>PP money allowed children to attend events they wouldn't normally be able to, including residential.</p>	<p>All children, including Pupil Premium, have had access to school trips and visits, allowing them to fully participate in the creative curriculum. However, a lower number of PP children take up these opportunities and therefore this will continue to be an action next year.</p>	<p><u>£3,890</u> 57 chn x 39 wks @ £1.75pw (clubs) <u>£1,710</u> Trips/visits 57 chn @ £30pp <u>£1,225</u> 14 chn @ £87.50 Y6 PGL <u>£337.50</u> 15 chn @ £22.50 Y4</p>
<p>Children participate in Children's Festivals: Picture This and Artsmark in order to raise self-esteem and self-confidence and to provide wider experiences and raise aspirations</p>	<p>A. Improve learning behaviours of all children. For the number of PP children attending clubs and other experiential learning activities to increase.</p>	<p>All children, including Pupil Premium children, have participated in Picture This! project 2018.</p>	<p>Children's self-esteem and self-confidence has been raised and participation in wider experiences has raised pupils' aspirations.</p>	<p><u>£4000</u> Towards resource for Picture This!/Artsmark - £1000 per year group.</p>

6. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><u>Focus on Vocabulary Development (PP/EAL/SEN)</u></p>	<p>A. Improve in year progress and attainment of PP children.</p>	<p>The educational gaps between rich and poor start early and widen throughout a pupil's education. Matt Bromley argues that Pupil Premium spending must focus on cultural capital, especially the importance of vocabulary. Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words). For this reason, when planning to use Pupil Premium funding to build cultural capital we need to understand the importance of vocabulary and support its development so that children who did not develop this foundational knowledge before they start school are helped to catch up.</p>	<p>A high expectation on vocabulary will be held by each teacher – subject specific vocabulary must be spelled correctly in work and children will be supported to achieve this. Marking will pick up on any misspelled words.</p> <p>Word Mats will be created for not just topics, but subjects.</p> <p>Staff meetings will be held to help teachers develop strategies to develop pupil's vocabulary.</p> <p>Texts, not just in English, will be pre-read to ensure pupils have an understanding of the subject matter.</p> <p>Displays around school will be vocabulary rich.</p> <p>Children will reflect upon their vocabulary development before and at the end of topics.</p> <p>'Epic' will be used by staff across all subject areas as a resource. This</p>	<p>EL/NE</p>	<p>Jan 2020</p>

			resource will read unknown words aloud for children and when they hover over them, it gives the definition.		
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Total budgeted cost £10,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
HLTA Interventions	A. Improve in year progress and attainment of PP children.	Evidence suggests that the impact of TAs delivering high quality interventions to a small group shows a consistent impact on attainment: approx. 3-4 additional months. (Making the Best Use of Teaching Assistants)	<p>Teachers and TAs will receive training, guidance and support from the English lead on the four reading domains and other successful strategies to develop reading fluency and comprehension.</p> <p>Teachers will plan class sessions and interventions on reading comprehension around the four reading domains.</p> <p>High quality texts will be chosen and used for intervention.</p> <p>These interventions will be timetabled to occur once per week in each year group.</p> <p>These will be monitored through drop-ins and work scrutiny, and analysis of termly assessment data at pupil progress meetings.</p>	EL/NE	Jan 2020

Behaviour Interventions for children run by Learning Mentors and family support for SEMH children.	B. Improve learning behaviours of all children.	Emotionally unsettled behaviour and mental health issues prevent some pupils to fully accessing the curriculum.	Learning Mentors will provide ELSA support sessions for children with SEMH needs. Progress will be monitored using BOXALL assessments.	EL/KP/ZA	Jan 2020
EAL support for children run by Learning Mentors and support for the Families of PP children who have little to no English.	A. Improve in year progress and attainment of PP children.	Lack of access to high quality language acquisition is an issue for our pupils (particularly EAL) which affects their ability to access a broad vocabulary base and high quality texts.	Learning Mentor to support and develop language skills through a range of strategies, including: <ul style="list-style-type: none"> • Support transition of new starters, especially in development of early language and building friendships. • Provide targeted one to one interventions • Provide in class support and challenge to PP children, supporting them to overcome barriers to learning • Provide translation for families of PP children with EAL, to engage and support. 	EL/ZA	Jan 2020

Total budgeted cost £35, 000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast Club to ensure children's basic needs are met so they are ready to learn. This should improve punctuality rates, raise	A. Improve learning behaviours of all children. C. For the number of PP children	NfER suggests that responding quickly to poor levels of attendance contributes to raising the attainment of PP children. Attendance at breakfast club ensures children arrive at school on time and are ready for learning.	Admin staff, Learning Mentors and EWO to monitor through registers	SC	Jan 2020

children's self-esteem, and provide opportunities to socialise	attending clubs and other experiential learning activities to increase.				
Provide access to Experiential Learning Opportunities (trips/visits/after school clubs/lunchtime clubs) to all PP children in order to increase the numbers that participate. The desired effects will be: to raise self-esteem and self-confidence, to provide opportunities to socialise with other children, and to increase numbers of Pupil Premium children playing a musical instrument;	A. Improve learning behaviours of all children. C. For the number of PP children attending clubs and other experiential learning activities to increase.	The Ofsted publication 'The Pupil Premium - How schools are spending the funding successfully to maximise achievement' states that one school identified support being given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events, was one of their top ten gap busters. This was in a Secondary School, however, we feel that PP children should have equal opportunities to access all areas of the primary curriculum and extra-curricular activities in order to broaden their educational and life experiences.	Registers will be taken at clubs and attendance will be recorded on Pupil Premium tracker	SW/Year group leads	Jan 2020
Children participate in Children's Festivals: Picture This and Artsmark in order to raise self-esteem and self-confidence and to provide wider experiences and raise aspirations	A. Improve learning behaviours of all children. C. For the number of PP children attending clubs and other experiential learning activities to increase.	The EEF toolkit states that 'Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners'. In previous years, we have seen this have a positive impact on children's confidence and applying drama skills to their learning in reading and writing. This	Pupil engagement and involvement in curriculum will increase. Drama skills will transfer into reading and writing.	Year group leads	Jan 2020

		transfer of skills could be developed further during this academic year.			
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Total budgeted cost £30, 000

7. Additional detail

Pupil Progress Tracker 2019-20

EMAG in year data

KS2 SATS Data

EEF Toolkit

DfES publications

OfSTED publications