

# Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Alfred Street Junior School				
Academic Year	2019/20	Total PP budget	£75,315	Date of most recent PP Review	July 17
Total number of pupils	120	Number of pupils eligible for PP	45	Date for next PP Strategy Review	Nov 19

2. Current attainment July 2019		
	<i>Pupils eligible for PP (your school) July 2019</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving scaled score of 100 or above in reading	45%	78%
% achieving scaled score of 100 or above in mathematics	50%	84%
% achieving scaled score of 100 or above in SPAG	45%	83%
% achieving scaled score of 100 or above in writing	41%	83%
Reaching the expected standard in reading, writing and maths	School 23% National 51%	71%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some Pupil Premium children do not have the same opportunities to take up enrichment activities due to financial constraints at home
<b>B.</b>	PP children's low attainment in reading, writing and maths.
<b>C.</b>	Behaviour/ social and emotional issues for a group of pupils (mostly eligible for PP) is having a detrimental effect on their academic progress
<b>D.</b>	Some PP children's progress from KS1 is still at a slower rate than their peers.
<b>E.</b>	Children's growth mind set and resilience for some of the pupils is having a detrimental effect on their academic progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Some home and family issues create social and emotional barriers to learning.
<b>G.</b>	Low Attendance rates for some PP pupils.

<b>H.</b>	Limited Parental engagement with the school.
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<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased numbers of Pupil Premium children taking part in enrichment activities – compare numbers from previous years	Increased number of Pupil Premium children taking part in enrichment activities across the year
<b>B.</b>	Increased number of Pupil Premium children reaching ARE and greater depth – compare to previous years	A diminished difference in attainment and progress between Pupil Premium and Non Pupil Premium children from 18/19 Tracking across the school indicates a greater percentage of children working at GD
<b>C.</b>	Behaviour/pastoral concerns are dealt with, increased attendance and punctuality for identified children, leads to an increase in accessing pastoral interventions leading to increase in self- esteem, managing emotions and a reduction of red behaviours	Fewer behaviour incidents recorded for these pupils on the school system. Increased attendance and punctuality for identified children Increase in confidence and reported wellbeing of identified children Reduce the number of persistent absences from 18/19 data
<b>D.</b>	Historical underachieving of all pupils impacting on attainment level in KS2.	An increase in all children reaching expected and greater depth standard from 18/19 data

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 ?
<b>B To narrow the gap between PP children's attainment in reading, writing and maths and their peers.</b>	<p>Developing vocabulary throughout the school.</p> <p>Teachers to use QLA PiXL assessment to inform planning.</p>	<p>A significant number of pupil premium children have limited vocabulary knowledge which impacts upon their learning.</p> <p>Teaching and learning is more focused to the identify gaps in knowledge for individuals and whole classes.</p>	<p>Monitoring through learning walks and book scrutiny.</p> <p>Monitoring of PiXL scores and planning of teachers.</p>	HT/ PPL	Termly
<b>E To improve children's growth mind set, values and resilience.</b>	Introduction of Commando Joe's.	<p>Department of Education funder programme, which will benefit our PP children who have a growth mind set and resilience which has a detrimental effect on academic progress as well as self-esteem.</p> <p>Independent evaluation – Swansea University says, “ that Commando Joe's supports learners to develop their character – including their resilience, confidence and independence and help them know how to keep physically and mental healthy</p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning and the wider outcomes such as confidence. On average participants can make approximately 4 months additional progress in learning.</p>	<p>Baseline assessment using Commando Joe's questionnaire.</p> <p>Measure impact every term.</p>	Head, Inclusion Lead.	Termly

<b>D Accurate assessment of attainment and progress across the school.</b>	Use of PiXL into school for Reading, Writing, GPS and Maths.	PIXL has been independently evaluated and shown to be effective. With a focus on targeted learning for pupils this will allow increased small group support. EEF suggests that both coaching programmes, that involved either one to one or small group tuition, had an average impact of an additional four / five months progress.	Monitoring and targeting through PiXL. QLA carried out. Record of KPI's covered. Mini assessments completed. Impact measured.	All Staff	Termly
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<b>ii. Targeted support</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>When will you review implementation ?</b>

<p><b>B To narrow the gap between PP children's attainment in reading, writing and maths and their peers.</b></p>	<p>Identified targeted interventions to be delivered by Teachers and HLTAs during the year.</p> <p>HLTAs to deliver phonics to targeted children.</p> <p>Extra teachers employed to give booster lessons to targeted Y6 children.</p> <p>HLTAs to deliver booster lessons to specific Y6 PP children.</p> <p>TA's to deliver therapies and Mind The Gap.</p> <p>Experienced teachers and HLTAs to teach writing intervention sessions during the year.</p> <p>Objectives for each subject for interventions to</p>	<p>Historically children have underachieved in comparison with peers nationally. The data for PP show that pupils must make accelerated progress. Some of the pupils need targeted support to catch up. June 2017 Ofsted identified phonological knowledge as an area for development.</p> <p>Smaller teaching groups means improved teacher pupil ratios which should have a positive impact on progress. The intervention will focus upon targeted learning to ensure gaps in their learning are addressed.</p> <p>Writing has been identified as an area of development across the school. Areas of development for all subjects identified during pupil progress meetings.</p> <p>Class teachers have more detailed knowledge of targeted children.</p> <p>Extra support in a smaller group can also improve children's confidence in their ability and give opportunities for them to explain their thinking.</p> <p>EEF suggests that both coaching</p>	<p>Regular monitoring of progress outcomes by PPL.</p> <p>Groups will be tracked termly and assessment information analysed. Impact overseen by subject leads and class teachers. Review progress in progress meetings.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Overarching provision maps to be in place and intervention timetables in place and monitored termly.</p> <p>Progress meetings to be held every term.</p> <p>Interventions records kept by teachers and HLTAs.</p> <p>Observations and regular meetings between class teachers and intervention teacher.</p> <p>Regular measuring of impact.</p>	<p>Head Teacher/ PPL/ Inclusion Lead</p>	<p>Termly</p>
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<p><b>C To address pastoral concerns</b></p>	<p>Identified targeted interventions to be delivered by TAs such as Drawing and Talking, Protective Behaviours, social skills and self-esteem.</p> <p>To improve well-being and self-esteem for recognised groups.</p> <p>Trainee counsellor to have 1:1 sessions with identified children.</p>	<p>A number of our pupil premium children have social, emotional difficulties and challenging home circumstances. Pastoral interventions will enable our vulnerable children to be in the position to learn well and be able to reduce their anxieties.</p> <p>Interventions which target social and emotional learning seek to improve attainment by improving the social and emotional aspects of learning as opposed to focusing directly on academic progress. This will enable our vulnerable children to be in a position to learn well and reduce their anxieties.</p> <p>The EEF Toolkit suggests that behavioural interventions had an average impact of an additional 3 months progress. The EEF Toolkit suggests that social and emotional interventions had an average impact of an additional 4 months progress.</p>	<p>Records of pastoral interventions carried out.</p> <p>Assessments and impact recorded.</p>	<p>SENCO, Inclusion Lead and PPL</p>	<p>Termly</p>
<p><b>C BSA to support with improvement of behaviour.</b></p>	<p>To employ BSA to lead behavioural initiatives within the school.</p>	<p>54% of our pupil premium children have social, emotional and behavioural difficulties. Introduction of new behavioural strategies will enable these vulnerable children to be in the position to learn well and be able to reduce their anxieties.</p> <p>EEF Parental Involvement (+3 months)</p>	<p>Monitor behaviours and whether improvements translate to improved attendance, punctuality and attainment.</p>	<p>Head, Inclusion Lead and PPL</p>	<p>Termly</p>

<p><b>F To increase attendance rates and reduce the number of lates.</b></p>	<p>Part time FSW employed to monitor pupils and follow up quickly on absences.</p> <p>FSW to bridge the link between home and school.</p> <p>Review attendance and absences procedures to ensure they are in line with local cluster schools.</p> <p>Identified children to be invited to breakfast club</p> <p>When children are absent on return they are to attend catch up sessions and mind the gap work.</p>	<p>Last year 64% of persistent absences were pupil premium children.</p> <p>We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p>We can't improve attainment for children if they aren't actually attending school. Nfer briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues. PPL, family support worker and head will collaborate to ensure the attendance policy is followed.</p> <p>Tracking of attendance data and specific children.</p> <p>Governors to have a termly report to ensure clear actions are in place and attendance data is improving for PP pupils.</p> <p>Monitor attendance.</p> <p>Referrals are made to EIPT.</p> <p>Parent contracts reviewed half termly.</p>	<p>FSW/ Head and PPL</p>	<p>Termly</p>
<p><b>G / H Closer home / school links, parental engagement and improved support for families.</b></p>	<p>Family Support Worker to bridge the link between home and school.</p> <p>FSW to run parenting sessions for parents</p> <p>FSW to work with outside agencies.</p>	<p>Many PP eligible families have a range of needs and barriers. FSW worker to support families in facilitating EHA. The association between parental involvement and a child's academic success is well established. For parents/carers to establish good/positive routines and higher expectations.</p> <p>EEF Parental Involvement (3+ months)</p>	<p>Monitor outcomes of EHA meetings for specific families.</p> <p>Attendance information at workshops to be analysed.</p> <p>Keep records of families supported and impact.</p>	<p>Head, FSW and PPL.</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<b>£61,222.66</b>
<b>iii. Other approaches</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>When will you review implementation ?</b>





<p><b>C To increase support for vulnerable learners in and out of the classroom.</b></p>	<p>Employment of TAs, BSA and FSW to support vulnerable learners.</p> <p>TA and staff including BSA at lunchtime to support vulnerable pupils.</p>	<p>Introduction of new BSA and FSW supported 95% of PP vulnerable learners in and out of the classroom.</p> <p>Introduction of Fun Club – percentage of PP children who attended daily varied. However 44% of the children, who were directed to attend the club daily, were PP children.</p>	<p>Baseline needed to measure impact.</p> <p>Half termly meetings needed between BSA and Pupil Premium Lead.</p> <p>Half termly meetings needed between FSW and Pupil Premium Lead.</p> <p>BSA and FSW to meet regularly.</p> <p>Regular monitoring of behaviour records.</p> <p>Introduce reading area in the library, during lunch times.</p> <p>Introduction of separate play areas during lunch time.</p>	<p><b>£2,000</b></p>
<p><b>D Accurate assessment of attainment and progress across the school</b></p>	<p>Introduction of PiXL into school for both English and Maths.</p>	<p>Testing every term using the tests and QLA's provided.</p> <p>Training given to both teachers and TA's by PPL.</p> <p>Interventions carried out by TA's, who focus on the gaps revealed by the QLAs. Mini assessments completed when needed.</p> <p>Teachers use the QLAs to inform their planning.</p> <p>Teachers use a variety of resources available from Pixl including maths, reading and GPS.</p>	<p>Hold regular meetings between teachers and intervention teachers..</p> <p>Monitor more frequently of PiXL results and identify areas for development for whole school.</p> <p>Teachers to share which objectives to be worked on during pupil progress meetings after assessing data drop.</p>	<p><b>£3,294</b></p>
<p><b>B To narrow the gap between PP children's attainment in reading, writing and maths and their peers.</b></p>	<p>To employ a teacher to cover lessons so teachers can deliver reading, writing and maths interventions to targeted children in their class. This will take place in all year groups during</p>	<p>During the year, 60% of Pupil Premium children in two year groups received interventions. In the other two year groups, 75% and 91% of PP children received interventions.</p> <p>Specific objectives were used for interventions using PiXL QLAs. Each intervention was assessed</p>	<p>Phonics intervention needs to continue.</p> <p>More use of therapies from PiXL to be introduced especially in writing.</p>	

	<p>the academic year.</p> <p>Identified targeted interventions to be delivered by TAs such as specific maths targets etc.</p> <p>Teacher and HLTA to deliver phonics to targeted children.</p> <p>Extra teacher employed to give booster lessons to targeted Y6 children.</p>	<p>using the RAG system. Interventions in all year groups, has shown a definite improvement in children's knowledge and understanding. This has resulted in a marked improvement in the children's test scores.</p> <p>Year 6 children also achieved well in the SAT's exams. Compared to 2018, Year 6 children in reading improved by 17%, in writing by 13% and in maths by 32%.</p> <p>Generally the groups of children who received phonics worked well.</p>	<p>Introduce specialist PiXL Teachers/ HLTA leaders.</p> <p>Teachers share which objectives to be worked on during pupil progress meetings after assessing data drop.</p>	<p><b>£31,084</b></p>
<b>C To address pastoral concerns</b>	<p>Identified targeted interventions to be delivered by TA such as Drawing and Talking, Protective Behaviours, social skills and self esteem</p>	<p>During the year, the TA worked with 17 PP children for one or more pastoral interventions</p>	<p>Baseline needed to measure impact.</p>	<p><b>£4,598</b></p>
<b>C BSA to support with improvement of behaviour and to allow specific intervention programmes with PP children.</b>	<p>To employ BSA to lead behavioural initiatives within the school.</p> <p>To employ TA to support BSA and children with SEMH needs.</p> <p>To improve well-being and self-esteem for recognised group including draw and talking and social skills.</p>	<p>During the year, the BSA and the TA worked with 66% of the PP children. They dealt with behaviour issues and resolved behavioural problems that occurred during the school day.</p> <p>55% of PP children had support from with the BSA on behaviour issues. 39% PP children had pastoral interventions. These ranged from talk time to discussing worries etc. Other pastoral interventions included helping build self-confidence and giving children strategies that they could use to help with behaviour/ anger issues.</p>	<p>To continue to embed the behaviour policy across the school.</p> <p>Baseline needed to measure impact of pastoral interventions.</p> <p>More detailed record keeping needed.</p>	<p><b>£12,558.12</b></p>
<b>F To increase attendance rates and reduce the number of</b>	<p>Part time family support worker employed to monitor pupils and follow</p>	<p>The gap between pupil premium and non-pupil premium attendance has shown a significant decrease since the Spring Term.</p>	<p>Continue to monitor and address lates.</p> <p>Increase home visits.</p>	

<p><b>lates.</b></p>	<p>up quickly on absences.</p> <p>Family support worker to bridge the link between home and school.</p> <p>Review attendance and absences procedures to ensure they are in line with local cluster schools.</p> <p>Identified children to be invited to meet and greet or breakfast club.</p> <p>Identify children to attend catch up sessions during lunchtime.</p>	<p>During the year, the FSW took over the role of monitoring attendance. She sent out letters, arranged meeting with parents, set up parenting contracts and also performed home visits.</p>	<p>Track the impact of FSW intervention.</p> <p>Keep records of the number of visits, letters to parent's sent, targets set and parent contracts on place.</p>	<p><b>£11,482.50</b></p>
<p><b>G / H Closer home / school links, parental engagement and improved support for families.</b></p>	<p>Family Support Worker to bridge the link between home and school.</p> <p>FSW to run parenting sessions for parents</p> <p>FSW to work with outside agencies.</p>	<p>The Family Support Worker supported 88% of Pupil Premium children and their families meeting with families, sessions with children, attending CIN meetings, creating parenting contracts, EIPT and EHA support. During the school day, she was also available for children to discuss any problems etc.</p>	<p>FSW to continue parenting sessions and support targeted families.</p>	
<p><b>E To support SEN PP children to make good progress in comparison with non-disadvantaged children.</b></p>	<p>To support all SEN PP children with transition, completion of referrals for Ed Psych and outside agencies, IEPs, work directly with children for various interventions and meet with parents/carers to discuss IEPs.</p>	<p>44% of children on the SEN register are also pupil premium. 20% of PP children are on the Sen register. In addition to the children on the SEN register, the SENCO also supported a further 5 children. The SENCO worked with 29% of the PP children.</p> <p>She provided referrals to various agencies including Educational Psychologist and the Community Paediatrician. She also provided additional information to GP's. During the year, the SENCO had meeting with various parents, outside agencies and other professionals. She collected information for transition from feeder Infant School and provided information for various Secondary Schools. 18 PP children also had dyslexia screening during the year. Depending on the results, the children will work on specialist dyslexic packages.</p>	<p>Timely referrals need to be made.</p> <p>More external support needed for challenging SEN.</p> <p>Dyslexia intervention packages to be introduced.</p>	<p><b>£17,023.38</b></p>

<b>A To ensure pupils have access to school visits and residential trips.</b>	Option given of subsidising the cost of school visits and residential trips.	During the year, there were various trips including one residential for Year 5 and 6. 63% PP children were subsidised during the year for trips. All the PP children who attended the residential were subsidised. 21 children attended the residential – 24% of them were PP children.	Introduce new system to monitor uptake. Offer subsidies to PP children.	<b>£6,100</b>
<b>A To provide Curriculum Enrichment opportunities including sport events, pantomime, Chinese New Year, Egypt Day and Viking food, Life Education Bus etc.</b>	To ensure all children are given a wealth of new and exciting learning opportunities to give them positive aspirations for the future.	Two PP children were able to access music lessons. A number of the clubs available were free this year including dance, knitting and football. The average of PP children taking part in these clubs was 36%. This also included sport tournaments.	Provision needs to continue. Offer subsidies to PP children. Invite specific PP children to clubs.	<b>£4,290</b>
<b>H To provide additional unknown support that may be required for vulnerable learners and their families.</b>	Identify families and pupils who would benefit from accessing external support such as counselling and play therapy.	Support for vulnerable and their families included providing uniform, bereavement support and transport paid for child attending DSP.	Provision needs to continue.	<b>£5,000</b>
<b>A To ensure pupils have access to breakfast.</b>	Identify families and pupils who would benefit from having a regular breakfast before school.	Targeted children were offered free breakfast. The school introduced free bagels during the year to ensure that all pupils have access to breakfast. 22% of children who attended Breakfast Club were PP.	Breakfast Club to be offered next year to targeted pupils where impact can be measured.	<b>£1,900</b>
				<b>Total</b> <b>£99,330</b>