

# Pupil premium strategy statement 2018-2019

1. Summary information					
<b>School</b>	Nevill Road Junior School				
<b>Academic Year</b>	2018 - 2019	<b>Total PP budget</b>	£73,000	<b>Date of most recent PP Review</b>	<b>22.10.18</b>
<b>Total number of pupils</b>	304	<b>Number of pupils eligible for PP</b>	51	<b>Date for next internal review of this strategy</b>	<b>March 2019</b>

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the expected standard in reading, writing and mathematics</b>		
<b>average progress score in reading (or equivalent)</b>	<b>-0.3</b>	
<b>average progress score in writing (or equivalent)</b>	<b>-1.7</b>	
<b>average progress score in maths (or equivalent)</b>	<b>-3.8</b>	
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral languages)</i>		
<b>A.</b>	Ensuring Pupil premium children have access to high quality learning and teaching / same day interventions with a focus on more children attaining WGD.	
<b>B.</b>	Accurate assessment of pupil premium children and identification of barriers to learning.	
<b>C.</b>	Opportunities for children and parents to become involved in their own learning.	

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and punctuality of pupil premium children  Social and emotional barriers to learning of pupil premium children	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	A range of teaching and learning strategies are used to engage pupil premium children and gaps in learning are filled through bespoke interventions.	Children's attitudes to learning are improved. All children make good progress and the % of children WGD increases.

<b>B.</b>	Staff can identify pupil premium children in their class and can talk confidently about their individual needs and barriers to learning. Lessons are planned appropriately in order to meet these needs.	Gap between outcomes for pupil premium children and their peers will have decreased. More children will have met their FFT progress scores.
<b>C.</b>	Opportunities for children and parents to become involved in their own learning.	The curriculum provides more opportunities for children to lead their own learning. Parental engagement improves.
<b>D.</b>	To improve emotional well- being and attendance and punctuality of pupil premium children	Persistent absence figure for pupil premium will have decreased and attendance improved and gap between pupil premium and non-pupil premium children has been closed.

## 5. Planned expenditure

**Academic year**

**2018 - 2019**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>A range of teaching and learning strategies are used to engage pupil premium children and gaps in learning are filled through bespoke interventions.</p>	<ul style="list-style-type: none"> <li>• Facilitate sharing of good practice.</li> <li>• Continue using Kagan structures to ensure greater engagement and participation of pupil premium children in lessons</li> <li>• Curriculum team focus on WGD.</li> <li>• Maths mastery lead teacher project.</li> <li>• Provide opportunities for pupil premium children to have access to a wider range of opportunities.</li> <li>• Same day bespoke interventions.</li> <li>• One to one tuition – Year 6</li> </ul>	<p>Focussed Lesson observations and learning walks show engagement of pupil premium children.</p> <p>Lesson observations and learning walks and books looks with a focus on pupil premium children. WGD lead teacher to monitor.</p> <p>Mastery approach to be embedded across the school through staff meetings and monitoring activities.</p> <p>Monitor attendance at after school and extra-curricular activities. Specific clubs available to PP children only. Funding available to subsidise one external club.</p> <p>Level 3 TAs to deliver same day interventions for reading, writing and maths. Data captures used to measure impact on progress.</p> <p>Teachers / TAs to deliver one to one weekly sessions. Data captures used to measure progress.</p>	<p>SLT</p> <p>JC / AB</p> <p>NJ</p> <p>JC / LM</p> <p>SLT</p> <p>SLT</p>	
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<b>Total budgeted cost</b>				£32,154
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>To accurately assess pupil premium children and identify barriers to learning in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• Class teachers to complete a one page profile for each pupil premium child in their class to ensure that any barriers to learning are quickly identified and swift actions are put into place to overcome these.</li> <li>• End of year targets and starting points data to be shared with teaching staff</li> <li>• Pre and post learning assessments to be carried out and analysed carefully by class teachers for pupil premium children</li> <li>• Teachers complete Question level analysis of PIRA and PUMA tests for pupil premium children in order to identify gaps in learning and identify next steps. Consider introducing NFER across whole school. SPAG assessments also to take place.</li> <li>• Pupil progress meetings to be carried out and focus on progress and attainment of pupil premium children</li> <li>• Individual and group interventions to be put into place to accelerate progress of pupil premium children including one to one after school tuition.</li> <li>• Teachers analyse data for their own classes and know how well pupil premium children are performing</li> <li>• Use of HLTA to allow class teachers to deliver interventions</li> <li>• Growth Mindset training across Infant and Junior School.</li> <li>• DEAL – use of drama to encourage improved engagement and speaking / listening skills.</li> </ul>	<p>Termly pupil progress meetings to discuss needs of pupil progress meetings and agree actions and next steps</p> <p>Pupil progress meetings to focus on pupil premium children and starting points data.</p> <p>Book looks to focus on pupil premium children and focus on use of pre and post learning and ensure they are addressing gaps in children’s learning</p> <p>Regular testing and assessment. Staff to bring Gap analysis for pupil premium children to pupil progress meetings with actions to be addressed the following term</p> <p>Interventions to be reviewed termly following pupil progress meetings.</p> <p>Learning walks and monitoring of interventions</p> <p>Intervention record sheet to be set up, recorded on and monitored</p> <p>Book looks for writing show that one to one conferencing has been completed with pupil premium children and progress is being made</p> <p>Staff meetings, assemblies</p> <p>Lead teacher to attend training</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>MK / AB</p> <p>SLT</p> <p>JC deliver SIMS training.</p> <p>MK and AB JC / NJ</p> <p>CR</p>	
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				<b>Total budgeted cost</b>	£13,498
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation? June 2019</b>
Opportunities for children and parents to become involved in their own learning.	<ul style="list-style-type: none"> <li>• Whole school curriculum review</li> </ul>	Time given to staff to plan termly overview. Assessment put in place to monitor progress in history, science and geography. Curriculum teams have been out in place. Action plans are to highlight key areas of development.	Team leaders	
	<ul style="list-style-type: none"> <li>• Phase leaders</li> </ul>	Monitoring sessions are to take place to identify how the more able children in school learn best. Strategies are to be put in place to allow children to lead their own learning and have more opportunities to develop skills.	JC AB MK	
	<ul style="list-style-type: none"> <li>• Parent workshops and events.</li> </ul>	Parents can observe lessons and learn with their children in school.	NJ	



<p>To improve emotional well-being, attendance and punctuality of pupil premium children</p>	<ul style="list-style-type: none"> <li>• Embed restorative approaches across school with all members. Ensure new members of staff have had training and make links to the Infant school to ensure consistency of approach across the two schools.</li> <li>• Class teachers to deliver weekly circles sessions</li> <li>• First day calling and following of LA procedures for attendance</li> <li>• Learning Mentor to monitor attendance and punctuality of pupil premium children on a weekly basis</li> <li>• Weekly attendance reward in assembly</li> <li>• Learning mentor to set up and deliver nurture groups</li> <li>• Learning mentor to meet regularly with school age plus worker with regards too emotional wellbeing</li> </ul>	<p>Observations around school show restorative approaches being used by staff. JC to deliver training. MK champion / lead RA.</p> <p>Monitoring of planning and learning walks show weekly circles sessions are happening across school</p> <p>Weekly monitoring of attendance and regular meetings with local authority to address</p> <p>Monitoring of timetables and planning shows that nurture groups are being carried out. Wellbeing toolkit shows these nurture groups are having an impact</p>	<p>JC / MK</p> <p>JC / MK</p> <p>LM / AD</p> <p>LM / JC</p> <p>LM / JC</p>	
<b>Total budgeted cost</b>				<b>£27,748</b>