

South Stanley Juniors Pupil Premium Strategy Review 2019-2020

| 1. Summary information | | | | | |
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| School | South Stanley Juniors | | | | |
| Academic Year | 2019-2020 | Total PP budget | £151, 000 | Date of most recent PP Review | Feb 2020 |
| Total number of pupils | 162 | Number of pupils eligible for PP | 97 (60%) | Date for next internal review of this strategy | July 2020 |

| 2. Current attainment | | | |
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| | 2019 Pupils eligible for PP (our school) (75% of pupils) | 2020 Pupils eligible for PP (our school) (79% of pupils) | Pupils not eligible for PP (national average for 2018-2019) |
| % achieving expected standard or above in reading, writing & maths | 33% | 46% | 71% |
| % reaching expected standard in reading | 36% | 54% | 78% |
| % reaching expected progress in writing | 45% | 54% | 83% |
| % reaching expected progress in mathematics | 39% | 54% | 83% |
| Progress Measures (value added) | Our School 2019 | Our School 2020 | National (disadvantaged) 2019 |
| Reading | -4.8 | -3.2 | -0.6 |
| Writing | -2.3 | -1.2 | -0.5 |
| Maths | -5.3 | -1.3 | -0.7 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Lack of fluency, stamina and limited vocabulary which adversely affects reading performance. |
| B. | Lack of independence, stamina and inability to apply skills in writing. |
| C. | Gaps in mathematical knowledge which hinder progress |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |

| D. | High proportion of pupils who have social, emotional and mental health (SEMH) needs | |
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| E. | Low attendance (attendance at school not always seen as a priority) | |
| F. | Lack of experiences that enrich and support learning | |
| 4. Objectives | | Success criteria |
| A. | To ensure pupils eligible for PP funding gain fluency and an increased vocabulary that supports reading comprehension. | A greater proportion of PP children reach age related expectations in reading across the school. |
| B. | To develop pupils' independence and productivity in writing | A greater proportion of PP children reach age related expectations in writing across the school. |
| C. | To identify gaps in mathematical knowledge and rapidly accelerate progress | A greater proportion of PP children reach age related expectations in writing across the school. |
| D. | To provide support and self-help strategies for pupils with SEMH needs | A reduction in the number of fixed-term exclusions and a reduction in the number of behavioural incidents for PP pupils. |
| E. | To form positive relationships with parents to raise the profile of attendance | A reduction in the number of PP persistent absentees. An increase in the attendance of PP pupils. |
| F. | To provide rich experiences in order to enhance personal development | Acquisition of lifelong skills such as resilience and confidence which supports PP pupils in accessing the curriculum and the next steps in their education. |

| 4. Planned expenditure | |
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| Academic year | Please note, due to COVID-19 restrictions proposed actions were not fully implemented and impact of this year's PP spend is difficult to accurately evaluate. Any attainment data is based on teacher assessments from just before school closure (March 2020). |
| 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 | When will you review implementation? |
|---|---|--|--|------------|--|
| A., B. and C. To upskill teachers in delivering high quality reading/ writing/ maths sessions | Reading, maths and writing is taught consistently well across the school | Inconsistency in approach to teaching reading, maths and writing across school | Learning walks and lesson observations | BS, HT, DF | Detailed in Reading/ writing/ maths action plan. Lesson observations indicate more examples of consistently good teaching across school. This is evidenced further in external validation e.g. EDP and Trust reviews |
| A. To increase staff subject knowledge and confidence in delivering systematic phonics sessions | Pupils have improved phonic knowledge that supports reading | A high proportion of pupils enter school with low scores on the Year 2 phonics screening check. | Staff training and resources purchased to match pupils' phonic stage. Lesson observations and progress check on children's phonic skills | BS/ RB | Termly progress checks identified in reading/ phonics action plan. Lesson observations indicate some improvement in delivery of phonics. Introduction of 'Sounds Write' for year 3 has led to further training and development. |
| A. To upskill teaching assistants in teaching high quality guided reading sessions | Guided reading is taught consistently well across the school | Inconsistency in approach to teaching guided reading across school | Lesson observations to monitor impact of CPD on guided reading | BS/ DF | One month and six month review after training has been provided. Training delivered but not monitored due to COVID. Impact seen though increased pupil fluency when reading. |
| A. B & C. To teach children in smaller class sizes (particular in year 3 and 6) | Year 3 and 6 pupils make accelerated progress as a result of being taught in smaller classes. | EEF states that 'Reducing class size appears to result in around three months' additional progress for pupils, on average.' Historically, % of PP pupils achieving age related expectations in RWM is well below national. | Lesson observations, learning walks, monitoring tracking data. | RB/ DF | Termly reviews following data drops Year 3 RWM gap between PP and non PP reduced by 10% to 29%. Year 6 RWM gap between PP and non PP reduced by 7% compared with the previous year's data to 25%. Long term staff absence impacted on this data. |

| B. To implement a systematic approach to teaching spelling (including purchase of additional resources) | Greater accuracy of spelling during independent writing | Low spelling scores on end of Key Stage Tests | Book scrutiny, lesson observation and writing moderation | BS/DF | One month and six month review after training has been provided Training was provided with a greater emphasis on revisiting previous year groups' spellings. Unable to monitor impact due to COVID. |
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| Total budgeted cost | | | | | £59,920 |
| ii. Targeted support | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented | Staff | When will you review implementation? |
| A. Implement 'Reading Plus' for targeted pupils | Pupils develop their reading pace and fluency | Pupils' lack of stamina in summative tests. | Regular monitoring of Reading Plus progress data. | BS | Termly (in line with 3 annual data drops) Year 3 – were not introduced to R+ due to COVID closure Year 4- had one term of R+ and on average each pupil gained 40 words per minute in terms of fluency. Year 5- had two terms of R+ and on average each pupil gained 46 words per minute in terms of fluency Year 6- had two terms of R+ and on average each pupil gained 51 words per minute. Summative tests were not administered in spring term due to school closure. |

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| A. One to one intensive support for reading | Pupils develop their reading pace, confidence and fluency | Limited support with reading outside of school. Lack of confidence and self-esteem identified by staff. | Sessions are delivered by staff who are well trained. Monitor progression through book band scheme. Sample of readers. | BS | Termly (in line with 3 annual data drops) as determined by pupil progress meetings Only pupil premium pupils selected for intensive support. During autumn term 10 year 3 pupils received this support. Impact= 8+ wpm and they all moved up at least 2 book levels (compared with 1 for other pupils). Year 4 had 5 readers. Impact= 16+ wpm and all moved up at least 2 book levels. Year 6 had 8 pupils with an average gain of 23 wpm and 2 book levels. Positive impact. |
| A. Establish an after school reading club for targeted PP pupils and purchase high interest texts | Pupils develop their reading pace, confidence and fluency | Limited support with reading outside of school. Lack of confidence and self-esteem identified by staff. | Monitor attendance at sessions and progress with 'Teach your monster to read'. | RB/ BS | Half-termly Year 5 after school reading club established with PP pupils who were reluctant readers were targeted. |
| C. Implement 'Times Tables Rockstars' for targeted pupils | Pupils develop their rapid recall of times tables | Lack of speed in times tables recall and inability to apply these in summative tests. QLA derived from 2019 SATS arithmetic tests. | Monitor progress through the program and monitor pupil access to this | HT/ RB | Half-termly TT Rockstars implemented and promoted prior to COVID and during. PP pupils had additional sessions during breakfast club. No Multiplication Tables Checks administered (due to COVID) so no comparative data available. |
| D. To employ a trained counsellor for one day each week | Effective, timely support is provided for PP pupils who have SEMH needs | High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues. | Monthly supervision sessions with the counsellor. Entry and exit checklists carried out by staff and counsellor | RB/ LG | Monthly reviews and then termly case reviews. Number of fixed term exclusions reduced significantly (only one 2 day exclusion compared with 6 days of exclusion in 2018/2019) |

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| D. To train staff to deliver specific interventions; Lego Therapy, Connecting with Children, Calma Classroom , Thrive. | Effective, timely support is provided for PP pupils who have SEMH needs | High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues. Pupils have difficulty in both regulating and expressing their emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF) | One of the additional staff members to be trained as 'Connecting with Children' co-ordinator so that she is able to fully monitor the programme. Entry and exit data to be compared. | RB/ LG | Termly as part of SEND reviews. 2 TAs trained in Lego therapy and were delivering weekly sessions. 1 TA trained in 'Connecting with Children' who was delivering sessions up to and throughout school 'closure'. Thrive and Calma Classroom- previous SENCO was trained but these were not implemented due to her resigning from post in February. Thrive high priority for 2020-2021. |
| D. To prioritise referrals to outside agencies for PP pupils | Swifter access to support from outside agencies. | High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues. | Headteacher and SENCO work together to regularly review support plans and generate appropriate support from outside agencies. | RB/ LG | Extensive referrals to outside agencies. Figures for PP pupils: Learning and Cognition: 2 Occupational Therapy: 1 EWEL team: 1 ASD team: 1 CAMHS: 8 Educational Psychologist: 6 School counsellor: 7 Some assessments were unable to take place due to school closure. Where assessments did take place, staff used feedback and reports generated to inform teaching. |
| E. To improve attendance and reduce persistent absence for targeted PP pupils | Reduced persistent absence rate for PP pupils and increased attendance rate for PP pupils | Historically, low attendance for PP group in comparison with others. | Employment of Attendance and welfare officer to work with identified pupils and their families. | TH/ RB | Monthly reviews PA rates for the first two terms of the 2019-2020 year were 10.4% which is broadly in line with previous years (this equates to 17 children across school). Overall attendance for the year 2019-2020 was slightly down at 95.58% (previous year was 95.63%) |
| Total budgeted cost | | | | | £65, 730 |
| iii. Other approaches | | | | | |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented | St aff | When will you review implementation? |
|---|---|---|--|--------|--|
| A. and C. Provide identified PP pupils with high quality work books for maths/ reading to be used at home | Pupils are supported with homework tasks | Pupils need extra practice in order to reinforce basic skills | Books to be returned to school for marking, discussion and rewards for completion. | DF | Reviewed termly. Returned to school weekly. CGP books allocated to PP pupils and used for homework. Some evidence of books being used to reinforce basic skills. |
| C. Establish peer mentoring for times tables | Pupils develop their rapid recall of times tables and confidence to do so | EEF recommends that 'Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. | Trained mentors Maths lead to oversee and monitor pupil progress. | HT | Half-termly and then groups to be adapted as a result Peer mentoring had little impact. This was due to timetabling issues. |
| F. To provide enrichment activities; ensuring PP pupils have access. After school clubs, pantomime/ theatre visits/ groups, musical instrument lessons, residential visit, visits and visitors. | Provide a rich set of experiences that supports both learning and personal development. | Pupils have limited experiences outside of school. | Pupil voice, attendance at clubs, pupil surveys, | RB | At the end of the school year and in conjunction with reviewing the CPD. Several enrichment activities took place prior to school closure: <ul style="list-style-type: none"> • Local authors visiting school • 'Play in a day' for most classes • Whole school pantomime trip • Class visits e.g. Beamish Museum • Funded brass instrument lessons for PP pupils • Whole class music lessons- ukulele and drums • Year 5 day visit to Broomley Grange for outdoor adventurous activities • After school clubs; yoga (specialist coach), cricket, netball etc • Multicultural visitors e.g. a Hindu lady working across the whole school • Olympic athlete visited school |

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| Total budgeted cost | £25,350 |
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