



## Pupil premium strategy statement 2018-19

1. Summary information					
School	Shears Green Junior School				
Academic Year	2017/18	Total PP budget	£137,280	Date of most recent PP Review	Sept 2018
Total number of pupils	480	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2019
2. Current attainment					
<b>Attainment for: 2017-18 Year 6</b>			<i>Pupils eligible for PP 27 children (23%)</i>	<i>Pupils not eligible for PP 92 children (77%)</i>	
% achieving expected standard or above in reading, writing and maths			59% RWM exp+	62% RWM exp+	
% achieving expected standard or above in reading			70% Reading exp+	72% Reading exp+	
% achieving expected standard or above in writing			70% Writing exp +	80% Writing exp +	
% achieving expected standard or above in maths			70% Maths exp+	76% Maths exp +	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Communication Skills (speech and language)	
B.	Behaviour and behaviour for learning	
C.	A higher percentage of pupil premium children are also SEND	
D.	Reading (enjoyment and higher order skills)	
E.	Fixed Mindset	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	External issues family circumstances – family break up / bereavement	
G.	Practical issues housing, nutrition,	
H.	Lack of parental engagement with school	
I.	Well-being	
J.	Attendance and lateness	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Communication Skills (speech and language). Speech difficulties, vocabulary range and confidence with Speaking and listening skills. Improved attainment for targeted groups Evidence of effective impact of interventions. To be able to meet the identified targets on personal Provision plans	Children can speak more effectively to enable them to make the most of opportunities offered by QFT increased interaction in learning situations. Speech and language programmes supported by commissioned Speech Therapist will enable children to meet their SLT targets and improve and express themselves more accurately in terms of vocabulary and to achieve as well as possible.
B.	Reduced incidence of high impact behavioural issues Rapid reintegration STAR chart evidence of successful return to class. Behaviour for learning- low level disruption reduced and teachers supported to implement individual and class behaviour plans Incident sheet analysis proactive support in place for vulnerable children Records of detentions reduced for PP children Anecdotal evidence (staff/ parent / pupil survey) Whole school focus on TRUST staff CPD	Pupil are purposefully learning for more of the time at school Behaviour for learning is improved Individual behaviour plans in place and support for teachers to implement them. Incidents of low level disruption reduced Incidents of high level disruption/ exclusion reduced Measures put in place such as individual behaviour plans will have a positive impact on increasing the time spent in learning activities and therefore reduce the attainment gap and achieve as well as possible. Reduced number of serious as well as low level incidents of disruption

<b>C.</b>	<p>SEN children supported through targeted strategies and interventions- as identified in provision maps</p> <p>Tracking of attainment and targets using provision maps and personal provision maps</p> <p>Provision mapping and personal provision maps</p> <p>Specialist Teacher reports</p> <p>Attainment progress data</p> <p>HNF support evaluation</p> <p>EHCP process supported fully</p>	<p>Pupils' progress discussed at termly pupil progress meetings- timely strategies implemented and progress tracked.</p> <p>Impact assessed at termly review of progress towards end of year targets</p> <p>SEN register closely scrutinised to ensure reflective of pupil need and support background rather than background</p> <p>SEN children make similar levels of progress as peers (dependent on starting point)</p> <p>Support in place for SEN pupils including HNF. Evidence of progress at their individual level</p> <p>Parents satisfied with the level of progress their children receive</p> <p>Positive feedback on school's following LIFT service and specialist teaching and learning service</p>
<b>D.</b>	<p>Reading</p> <p>Higher scores in reading assessments</p> <p>Children's ability to use inference and deduction and other higher order reading skills</p> <p>Anecdotal evidence library use</p> <p>Data from accelerated reading programme shows improvement in scores (analysis from children of how they think accelerated reading has helped them)</p>	<p>The gap between PP reading and non PP reading is reduced so enabling more children to reach age expected level by the end of year 6</p> <p>Reading attainment in whole school is improved to match national attainment levels</p> <p>More children report that they enjoy reading</p> <p>More children attain at deeper level (greater depth)</p> <p>Attendance at reading workshops for parents increases</p>
<b>E.</b>	<p>Fixed mindset</p> <p>Children show they are more willing to take a risk with learning</p> <p>Children are more aware that making mistakes is part of the learning process</p>	<p>Raised attainment</p> <p>Evidence seen in lesson observations</p> <p>Raised expectations from pupils</p> <p>Pupils showing increased evidence of perseverance</p> <p>Tracking sheet as evidence</p>
<b>F.</b>	<p>External issues family circumstances – family break up / bereavement</p> <p>Swift identification of barriers to learning</p> <p>support offered as soon as possible</p> <p>early identification and follow up of vulnerable pupils</p> <p>Tracking of pupils and impact of support in order to minimise the impact on their learning</p>	<p>Pupils with additional difficulties quickly identified and support strategies put into place (counselling Early Help etc)</p> <p>Pupils with such difficulties sensitively supported</p> <p>Families identified proactively supported through Family Liaison Officer</p> <p>Attainment of 'At Risk' pupils closely tracked through pupil progress meetings 6 times a year. Any issues identified and support put in place</p> <p>Close liaison with external agencies as a result pupils continue to make progress and achieve as well as possible.</p>
<b>G.</b>	<p>Practical issues housing, nutrition,</p> <p>Families in crisis are identified and signposted to appropriate agencies</p> <p>FLO family support meetings minutes</p> <p>EH process tracked liaison with external agencies (Social workers etc)</p>	<p>Family issues quickly identified and practical support put in place such as Foodbank, additional clothing and housing support from LA</p> <p>Children's progress and well- being closely tracked through pupil progress meetings additional support put in place through FLO and LM</p>
<b>H.</b>	<p>Lack of parental engagement with school</p> <p>Increased parental attendance with workshops and coffee mornings</p> <p>Parental engagement with FLO led activities</p> <p>Feedback from parental questionnaires</p>	<p>Parental questionnaires suggest increased engagement/ satisfaction with school</p> <p>Proactive schemes in place such as Family Values Scheme show increased attendance from targeted families.</p> <p>More parents attend parental workshops, coffee mornings etc</p>

<b>I.</b>	<p>Well-being</p> <p>Children are more able to focus on learning in the classroom</p> <p>Leuvan scale data shows improvement in levels of engagement</p> <p>Academic attainment</p> <p>Anecdotal report from staff</p>	<p>Leuvan and other scales on selected children show increased involvement with school for targeted pupils</p> <p>More children report they are happy at school</p> <p>Fewer incidents of school refusal</p> <p>Children report that they are less anxious</p>
<b>J.</b>	<p>Attendance and lateness</p> <p>Attendance data including persistent absenteeism</p> <p>Children are in school and learning more frequency</p> <p>Practical support with managing the morning schedule (FLO)</p>	<p>Data for PP children shows improved attendance (in line with non PP children)</p> <p>Persistent absenteeism (PP group) show decline in percentage</p> <p>Breakfast club to promote social and communication skills</p>

5. Planned expenditure					
Academic year	2018/19				
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?
Quality First Teaching is the expectation in all classrooms	Observations of lessons Learning walks Book scrutinies to assess the quality of learning and feedback Distributive leadership shares responsibility for quality of T and L with phase leaders	There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.	Programme of assessment of teaching and learning in place for whole year	JP MP HB EA LCB  govs	Term 2, 4 and 6
Teachers are continually improving and refining their practice	Lesson study	Evidence from the use of Lesson Study by hundreds of leading teachers working with 'coasting schools' who used Lesson Study as a coaching approach to improve pupil progress in writing and mathematics at age 11 showed considerable impact year on year (Dudley, 2012). Evidence was also found in the independent evaluation of this National Strategy Programme (Hadfield et al., 2011). A large scale study under review at the time of writing in the US suggests LS has a significant impact on pupil learning as a result of teacher learning. Professor Pete Dudley's pilot project demonstrated a positive impact on pupil learning and this was directly linked with related teacher learning in a later study (Dudley, 2013).	Lesson Study notes will be evaluated by HT and SLT 6 times per year- drop in to lesson study research lessons will be undertaken Reports on impact will be accessed.	HB JP MP SLT	3 x per year terms 1,3,5

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?
Curriculum provides engaging and stimulating platform in order for children to learn	New curriculum from Cornerstones Sept 2017	There is a reasonable weight of research evidence to support the importance of the impact of creative environments on pupil attainment and the development of teacher professionalism.	Senior Leadership Team (SLT) with review the introduction of the new curriculum at key points in the year (term 2,4, and 6). Curriculum coordinator to review curriculum coverage across the school Curriculum subject leaders will review progression and coverage throughout the school reporting at 3 key points in the school year	JP MP HB KN LCB EA and other subject leaders	Terms 2,4, and 6
PP children's reading improves in line with non-pp children	Power of Reading embedded (second year).	Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day. Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. DfE analysis suggests that if all pupils in England read for enjoyment every day or almost every day, the boost to Key Stage 2 performance would be the equivalent of a rise of eight percentage points in the proportion achieving a level 4b (from its current level of 67% to 75%). The frequency of reading for pleasure at age 42 is linked to vocabulary skills: those who read every day at 42 have an advantage of 4 percentage points in their vocabulary over those who do not read as frequently.	SLT review data at pupil progress meetings 6 times per year- gaps in attainment in reading identified and strategies implemented to address them. Evidence based strategies (such as Reciprocal reading) introduced and monitored throughout the school. Lesson observations and book scrutinies focused on reading	JP HB MP	Termly Pupil progress meetings and data reviews

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?
The attendance of PP children improved	Regular attendance reviews Appointment of full time FLO First day calling for absence Follow-up action for targeted families Family engagement project target families Practical support (in certain circumstances) Designated attendance officer deployed	DfE findings 2015 show that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions.	Attendance data reviewed weekly First day calling Timely action for persistent absenteeism Parents educated about importance of attendance Decisions made to fine/ prosecute parents for absenteeism	MP JP HB DK HB	Termly review

<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>
Pupil behaviour improves (fewer incidents of low level disruption observed) Support is in place for vulnerable pupils Pupil well-being is improved	Full time Learning Mentor to support vulnerable pupils Inclusion Team (including SENCo) support early intervention to meet pupils learning needs and ensure children are supported and progress is accelerated	'A YouGov survey show that pupils are potentially losing up to an hour of learning each day in English schools because of disruption in classrooms. This is equivalent to 38 days of teaching lost per year. According to the teachers themselves, an average secondary school might contain five or six teachers who lose at least 10 minutes of learning time per lesson as they struggle to maintain good order. In primary schools, this averages out at nearly one teacher in every school'. This is equivalent to 38 days of teaching lost per year. A large number of pupils, therefore, are being denied a significant amount of valuable learning time.	Analysis of incidents of behaviour termly reports examined Pupils and staff report better behaviour in classes and around school	JP MP HB EA LCB all teachers	Termly reviews
Improvement in speech and communication skills results in increased access to quality First Teaching (QFT) and so attainment is improved and attainment gap is reduced	Speech and Language Therapist commissioned through GLP working 1 day per fortnight in school advising staff on programmes and assessing children and devising programme to meet their needs Speech and language trained TAs implementing and delivering specialist programmes and supporting Teachers and TAs on supporting communication needs	Evidence from EEF	Termly Pupil Progress Meetings track progress of PP children with Speech Language and Communication Needs (SLCN) SENCo review of interventions track progress of children on programmes	HB JP MP TS	Termly PP meetings



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?
Well-being of pupils improved	<p>Learning mentor supports needs of individual children (Rainbow club etc)</p> <p>Learning mentor and listening Ear and team supports well-being through individual support in class</p> <p>Regular family support meetings coordinate and plan support</p> <p>External support (such as Early Help) implemented in timely manner. Families advised and supported to seek outside help through SEN team etc.</p> <p>Workshops to support family needs offered.</p> <p>Joining HeadStart mental Health and wellbeing. Staff CPD on Mental Health. Commitment to supporting The programme through assessments and referrals</p>	<p>The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential.</p> <p>A report on our children's health by the chief medical officer of England highlighted that: "promoting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential."</p>	<p>Regular meetings tracking progress through Leuvan Scale and other measures of success.</p> <p>Regular pupil progress meetings/ case studies track progress and level of continued support</p>	HB JP MPTS HB	Termly PP meetings
SEN children supported to make progress	<p>SEN team in place to develop and monitor strategies to support SEN children for whom a significantly higher proportion are PP</p> <p>Evidence based Interventions monitored</p> <p>Assessment systems used to inform support and tracked</p> <p>Staff training put in place to support pupil needs</p> <p>Appointment of SENCo (3 days per week) in addition to Inclusion Manager to develop, support and monitor SEN systems</p>	<p>There are a higher proportion of pupil premium children on our SEN register (17% compared to 7% of non PP children). These children frequently have complex needs and external factors which impact disproportionally on their attainment and wellbeing.</p>	<p>Regular review of SEN register to ensure pupils with low attainment resulting from factors other than SEN are not included</p> <p>Termly Pupil Progress meetings identify barriers to learning and quickly implement strategies to support them.</p>	HB JP TS	Termly PP meetings and regular SEN assessments

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved teaching observed	Lesson Study	There is evidence that the quality of teaching can be improved through observation and reflection and focussing on learning	We began this in term 5 and 6. We will continue as CPD into the forthcoming academic year	
Assessment and tracking of all groups including PP robust systems in place	Improved Assessment systems in place Tracking 6x a year through data and face to face pupil progress meetings Teachers given 1:1 sessions with pupils to discuss targets and progress with them	This has been shown to be an effective way of improving progress and attainment	This approach will continue into the next academic year	
ii. Targeted support-				
Desired outcome	Chosen action/approach	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
More quality teaching time- fewer disruptions both high and low level	Additional Learning mentor support and resources and training	Behaviour improved-observation class and around school Attendance-improved see data Attainment-improved see data	Data gathered and anecdotal evidence suggests that improvement in behaviour has improved attainment and there have been fewer incidents. New full time Learning Mentor in place for terms 5 and 6 full impact yet to be measured.	£16,000
Speech Language and Communication skills improved so PP children are able to narrow the gap with their peers	Additional Speech and Language support	Good impact shown with targets on individual programmes consistently met. Attainment data shows good outcomes for children with speech language and communication needs	Close liaison needed with commissioned speech therapist. Screening for year 3pupils who are below expected levels in place and ongoing	£21,000

Targeted interventions meet educational needs of children in a swift and timely manner	TAs allocated to groups in the afternoons to ensure short term targets are met	Good impact recorded for Pixl and other groups	Ensure groups are tracked and happen regularly in the week (3 times minimum). Close liaison needed between teacher and TAs needed to ensure that targets and learning are carried forward into work in class	<b>£62,000</b>
Improved attendance and lateness for pupil premium group	Family Liaison Officer in post- first day calling Attendance Officer SEEAS commissioned support Rewards and inducements to children for good attendance- weekly attendance publicised on newsletter and assemblies	Some improvement in attendance for a small percentage of children Persistent absenteeism for some families ( a high number with PP children) still remains an issue although it is at a lower level than at local schools. Attempts at improving parental engagement	Engagement of parents through school activities has been successful with targeted families (family camping) Although workshops and coffee mornings have had a limited impact on attendance so far although efforts are ongoing.	<b>£12,500</b>
Inclusion Management Children feel supported at school Reduced incidents of bullying and school refusal Systems in place to support vulnerable children at playtimes Pupils feel listened to Pupils feel happy at school Improved behaviour at lunchtimes (fewer incidents)	Inclusion Manager in post Training for MDS Peer mediation Playleaders Listening Ear Counselling Skills (FLO) Practical equipment Lunchtime clubs – board-games , Rainbow Club, Sports Club at lunchtimes and playtimes	Good impact as behavioural incidents are reduced. Pupils have a variety of places they can attend (especially those with SEN) Staff have developed skills to manage incidents proactively Lines of communication are improved by paper trail	Secure systems need to be in place to record incidents Communication between adults MDS and Class teachers is essential Additional training for issues such as ASD needs to be maintained	<b>£37,000</b>

Practical support: Breakfast club Homework club Funding for school trips/ equipment	Breakfast club Homework club Funding for school trips/ equipment	Practical support offered to PP families (breakfast club)- often not taken up. Homework club has been more readily taken up and some children have made very good progress. Ehen taken up it has been effective in reducing lateness and ensuring children have had adequate breakfast. Funding for school trips has enabled a greater proportion of children to attend school journey and other trips. Free sweatshirt scheme has just started and evidence of impact is still being collected	We will continue to offer free places at breakfast club and homework clubs to PP children. Funding for school journey will continue to be supported.	<b>£2,500</b>
Specialist support for most vulnerable children Strategies are identified and practical support is in place for children who are experiencing difficult issues	Commissioned educational Psychologist Counselling support every week	EP support and advice for children who have specific needs Ongoing sessions of counselling for children who are experiencing difficult issues with home or school life. Trained counsellor in place offering weekly sessions for children to support with issues such as bereavement, behaviour, anxiety etc	Excellent outcomes evidenced through data with children developing strategies to manage emotions, behaviours and feelings. This support will continue into the next academic year	<b>£11,500</b>
Vulnerable children supported in small targeted groups in the hub to enable them to meet their personal learning plans	Hub provision staffed and with groups of up to 8 children attending for targeted small groups support	Assessment of learning outcomes shows significant improvement for Hub pupils. Anecdotal evidence from children working in Hub demonstrates reduced anxiety in small group setting.	Hub will continue as the most efficient way of using HNF to support vulnerable pupils	<b>£51,000</b>

## 7. Additional detail