

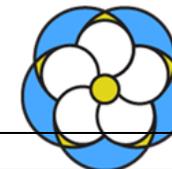
# St Mary's Church of England Junior School



## Pupil Premium Strategy:

1. Summary Information					
School	St Mary's Junior School				
Academic Year	2018-19	Total PP Budget	<del>£48840.00</del> <b>£53175.00</b> (due to LAC top-up)	Date of most recent PP Review	29 <sup>th</sup> October 2019
Total Number of Pupils	212	Number of pupils eligible for PP <i>(Including Ever6, Ever6 service child, LAC, Post-LAC/special guardianship and adopted)</i>	39 January census (42 2018 EoY data)	Date for next internal review of this strategy	Spring Term 2020

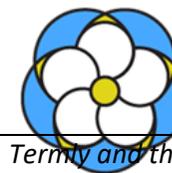
2. Current Attainment						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
KS2 SATs results at expected standard 2018	33%	53%	40%	58%	72%	62%
KS2 SATs results above expected standard 2018	0%	0%	0%	20%	16%	16%
KS2 SATs results at expected standard 2019	<b>50%</b>	<b>63%</b>	<b>38%</b>	<b>68%</b>	<b>73%</b>	<b>83%</b>
KS2 SATs results above expected standard 2019	<b>0%</b>	<b>0%</b>	<b>25%</b>	<b>22%</b>	<b>12%</b>	<b>30%</b>
3. Barriers to future attainment (for pupils eligible for PP including high ability)						
In-school barriers (issues to be addressed in school, such as poor oral language skills, etc.)						
A	<i>Self-confidence, low aspirations, behaviour</i>					
B	<i>Lower attainment in reading – vocabulary</i>					
C	<i>Lower attainment in writing – oracy skills</i>					
D	<i>Lower attainment in maths – skills and progression knowledge of teachers</i>					



<b>External Barriers</b> (issues which also require action outside school, such as low attendance rates, home learning environment)		
<b>E</b>	<i>Lack of parental engagement with school / learning.</i>	
<b>4. Desired Outcomes</b> (Desired outcomes and how they will be measured)		<b>Success Criteria</b>
<b>A</b>	<i>For all children to have confidence in their ability and participate fully in the life of the school with positive social and interaction skills.</i>	<i>Resilience, relationships and aspirational life-outcomes will be improved. This will be measured through pupil voice and monitoring of behaviour and attainment.</i>
<b>B</b>	<i>To diminish the difference between PP reading attainment and non PP both in school and nationally.</i>	<i>Children will make better than expected progress within reading and demonstrate improved attainment at the end of KS2.</i>
<b>C</b>	<i>To diminish the difference between PP writing and non PP.</i>	<i>Children will make better than expected progress within writing and demonstrate improved attainment at the end of KS2.</i>
<b>D</b>	<i>To diminish the difference between PP maths and non PP and improve knowledge of skills and progression for teaching and support staff.</i>	<i>Children will make better than expected progress within maths and demonstrate improved attainment at the end of KS2.</i>
<b>E</b>	<i>Engage parents positively with school and learning.</i>	<i>Parents/carers will engage more fully with school and learning. This will be seen through greater parental attendance at school events, engagement with homework and improved attendance.</i>

<b>5. Planned Expenditure</b>					
<b>Academic Year</b>		2018 - 2019			
<i>The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i>					
<b>i. Quality of teaching for all</b>					
<b>Desired Outcomes</b>	<b>Chosen 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>

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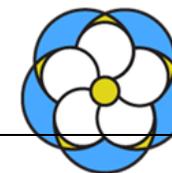


<p><i>For all children to have confidence in their ability and participate fully in the life of the school with positive social and interaction skills.</i></p>	<p><i>Whole-school CPD on behaviour management</i></p> <p><i>New behaviour procedures with only three school rules (Safe, Respectful, Ready to learn)</i></p> <p><i>Focus on positive praise in every class</i></p> <p><i>Merit and celebration assemblies</i></p> <p><i>Additional transition work for some Year 6 pupils</i></p> <p><i>Nurture group for chosen pupils</i></p> <p><i>Collective worship</i></p> <p><i>School values updated and implemented – used for specific praise</i></p> <p><i>External support for PPwSEN</i></p> <p><i>Growth mind-set work with children</i></p> <p><i>'When Adults Change, Everything Changes' book for CPD (Pivotal approach)</i></p>	<p><i>Evidence suggests that behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p><i>Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues School-level behaviour approaches are often related to improvements in attainment.</i></p> <p><i>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline.</i></p> <p><i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.</i></p>	<p><i>Learning walks around the school.</i></p> <p><i>Reduction of reflection forms</i></p> <p><i>Staff training/briefing for implementation and feedback/follow-up</i></p> <p><i>Pastoral Support Plans written as needed with pupil and family as well as school staff – Family Support worker / teacher / SLT</i></p> <p><i>Reduction in low level disruption</i></p> <p><i>Pupils more confident and independent learners – pupil perception</i></p> <p><i>Staff feedback – increased engagement from the children</i></p>	<p><i>Principal, Deputy Principal, All staff</i></p>	<p><i>Termly and then final review July 2019</i></p>
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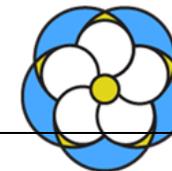


<p><i>To diminish the difference between PP reading attainment and non PP both in school and nationally.</i></p>	<p><i>Renaissance</i></p> <p><i>Daily reading (also with volunteer parents)</i></p> <p><i>Guided reading</i></p> <p><i>Accelerated reader (Reading Cloud)</i></p> <p><i>Introduce effectively challenging texts</i></p> <p><i>Reading and phonics interventions</i></p> <p><i>Engage children in a love for Reading – whole-school approach</i></p> <p><i>Authors visits</i></p>	<p><i>EEF states that on average, reading comprehension approaches deliver an additional six months' progress.</i></p> <p><i>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p>	<p><i>Monitor use and impact of Renaissance and Accelerated reader</i></p> <p><i>Monitoring of data and pupil progress.</i></p> <p><i>Monitor and evaluate Year group texts.</i></p> <p><i>Whole-school engagement in 'Love of Reading' events</i></p>	<p><i>Principal, Deputy, Reading Lead, English Lead and All staff</i></p>	<p><i>Termly and the final review July 2019</i></p>
<p><i>To diminish the difference between PP writing and non PP.</i></p>	<p><i>Oracy interventions</i></p> <p><i>Introduction to T4W approach</i></p> <p><i>Cross-curricular writing opportunities</i></p> <p><i>Writing for a purpose</i></p> <p><i>Whole-school writing outcomes (progression)</i></p>	<p><i>Overall, studies of oral language interventions consistently show positive impact on learning. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p> <p><i>All pupils appear to benefit from oral language</i></p>	<p><i>Lesson observations</i></p> <p><i>Writing moderation</i></p> <p><i>Monitoring of data and pupil progress</i></p> <p><i>Marking/feedback policy evaluation</i></p> <p><i>Monitoring of planning</i></p> <p><i>Evaluate assessment criteria for</i></p>	<p><i>Principal, Deputy, English Lead and All staff</i></p>	<p><i>Termly and then final review July 2019</i></p>



	<i>Marking/feedback policy</i>	<i>interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</i>	<i>progression of skills</i>		
<i>To diminish the difference between PP maths and non PP and improve knowledge of skills and progression for teaching and support staff.</i>	<p><i>White Rose maths</i></p> <p><i>Teacher training/CPD</i></p> <p><i>No-nonsense maths</i></p> <p><i>Time Tables Rock Stars</i></p> <p><i>Maths resources and equipment</i></p> <p><i>Interventions</i></p> <p><i>Real-life maths opportunities</i></p>	<p><i>Current significant gap and low attainment in maths.</i></p> <p><i>Collaborative and mastery approaches – Collaborative approaches gain five months according to EEF research. Approaches which promote talk and interaction between learners tend to result in the best gains. Mastery approach shows the most impact for narrowing the attainment gap when used alongside collaborative learning (+five to six months).</i></p>	<p><i>Lesson observations</i></p> <p><i>Monitoring of data and pupil progress</i></p> <p><i>Monitoring of planning</i></p> <p><i>Evaluate assessment criteria for progression of skills</i></p> <p><i>Evaluate calculation policy and skills progression</i></p> <p><i>Evaluate teacher and support staff pedagogical knowledge</i></p>	<i>Principal, Deputy, Maths Leads and All staff</i>	
<i>Engage parents positively with school and learning.</i>	<p><i>Educational visits</i></p> <p><i>Learning Ambassadors across school (led by Year 6 learning ambassadors)</i></p> <p><i>Opportunities for parents to engage with school (events,</i></p>	<i>EEF states that for social and emotional learning there needs to be a positive ethos which will support greater engagement with learning. Parents being a part of this improves outcomes further.</i>	<p><i>Pastoral Support Plans written as needed with pupil and family as well as school staff – Family Support worker / teacher / SLT</i></p> <p><i>Parents are more confident and engaged with their children's learning – pupil and parent</i></p>	<i>All staff</i>	<i>Termly and then final review July 2019</i>

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	<p><i>performances, consultations)</i></p> <p><i>Pupil Premium 'pay-back' programme to engage parents in 'giving back,' with their time</i></p> <p><i>Text messaging / email alerts</i></p> <p><i>Family support worker and pastoral support</i></p>		<p><i>perception</i></p> <p><i>Staff feedback – increased engagement from the Parents</i></p> <p><i>Improved attendance</i></p> <p><i>Impact on attainment</i></p> <p><i>Parents in school 'pay-back'</i></p> <p><i>Parents attending school educational visits</i></p>		
<p><b>Total Budgeted cost: £48840.00</b></p> <p>Uniform = £150.00                  After-school club = £100.00                  CPOMS = £650.00                  Educational visits and visitors = £600.00                  Teacher CPD and external support = £15750.00                  Learning resources = £3000.52                  Nurture = £1589.48                  Support staff (interventions)= £27000.00</p> <p><b>Total profit/loss: £0.00</b></p>			<p><b>Actual PP funding: £53175.00</b></p> <p>Uniform = £21.50                  After-school club = £100.00                  CPOMS = £645.00                  Educational visits and visitors = £553.00                  Teacher CPD and external support = £16107.00                  Learning resources = £4395.00                  Nurture = £977.00                  Support staff (interventions)= £29348.00</p> <p><b>Total profit/loss: £1028.50</b></p>		

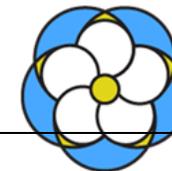


## Academic Year 2018-19 Review

Desired Outcomes	Chosen Approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. <i>(Evidence to refer to: attainment data, progress data, case studies.)</i>	Lessons learned (and whether you will continue this approach)  <i>(This may be about impact or implementation)</i>
<p><i>For all children to have confidence in their ability and participate fully in the life of the school with positive social and interaction skills.</i></p>	<ul style="list-style-type: none"> <li>• Appointing pastoral/ family support worker</li> <li>• Implementing pastoral/ behaviour support plans</li> <li>• Merit assemblies/hot chocolate</li> <li>• Nurture group</li> <li>• Providing external support- Respectrum</li> <li>• Pupils voice</li> <li>• CPOMS and safeguarding training for staff</li> <li>• Prefects and learning ambassadors</li> <li>• Christian Values Ambassadors</li> <li>• Transitions between key stages and between year groups</li> <li>• Mission and values reflect desired outcomes</li> </ul>	<p>We have met the success criteria and the evidence can be found through:</p> <ul style="list-style-type: none"> <li>• 23 (2017-18) fixed term exclusions down to 1 (2018-19)</li> <li>• Staff feedback</li> <li>• Pupil and parent voice:                             <ul style="list-style-type: none"> <li>○ <i>We need courage to face challenging work or new things.</i></li> <li>○ <i>We need resilience to bounce back when we get things wrong. It's okay, we just need to have another go. We can get there.</i></li> <li>○ <i>We build positive relationships by being kind, respectful and fair to each other. We need to look out for children on the playground so that everyone has a friend.</i></li> <li>○ <i>We show God's love in every kind thing we say and do.</i></li> <li>○ <i>Behaviour is much better ow. We feel like teachers are listening better.</i></li> <li>○ <i>Adults are kinder and more helpful to help us solve problems and fix friendships.</i></li> <li>○ <i>Children have been nicer and more mature.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New curriculum implemented in Summer Term 2 in order to allow the learning to be more aspirational, engaging and inclusive. This will continue and further develop in 2019-20 academic year.</li> <li>• Continue to implement and improve behaviour management strategies and approaches for de-escalation and restoration, including reward and celebration initiatives.</li> <li>• Christian Values Ambassadors to have greater whole-school impact through developing their role.</li> <li>• Deputy to work towards gaining SENCO award qualification in order to ensure internal expertise and continuity for supporting SEN.</li> <li>• Mission and Values to be further embedded through Collective Worship and curriculum.</li> </ul>



<p><i>To diminish the difference between PP reading attainment and non PP both in school and nationally.</i></p>	<ul style="list-style-type: none"> <li>• PP focus groups for teaching</li> <li>• AfL CPD for teachers</li> <li>• Daily reading, including parent volunteers</li> <li>• 'Love for reading' dedicated in daily timetables</li> <li>• Authors visit</li> </ul>	<ul style="list-style-type: none"> <li>• PP reading outcomes improved from 33% to 63%</li> <li>• Evidence in pupils and staff voice:             <ul style="list-style-type: none"> <li>○ <i>We are reading more interesting books.</i></li> <li>○ <i>Reading is more fun now.</i></li> <li>○ <i>Leaders are showing more of an interest in reading and have invested in ensuring that we have more engaging and age-appropriate books.</i></li> </ul> </li> <li>• Attainment outcomes improved for PP (see page 1 data)</li> <li>• Attainment outcomes improved for all:             <ul style="list-style-type: none"> <li>○ <i>Increased combined all by 11%</i></li> <li>○ <i>Reading up by 7%</i></li> <li>○ <i>GD reading up 18%</i></li> </ul> </li> <li>• Gap between PP and all closing:             <ul style="list-style-type: none"> <li>○ <i>Closed combined RWM gap from 30% to 11%</i></li> <li>○ <i>Closed reading gap from 25% to 2%</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Changed approach to teaching guided reading – further CPD and structure for teaching 'I love Reading' required</li> <li>• Phonics interventions did not happen due to untrained staff. As a result, this year, Deputy will assess Y3 children's phonics knowledge and seek to provide training for staff in the RWInc approach.</li> <li>• Appointing new Reading and English leads to ensure skills and knowledge progression across the school.</li> <li>• Ensure that three members of staff are driving 'I Love Reading' strategy, whole-school.</li> <li>• Engage staff in reading further through initiatives such as naming their favourite children's books and authors and bringing those books into school for their classrooms.</li> <li>• Further Reading initiatives and whole-school activities and challenges to engage school in a joy for reading.</li> </ul>
<p><i>To diminish the difference between PP writing and non PP.</i></p>	<ul style="list-style-type: none"> <li>• Introduced T4W approach in Y5</li> <li>• Cross-curricular writing opportunities introduced summer term</li> <li>• Making writing purposeful</li> <li>• Marking and feedback aid progress in writing</li> </ul>	<ul style="list-style-type: none"> <li>• PP writing outcomes up 10%</li> <li>• Pupils voice and parental feedback:             <ul style="list-style-type: none"> <li>○ <i>I am enjoying it and learning more.</i></li> <li>○ <i>I am learning things I wasn't expecting. It's fun!</i></li> <li>○ <i>We are learning differently so it's the same topic but different subjects so we learn better because our learning is all connected.</i></li> <li>○ <i>It's helping us to remember our</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• External staff training in T4W will embed the T4W approach across the school, with English lead planning and monitoring the long term plan and outcomes to ensure progression and coverage.</li> <li>• Continuing cross-curricular writing opportunities in 2019-20 academic year.</li> <li>• Marking/feedback policy changed in order to allow greater progress during lesson and/or overtime; this will still be a part of CPD and part of school's research</li> </ul>



		<p><i>learning better.</i></p> <ul style="list-style-type: none"> <li>Teachers feedback</li> <li>Attainment outcomes improved for PP (see page 1 data)</li> <li>Attainment outcomes improved for all: <ul style="list-style-type: none"> <li><i>Increased combined all by 11%</i></li> </ul> </li> <li>Gap between PP and all closing: <ul style="list-style-type: none"> <li><i>Closed combined RWM gap from 30% to 11%</i></li> <li><i>Closed writing gap from 19% to 8%</i></li> </ul> </li> </ul>	<p>project.</p> <ul style="list-style-type: none"> <li>Introduced rigorous internal moderation approach and book/learning scrutinies.</li> <li>Two members of staff (English and 'I Love Reading' leads) to attend external moderation events.</li> </ul>
<p><i>To diminish the difference between PP maths and non PP and improve knowledge of skills and progression for teaching and support staff.</i></p>	<ul style="list-style-type: none"> <li>Introduced White Rose Maths plans</li> <li>Teacher's CPD</li> <li>Introducing skills and knowledge progression across the school</li> <li>Introduced schemes of work for maths 'Power Maths' (Summer 2019)</li> <li>Investing in maths resources and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Improved attainment for PP children achieving expected from 40% to 50%.</li> <li>Pupils voice</li> <li>Teachers feedback and confidence shown through eg. planning and pupil's outcomes.</li> <li>Attainment outcomes improved for PP (see page 1 data)</li> <li>Attainment outcomes improved for all: <ul style="list-style-type: none"> <li><i>Increased combined all by 11%</i></li> <li><i>Greater depth maths up by 15% for all</i></li> <li><i>Maths up by 16%</i></li> <li><i>GD maths up 15%</i></li> </ul> </li> <li>Gap between PP and all closing: <ul style="list-style-type: none"> <li><i>Closed combined RWM gap from 30% to 11%</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Gap between PP children and non PP remains as focus for this year as gap has increased due to all children's outcomes improving (22% to 28% gap, despite increase of 10% for PP children due to all improving by 16%).</li> <li>Ongoing CPD for teachers and support staff, including Power Maths planning, resources and CPD.</li> <li>Subject leaders to take a more involved and rigorous approach to monitoring progress, assessment for purpose, gaps analyses and outcomes for children.</li> </ul>
<p><i>Engage parents positively with school and learning.</i></p>	<ul style="list-style-type: none"> <li>Learning ambassadors</li> <li>Text messaging/ email alerts</li> <li>Learning blog added to newsletter to keep parents informed of the focus of learning and opportunities taking place in school</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour improved due to pastoral and behaviour plans put in place</li> <li>More parent's volunteers supporting the school</li> <li>More positive feedback – parent surveys</li> <li>Improved attendance</li> </ul>	<ul style="list-style-type: none"> <li>Introducing 'Coffee Mornings with the Principal'</li> <li>Communication improved through all teachers and SLT availability on school gates before and after school.</li> <li>Introducing to 'Parent Mail'</li> <li>Update newsletter format</li> </ul>

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	<ul style="list-style-type: none"><li>• Improved communication for between school and parents/ carers</li><li>• Introducing Pastoral/ Family support worker (Summer 2019)</li><li>• Pastoral support lead to gain DSL certification</li><li>• 'Pay back' as a form of supporting the school in return for financial contribution towards:<ul style="list-style-type: none"><li>• Educational visits</li><li>• School's uniform</li></ul></li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Increase opportunities for parents to come into school to celebrate learning</li><li>• Whole Year calendar to be provided for parents at the start of the academic year</li><li>• Continue 'Pay-back' as this has seen more PP parents engaging with school</li><li>• Prepare specific allocation of funds per PP child based on numbers and funding:<ul style="list-style-type: none"><li>○ Ed visits</li><li>○ Uniform</li><li>○ Clubs / extra-curricular lessons</li><li>○ ASC provision</li></ul></li></ul>
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