

Pupil premium strategy statement - Northern Junior school

1. Summary information					
School	Northern Junior School				
Academic Year	2018 19 2019 20	Total PP budget	£38,780 £37,460	Date of most recent PP Review	September 2019
Total number of pupils	169 197	Number of pupils eligible for PP	29 (17%) 39 (20%)	Date for next internal review of this strategy	September 2020

2. Attainment - 2019 outcomes								
	Pupils eligible for PP – Northern (12 children) (6 children)		Pupil not eligible PP- Northern (33 children) (35 children)		Pupils not eligible for PP (national average)			
% achieving in reading	8/12	67%	5/6	83%	94%	74%	80%	78%
% achieving in writing	9/12	75%	4/6	67%	91%	89%	83%	83%
% achieving in GPAS	10/12	83%	6/6	100%	94%	89%	82%	83%
% achieving in maths	9/12	75%	4/6	67%	85%	86%	81%	84%
% achieving in reading/writing/maths	7/12	58%	3/6	50%	82%	69%	71%	71%
3 Progress – 2019 outcomes								
% making progress in reading	+1.3	-1.7	+0.1	+0.2				
% making progress in writing	+2.1	-1.1	+1.1	+1.7				
% making progress in maths	+1.0	-1.7	-1.5	+1.3				

3 Current attainment - Higher standards 2019 outcomes								
	Pupils eligible for PP (12 children) (6 children)		Pupil not eligible PP- Northern (33 children) (35 children)		Pupils not eligible for PP (national average)			
% achieving in reading higher standard	2/12	17%	1/6	17%	30%	23%	33%	31%
% achieving in writing higher standard	2/12	17%	2/6	33%	27%	29%	24%	24%
% achieving in higher standard GPAS	3/12	25%	3/6	50%	48%	54%	39%	41%
% achieving in maths higher standard	1/12	8%	1/6	17%	9%	86%	28%	31%

4. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school</i>)		
A.	Limited vocabulary, leading to some pp children struggling to attain ARE in writing.	
B.	Limited proportion of PP attaining greater depth – need to raise aspiration for high attaining PP children.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Emotional behaviour issues due to home circumstances leading to difficulties maintaining relationships with adults and peers, together with lower attendance.	
E.	Emotional impact related to the effects of deployment with service families.	
5. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Ensure emotional readiness for learning leading to improved progress and attainment -	End KS2 attainment to match non - PP
B.	Targeted PP children attaining greater depth –	Proportion pupil premium GDS to match non PP.
C.	Improve attendance -	PP attendance to match non at 96%

Planned expenditure					
Academic year	19 / 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?
High attaining pupil premium children making good progress across KS2.	CPD for staff in relation to variation and task design to ensure challenge.	Task design matched closely to individual needs to ensure accelerated progress.	HOS EHT to provide CPD and mentoring individual teachers. Release time top support individual teachers	HOS	HOS EHT -reviewed with teachers in pupil progress meetings at each milestone.
Continued progress in phonics and vocabulary development into year 3	CPD for year three teachers in phonics and vocabulary development	Children with sound phonics skills and wider vocabulary make better progress across the range of subjects	HOS to plan training – including mentoring and team teaching in year 3	HOS	HOS and class teachers identifying children in July moving up to year 3

Progress in transcription and writing	LA English advisor to work with staff on developing planning	Evidence showing effective task design for low attainers leading to accelerated progress	HOS and EHT to monitor impact of training in the classroom	HOS EHT	Spring term 2020 training
Children with social emotional behaviour difficulties/ coping in the classroom building positive relationships with peers and adults	Staff CPD related to supporting children with BSED Training on PEP toolkit for teaching staff.	Class teachers skilled and attuned to individuals unmet needs - Teachers able to identify key areas of need from the toolkit.	EHT to lead training.	EHT	HOS EHT -regular review behaviour incidents. Standing agenda item on SMT meetings.
Total budgeted cost					£2560 (release/cover costs)
ii. Targeted support					
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?
School Councillor and Mental Health Lead Ensure support for vulnerable families and individual children - leading to improved attendance and outcomes in school.	A new appointment of a school Councillor across the Federation £5070 Cost of ongoing training and supervision.	To support the increasing amount of children needing to access CAMHS services but unable to through the NHS. To help minimise the identified barriers to learning (such as severe anxiety) through providing FEIPS and counselling weekly.	Monitor at the end of each 6 week block of provision. Provide high quality supervision and ongoing training.	CG	Et the end of each block of provision for individuals (usually 6 weeks).
ELSA To improve children's learning behaviours. Increase their self-esteem so they are more able to deal with failure or cope when learning or a social situation no not cause a barrier. – Leading to reduced behaviour incidents and exclusions	£2359 Resources: £630 Cost of ongoing training and supervision £600	To support identified children with emotional difficulties who struggle to access learning in the classroom e.g. unable to concentrate, work in a group, work independently etc Others may have difficulties on the playground so miss learning as time is spent unravelling issues from play/lunch times e.g. running away, refusing to come into the building, hurting other children etc.	SLT The identified children are observed working in lessons, Able to take part in lunchtime activities without hurting other. Progress should begin to increase as they are able to access their learning more readily. Lessons adapted	SW - ELSA	SENCO and HOS to monitor progress of target children at each milestone

Service children continuing to make good progress as a result of additional support	ELSA provision- Forces group	Additional support for service children to counteract the negative impact of deployment of parents.	HOS to liaise with forces group leader to discuss support for individual children - signposting ELSA for additional support as required.	ELSA HOS	ELSA and HOS to review each term as part of ELSA monitoring and review cycle
PP children - making accelerated progress as a result of focussed interventions in - Reading - spelling - Maths	HLTA employed to share expertise and oversee organisation and quality control interventions undertaken by LSAs 2018-19= £21,915	High quality, focused intervention work so that identified children make rapid progress. To support the role of the SENCO to ensure that children's learning needs are met.	SLT Identified children make rapid progress during intervention work, and are able to transfer this learning into the classroom. Children are able to engage fully in their learning on a day to day basis. Interventions provided are of a high quality.	SLT	Data analysis at each milestone
PP children to make accelerated progress in writing and maths.	EHT 1 to 1 support £2030	EHT – use focussed drop ins to class to work alongside focussed pp children in writing/maths sessions. Mentor individual children and meet teachers to further explore barriers and in class intervention to meet individual need.	EHT to keep record of children currently supported in drop in sessions.	EHT	EHT to meet HOS and class teacher to discuss progress of “off track” pp children Review during PPM cycle
Total budgeted cost					£35164
iii. Other approaches					
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?
Increased proportion of PP children attended afterschool clubs, trips and residential journeys.	Subsidise - clubs and trips £1250	Enriching curriculum for PP leading to greater engagement	HOS to monitor club uptake - ensuring places and available for vulnerable pupils Reminders to key families that the school will support cost of trips and residential.	HOS	HOS to monitor club lists each term

Focus PP children to make accelerated progress in core subjects	Pupil Progress meetings 4/5 meetings across the year £1200	Regular meetings with teachers to explore individual barriers preventing PP child from making ARE or from meeting expectation of greater depth. Agreeing additional support and intervention	Release for teachers to meet EHT and HOS after each data input	EHT HOS	See milestone dates
Total budgeted cost					£2450

Review of expenditure				
Previous Academic Year		18/19		
i. Quality of teaching for all				
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)	Costs (total-£39,774)
High attaining pupil premium children making good progress across KS2.	CPD for staff in relation to variation and task design to ensure challenge.	<p>Smaller group of PP children in this cohort. Improved outcomes at the 'higher standard' for PP children in individual subjects. PP children achieving 2A or above at KS1 were at least expected in that area.</p> <p>Improved outcomes for all children in GDS maths due to work on task design.</p>	<p>Continue to develop task design and success criteria to deepen children's understanding and develop a mastery approach.</p> <p>Revisit through staff meeting training and specialist advice from HIAS subject advisors.</p>	PBS service level agreement costs
Children with social emotional behaviour difficulties/ coping in the classroom building positive relationships with peers and adults	Staff CPD related to supporting children with BSED Training on PEP toolkit for teaching staff.	<p>Targeted training from PBS with individual teachers and 1:1s. All teacher and some support staff attended 'Helping Children Manage their Emotions' training through Pioneer teaching school.</p> <p>One child with significant SEMH needs has transitioned from another school and is now able to attend school full time.</p> <p>One LAC child was able to sit his SATs tests with us due to an individualised curriculum and support from DT. He successfully transitioned into secondary provision.</p> <p>Northern PP children did better than National non-PP in reading and GPAS. Disadvantaged children at Northern do well in comparison to those in a contextually similar 'family' of school (see data table).</p> <p>Reduced number of fixed term exclusions, leading to more learning time as a result of the ability of teachers and other staff to manage the needs of challenging individuals.</p>	<p>Training on PEP toolkit to roll over to 2019-20 – still relevant to help identify barriers and ways to further support individuals.</p> <p>Continue training for individuals as needed and further train adults with key roles, e.g. School Councillor.</p>	Release for additional CPD - £650
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
<p>Increase proportion of PP children in year 6 attaining ARE in Reading Writing and Maths. Increase proportion of PP children attaining GDS</p> <p>Progress PP children above national other.</p>	<p>Additional yr 6 Teacher Spring/Summer term – additional year 6 non class based teacher (LOI) to mentor and support individual pupils (In class support - individual and small group support)</p> <p>2 days per week yr5/6 focussed support – 2 terms -£7,200</p>	<p>See data table above.</p> <p>Proportion of PP children achieving ARE increased in reading and GPaS.</p> <p>The proportion of PP children achieving GDS increased in reading, writing and maths.</p> <p>The proportion of all children achieving GDS maths increased, changing a trend over time.</p>	<p>Continue to offer small group and individual mentoring with a focus on areas specific to the cohort and individual children.</p>	<p>£7,200</p>
<p>FSW Ensure support for vulnerable families - leading to improved attendance and outcomes in school.</p>	<p>Ongoing employment of Family Support Worker across the Federation £4070 Cost of ongoing training: (Parenting Skills Course)</p>	<p>Families engaged with FSW and support sought through EHH to improve the attendance of individuals.</p> <p>Time for children to share concerns leading to increased focus in lessons.</p> <p>Parenting courses well attended and parents fed back positively about the advice and support offered.</p> <p>Improved attendance - PP 95.3% Non pp 95.7%</p>	<p>This was an effective approach, but with the rise of mental health needs and the resignation of our FSW, we are continuing to support families through the employment of a School Councillor/ Mental Health lead to provide targeted and structured support.</p> <p>SENCO will continue to run parenting workshops throughout the year.</p> <p>Above leading to improved attendance so PP matches non PP</p>	
<p>ELSA To improve children's learning behaviours. Increase their self-esteem so they are more able to deal with failure or cope when learning or a social situation no not cause a barrier. – Leading to reduced behaviour incidents and exclusions</p>	<p>£2359 Resources: £160</p> <p>Cost of ongoing training and supervision £190</p>	<p>Reduction in behaviour issues over time and particularly at playtimes and lunchtimes- leading to children settling quickly back into their learning.</p> <p>Post- ELSA feedback forms show progress of children and some children able to function in school without needing the ongoing ELSA support.</p> <p>New children settle quickly into the school.</p>	<p>Established ELSA to continue next year.</p>	<p>£2359 Resources : £160</p> <p>Cost of ongoing training and supervision £190</p>

Service children continuing to make good progress as a result of additional support	Forces group	Children enjoy the forces group and actively seek out the ELSA to ask for further support as needed. Children speak openly about deployment and parents recognise the value in the Forces group work. Forces children attaining well in core subjects	Established ELSA to continue next year. This may need more time as the group will be larger with the new Year 3 cohort. Further focus on improved attainment for high attaining pupil premium children.	
PP children - making accelerated progress as a result of focussed interventions in - Reading - spelling - Maths	HLTA employed to share expertise and oversee organisation and quality control interventions undertaken by LSAs 2018-19= £21,915	Children making rapid progress on specific interventions and able to transfer the learning back into the classroom.	Continue next year to constantly review the provision offered and ensure the quality of delivery is consistently high.	2018-19= £21,915
PP children to make accelerated progress in writing and maths.	EHT 1 to 1 support £2030	Individuals make rapid progress, to fill gaps in knowledge and understanding. Impact on end of year outcomes for individuals- particularly GDS maths .	Continue next year targeting areas of individual need.	£2030

iii. Other approaches

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
Focus PP children to make accelerated progress in core subjects	Pupil Progress meetings 4/5 meetings across the year	Focus children were high priority within lessons and barriers discussed at each meeting. Improved outcomes in Year 6 for PP children in reading and GPaS.	Continue to maintain a focus on PP children during pupil progress meetings.	£1200

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Your Family of Schools

Change data view

Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2016-18).[©]

