

Pupil premium strategy statement – Burlington Junior School 2018-2019

1. Summary information					
School	Burlington Junior School				
Academic Year	2018/2019	Total PP budget	£ 142560	Date of most recent PP Review	July 2018
Total number of pupils	480	Number of pupils eligible for PP	105	Date for next internal review of this strategy	December 2018, March 2019, July 2019

1. Current attainment			
2017 SATS results	<i>PP</i>	<i>End of year data for non PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	58%	71%	64%
% achieving the expected standard in reading	63%	82%	75%
% achieving the expected standard in writing	84%	90%	78%
% achieving the expected standard in maths	72%	77%	78%
In 2018 the results for PP children increased. The main focus is reading attainment, which remains a whole school focus.			

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Progress made by children from their KS1 starting points. Being a Junior School we only have the children for 4 years.
B.	Raising the academic achievement and potential of our PP children. Increasing the number of PP children making Greater Depth in all years.
C.	Children in the school have found it harder to produce results in Y6 tests compared to their book and class work. This is seen in the writing results for example, where success is based over a longer period of time.

External barriers (*issues which also require action outside school, such as low attendance rates*)

Children's personal experiences. PPG engagement with learning, homework and academic success is improving but needs greater consistency. Access to learning resources.

Increased social, emotional and mental health issues affect a number of PPG children. Many PP children are also SEN or have other complex needs.

PPG children do not have the same access to enrichment out of school.

3. Desired outcomes (<i>Desired outcomes and how they will</i>)		Success criteria
A.	Children meet the end of year expected aspirational targets and keep on their progress trajectory.	Each PP child has a planned trajectory which makes their progress pathway very clear. All teachers target set for their children with a focus on increasing the expectation for PP children. This is regularly monitored. This has been reviewed and updated January 2019 to allow for children not making expected progress to be flagged earlier and interventions and support to be directed with greater speed. PP children to make at least the same or better progress as their peers. Progress monitored termly with children expected to make a minimum of 1 point of progress per term.
B.	Lowering the PP gap especially in reading and maths.	PP children to make progress in line with the non PP children. PP children who entered the school with expected in writing to meet the criteria for Greater Depth. During pupil progress meetings, targets set are a focus and these are adjusted upwards as children develop to keep the aspirations for pupils. Teachers and TAs are skilled and trained to identify what the children need and make changes to their planning and delivery of lessons and support. All staff clear and acting upon the very next steps individual pupils require to make progress. Structured interventions created for PP children specifically for reading, writing, maths and science.
C.	Closer scrutiny and challenge for the progress made by PP children in all years. All teachers report on their progress and this is challenged in PP meetings held half termly with the Head, Deputy and Assistant Head/Inclusion Leader	The SLT are clearly aware which support packages make the most progress and teachers make the best use of these. The staff are clearly aware of the expectations regarding progress and have the time to close these gaps, reporting on the changes to stakeholders. Specific targeted interventions are being regularly monitored to ensure that children make academic progress. Opportunities for teacher's CPD to enable further challenge and sharing of good practice around out PP pupils. Year leaders report on the PPG gap in their year groups each term. Year leaders also report to governors in their learning walks, whose focus is PPG and SEN gaps.

D.	Developing the behaviour for learning and aspirations of our PP children.	<p>PP children regularly complete homework or attend homework club. PP children have regular access to computer based or on line learning – or attend clubs to do this. PP children have access to regular morning or lunchtime interventions (homework/ reading/ handwriting) to mirror the support that other children may receive at home. PP children are able to ‘feel’ like the others. PE kits, multi days or support with school affairs, such as having the correct equipment, knowledge of important dates or assistance with projects. Year 6 PP children receive booster classes or small group tuition and progress is made to close gaps. Learning support for English and/or maths <u>outside of school hours</u>. Early morning sessions being used for short intervention strategies based on need. TA deployment reviewed during pupil progress meetings and learning walks. Assistance with residential costs in Y6. PGL in Y6 is the most expensive residential trip. Attendance monitored by family outreach worker across both schools. Both schools share attendance policies and systems for challenging persistent absence. TAs are trained in ELSA to support children’s needs.</p>
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4. Planned expenditure	
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Academic	2018-2019
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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-					
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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?
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<p>Greater academic support for all</p>	<p>EAL and TA support including phonics</p>	<p>Phonics support, including regular reading and writing, boost literacy skills. Some of our PP children are not supported to do this and so the school needs to provide this and model the benefits to learning. Whilst the Sutton Trust evidence does not show TA support to be particularly positive, in our school with our high calibre of TAs they are able to add a particular strength to the education of our individuals.</p>	<p>TAs and EAL teacher managed by the inclusion manager Staff training and monitoring to ensure that they have the skills to deliver high quality interventions. We continue to employ high calibre and highly educated TAs. A focus this year is on using key moments in lessons to target specific PP children by the TA. TAs feedback to staff and the SENCO about interventions and these are monitored based on both pupil engagement and the impact on their progress and self-esteem. TAs are involved in INSET training and follow on discussions to develop their practice. TA observations and peer monitoring to start in the Spring term. Two audits of TA work were carried out by the school SIP in a PP review and also a learning walk. High quality intervention and use of adults were seen.</p>	<p>SENCO</p>	<p>December 2018 March 2019 July 2019</p>
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Closing learning gaps	Mentoring, close support 1:1 reading support from TAs and Beanstalk.	Conferencing and 1:1 discussions boost children's progress through targeted teaching and support. Having close communication and small manageable goals to achieve, leads to greater progress. Conferencing in class with children has a high impact on developing individual's progress. Sutton Trust.	PP meetings to challenge interventions Meetings with staff to look at the progress being made and the conferencing being given to each child. SLT to review the children receiving the support to ensure that it is targeted to make the best possible progress for all PP children. Sharing good practice in staff meetings/ INSET about successes and development areas. Teachers are responsible for reporting on attendance, engagement and progress seen during PP meetings. Further reading and mastery maths INSETs. Formal testing being used in February and June to help prepare all children for Y6 assessments. All SLT have reviewed the questions analysis and spent time writing a brief action plan to share with staff, to enable gaps to be closed. TAs recording their interventions on SIMs to baseline and show the costs and successes of each interventions. Y6 having a 4 th teacher to provide literacy and numeracy support. Y6 class teachers with the greatest knowledge of the children, are taking the core class group in need of further boosting and increased attainment.	Head/ Dep	December 2018 March 2019 July 2019
Total budgeted cost					£76100

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?
Increasing the progress of our PP children	Small group tuition.	<p>Targeted intervention prescriptive to the child's needs enables rapid progress to be made but at a high cost.</p> <p>Short sharp interventions to close specific gaps in understanding, which can affect further progress.</p> <p>Timestables - TT Rockstars and Mathletics.</p> <p>Reading- support and extra guided reading.</p> <p>Writing- Small group work, specific to needs.</p>	<p>The teacher responsible for PP interventions in Y5/6 uses data specifically to target children and close gaps. Y5/6 lead meet with the teacher and discuss most effective strategies during these sessions to move on children's learning.</p> <p>The groups are very fluid and children do not remain in groups for prolonged periods. It is seen as a short sharp intervention (6 weeks maximum) to close specific gaps.</p> <p>Teachers are responsible for reporting on the attendance, engagement and progress of the children in their care.</p> <p>Teachers have time to discuss progress, barriers to learning and next steps with the class teachers.</p> <p>PP reviews are used to look at the interventions being used and how effective they are.</p>	EW/ FW for Y5/6 intervention teachers Head/ deputy	<p>Through PP meetings at the end of the 6 week block of intervention.</p> <p>October 2018</p> <p>December 2018</p> <p>February 2019</p> <p>April 2019</p> <p>May 2019</p> <p>July 2019-</p>
Raising the progress of our PP children	<p>Boosting lessons.</p> <p>Children are taught in small groups of less than 10 which can be during, before or after the school day. For reading, writing, maths and science.</p>	<p>Children who are not meeting the expected standards are identified and placed in smaller groups. These groups are matched so that children with similar needs or barriers to their learning are taught together. This form of rapid intervention can be very successful in closing attainment and progress gaps.</p>	<p>The Y6 team collate the pupils into their groups and also receive feedback about the work taking place to allow a smooth transition of their work from a smaller group into whole class.</p> <p>Boosting is carried out by Y6 class teachers or staff who have taught Y6 in the last 2 years.</p> <p>Boosting is being carried out during various times to ensure good attendance. Before, during and after school times. Children will move groups once progress has been made, and may move to another session time if attendance is a barrier.</p> <p>PP lead being used to boost Y6 children in January 2019</p>	Y6 leader and Y6 staff Head/ Deputy	<p>Children are selected and sessions started in Jan 19.</p> <p>Review May based on SATs results.</p>
Total budgeted cost					£33050
ii. Other approaches					

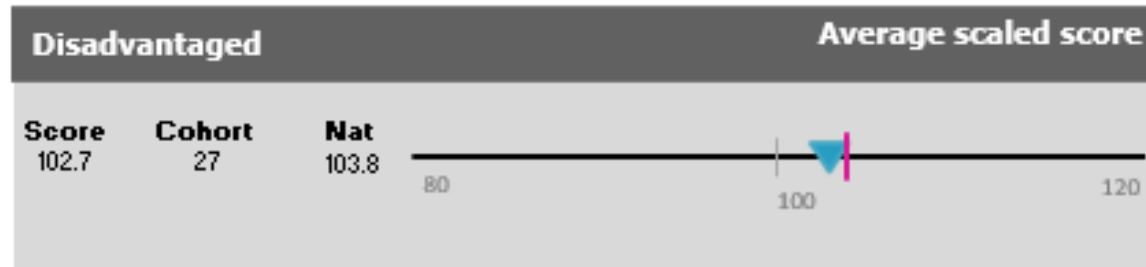
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Provide the best possible learning resources	Additional curriculum resources and cover enable the school to provide a positive and stimulating environment.	<p>The school invests in teaching and training to ensure that we have a high calibre of teachers joining the profession. The school invests in whole school INSET packages as these have a greater impact within the school where all staff are clear on the direction and expectations. (See James Nottingham and attachment training.)</p> <p>The school uses Mathletics and TT Rockstars to boost timetables knowledge and fluency in maths.</p>	<p>Staff lessons and the learning environment is regularly monitored by internal and external stakeholders. Training of all staff is a key element in the school to ensure all children have equal access to a skilled and effective teacher/ TA.</p> <p>Middle leaders are responsible for reporting on the changes they have made in our SLT meetings. This way good or weak practice can be shared and challenged. Year leaders are responsible to report on the data gaps and strengths to the whole school. Closing the gap is a whole school issue.</p> <p>Photos are used to help identify PP children in a large school. This means that children can be targeted specifically by any adult in the room.</p> <p>PP is a regular item to discuss with TAs and staff, to look for best ways to make a difference and close the gap.</p> <p>The school regularly monitors PP children, their work and attendance during PP meetings. Notes are recorded and available for all stakeholders.</p>	SLT Head/ Deputy	September 2017/ December PP reviews carried out and recorded. 2017/ March 2018 An external PP audit in the Spring Term analysed the systems in school for tracking and challenging. The audit led to further training on the use of manipulatives.

Increase life chances	Family support through a number of non-academic offers. For example, meals, clubs, child care, behavioural and academic support, family outreach worker between the schools	Some of our PP children have barriers to their academic and social success. A number of things take place in school to reduce their barriers as much as feasibly possible. This includes supporting them through difficult times both emotionally and financially and also developing a closer relationship to allow problems to be shared and acted upon using mutual understanding, discretion and trust. ELSA training has been delivered to provide counselling to children.	<p>The Family Outreach worker employed between the two schools has weekly meetings with the SLT of both schools. A termly meeting is held across the two schools to look at successes and barriers.</p> <p>Class teachers are aware of the packages of emotional and social support that they can use to support the children and families. These are reported in the half termly PP meetings.</p> <p>The family outreach worker is also providing ELSA support in school alongside some TAs.</p> <p>A shared attendance and punctuality policy has been created between the two schools. Although controversial, fining has been introduced across both schools for leave in term time.</p> <p>Family outreach worker monitors attendance but also spends time with the Headteacher on the gates to discuss and identify any lateness.</p> <p>2 new staff are being trained to deliver ELSA.</p> <p>A breakfast club for our most needy children has been created across both schools, using the family outreach worker and a TA to deliver.</p>	TE/ MB / PU	December 2018/ March 2019
Total budgeted cost					£33410
Additional Support					
Total budgeted cost					£149,106
<u>5.Review of expenditure 2018-2019 September 2019</u>					
<u>Reading disadvantaged 2018-2019</u>					

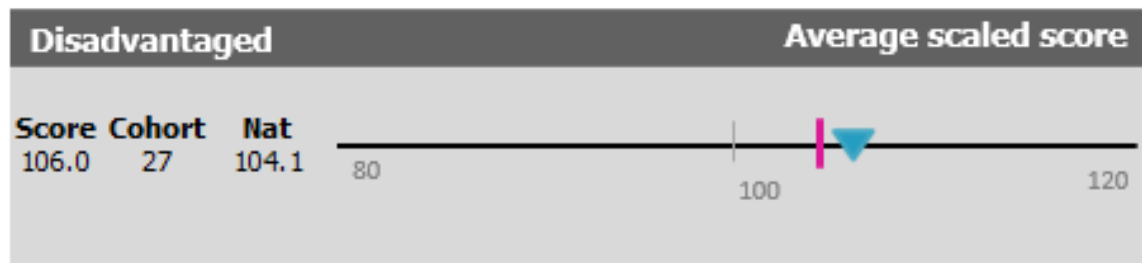
Attainment

▼ School

| National



Maths disadvantaged 2018-2019



Attainment

▼ School

| National

Desired outcome	Looking at the gap alone compared to the previous year does not give a clear indication of the progress made. The cohort for 2018-19 were completely different with differing needs.
EAL and TA support including phonics	There were a high number of new to English and working below the level expected in the Y6 cohort and in the school. Extra TA support and EAL interventions allowed these children to access support at their level and make their own progress.
Mentoring, close support	Children were supported and targeted through 1:1 conferencing and close support. A number of children who were working below the level expected were targeted and achieved the expected standard

1:1 reading support from TAs and Beanstalk.	Ten children did not make the expected standard in reading (two were working below the standard of the test). Of the ten, six did make the expected standard in maths, with two achieving greater depth. Seven children did not make the expected standard in maths. Two children were working below the level of the maths tests.
Small group tuition.	Small group tuition was started in the Spring Term and ran until the end of June. Children benefitted from this closer support and were able to make progress. From the group, only four children did not achieve the expected standard in reading and maths.
Boosting lessons. Children are taught in small groups of less than 10 which can be during, before or after the school day. For reading, writing, maths and science.	Boosting was very effective and helped achieve the expected standard in one or more of the key areas. Ten children did not achieve the expected standard in reading or maths. Of these, three were working below the level of the tests. Seven were experiencing SEN.
Additional curriculum resources and cover enable the school to provide a positive and stimulating environment.	The school continued to look inviting and stimulating for the children. The attendance of the school continues to be very high PP attendance 96.16 Non PP attendance 97.42
Family support through a number of non-academic offers. For example, meals, clubs, child care, behavioural and academic support, family outreach worker between the schools	Family support continues to be provided through the school and is a key factor in helping our children achieve. Of the ten children who did not make the expected standard, eight of the families had accessed our family support at various levels during their time in the school.

Pupil Premium only - based on 29 pupils					
	<u>Reading</u>	<u>Writing</u>	<u>SPAG</u>	<u>Maths</u>	<u>RWM</u>
<u>Expected (School)</u>	59%	76%	76%	76%	52%
<u>Greater Depth (School)</u>	21%	28%	31%	28%	10%

	Reading	Writing	SPAG	Maths	RWM
PP Gap 2018	19%	5%	14%	5%	12%
PP Gap 2019	30%	14%	16%	16%	33%
SEN gap 2018	25%	21%	29%	33%	25%
SEN gap 2019	33%	46%	34%	34%	48%