

Pupil premium strategy statement – Burlington Junior School 2019-2020

1. Summary information					
School	Burlington Junior School				
Academic Year	2019/2020	Total PP budget	£ 143880	Date of most recent PP Review	July 2019
Total number of pupils	480	Number of pupils eligible for PP	109	Date for next internal review of this strategy	Termly until July 2020

1. Current attainment			
2019 SATS results	PP	End of year data for whole school	Pupils not eligible for PP (national average)
% achieving EXS+ in reading, writing & maths	52%	76%	
% achieving the expected standard in reading	59%	82%	
% achieving the expected standard in writing	76%	87%	
% achieving the expected standard in maths	76%	88%	

In 2019 the results for pupil premium children were high as judged by Fisher Family Trust. Apart from reading, the results met the target for the top 25% of schools.

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, mufti 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

Academic	2019-20
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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	Review July 2020
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No children leaving the school unable to read.		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.	Staff training and monitoring to ensure that they have the skills to deliver high quality interventions. Training and further support provided to ensure phonics teaching is effective. 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	SENCO	The data on pupil reading was closely monitored throughout the year. Staff training took place and changes to reading across the school were implemented. TA feedback on interventions was recorded on SIMs.
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 PP meetings with parents to help close the learning gaps. Meetings with staff to look at the progress being made and the conferencing being given to each child. 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. TAs recording their interventions on SIMs to baseline and show the costs and successes of each interventions. Close working with the Infant School which is the main feeder school to identify those children needing further reading support as they enter Y3. HLTA based in Y3 to provide further support and interventions.	Head/ Dep	Mentoring and close support was set up in years 4 and 5 alongside the Achievement for All programme. Meetings took place face to face until lockdown in March. Teachers had a clear knowledge of the children they were supporting and their needs. Liaison with the Infant School took place. The length of meetings and the opportunity to visit the children and form relationships was affected by COVID.
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	Review July 2020
Increasing the progress of our PP children	Small group tuition.	<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>Targeted intervention prescriptive to the child's needs enables rapid progress to be made but at a high cost.</p>	<p>Y5/6 lead meet with the teacher and discuss most effective strategies during these sessions to move on children's learning.</p> <p>Maths and English teaching times to be moved to further support the learning and the quick interventions to close gaps immediately.</p> <p>Any 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 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 groups. teachers Head/ deputy	<p>Interventions were set up at the start of the year.</p> <p>Children were involved in short sharp interventions to close gaps.</p> <p>PP reviews were carried out until lockdown.</p> <p>Interventions were scrutinised and assessed. Following this they were adapted or stopped if progress wasn't seen.</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.</p> <p>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>Extra cover put into Y6 during the Spring and Summer term to allow more time for boosting and conferencing.</p>	Y6 leader and Y6 staff Head/ Deputy	<p>Boosting did not happen as these normally start at the second part of the Spring and early Summer Terms.</p> <p>COVID</p> <p>Boosting has been planned throughout the school for November 2020, with each class teacher taking a group of their own children. .</p>

Building a strong and positive engagement with the parents, child and school- to improve academic outcomes.	Achievement for all 3As.	Evidence has shown the engagement in the Achievement for All project has helped develop the progress and academic success of children.	Staff training 9 th and 23 rd September. A further 4 sessions to be booked over the next two years. Developing and training staff in the structured conversations, and to follow this through the year. High quality CPD and training provided by experts.		Staff training was carried out based on the structured conversation model. This was reviewed and carried out during the Autumn and Spring Terms before lockdown.
Total budgeted cost					£34370
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	Review July 2020

<p>Provide the best possible learning resources</p>	<p>Additional curriculum resources and cover enable the school to provide a positive and stimulating environment.</p>	<p>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. The school invests in teaching and training to ensure that we have a high calibre of teachers joining the profession. 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. 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. 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. PP is a regular item to discuss with TAs and staff, to look for best ways to make a difference and close the gap. The school regularly monitors PP children, their work and attendance during PP meetings. Notes are recorded and available for all stakeholders.</p>	<p>SLT Head/ Deputy</p>	<p>Monitoring and developing the role of middle leaders was a focus in the year, which continues into 2020-2021. Year leaders were reporting on data gaps to governors and senior staff and using this information within their year teams.</p> <p>All PP children were invited to return to school from June 2020.</p>
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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.	The Family Outreach worker employed between the two schools has weekly meetings with the SLT of both schools. 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. The family outreach worker is also providing ELSA support in school alongside some TAs. A shared attendance and punctuality policy has been created between the two schools. Fining has been introduced across both schools for leave in term time. Family outreach worker monitors attendance but also spends time with the Headteacher on the gates to discuss and identify any lateness. 2 new staff are being trained to deliver ELSA. A breakfast club for our most needy children has been created across both schools, using the family outreach worker and a TA to deliver.	TE/ MB / PU	The Family Outreach worker continued to support families and children in school and out of school during lockdown. Food packages for some families became a priority which were given out weekly in school and also delivered to particularly vulnerable families. Vouchers were started once food supplies were readily available. Attendance and punctuality was good. PP children were invited to return from June and the take up was high.
Total budgeted cost					£33410
Additional Support					
Total budgeted cost					£149,106
<u>5. Review of expenditure</u>					