



# DRONFIELD JUNIOR SCHOOL

## Pupil Premium (PP) Strategy Statement

1. Summary Information					
Academic Year	2018-9	Total Pupil Premium budget	£65,240	Date of most recent PP review	July 2018
Total number of pupils	371	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Apr 2019

2. IMPACT SUMMARY for 2017-18 (End of KS2 SAT data)	Number of Pupil Premium (12)	National benchmark	All pupils in cohort (95)	Pupils not eligible for Pupil Premium
% of children achieving expected standard or above in Reading, Writing and Maths.	54%	67% (National PP figure – 48%)	76%	82%
% of children exceeding expected standard (Higher scaled score) in Reading, Writing and Maths.	8%	11% (National PP figure – 3%)	5%	5%
% of children achieving expected standard or above in Reading.	62%	77%	89%	93%
% of children exceeding expected standard (Higher scaled score) in Reading.	31%	29%	34%	35%
% of children achieving expected standard or above in Writing.	54%	81%	85%	83%
% of children exceeding expected standard (Higher scaled score) in Writing.	8%	21%	12%	7%
% of children achieving expected standard in Maths	54%	80%	84%	89%
% of children exceeding age related expectation (Higher scaled score) in Maths.	23%	27%	29%	30%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
a. SEND (mild to severe learning difficulties, ADHD, autism spectrum)
b. Children's emotional health and wellbeing (low self-esteem, confidence issues)

c. Motivation and resilience.
<b>External barriers</b>
d. Attendance (frequent illness, unauthorised days off / holidays) and punctuality
e. Family circumstances

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
i	To provide appropriate support academically and emotionally to ensure that pupil premium children make appropriate progress from their starting points.	Children make progress in line, or better, than their starting point. There are diminished differences between those obtaining pupil premium and those who do not.
ii	To provide emotional and wellbeing support for pupil premium children (and their families) to ensure high expectations, good learning behaviours and good attendance.	Attendance of pupil premium children is at least 95%. Children are regularly punctual. Through observation, discussion and support programmes (Positive Play, ELSA, Rainbows, Circle of Friends), children have high aspirations and are starting to, or actually fulfilling them.
iii	To provide further opportunities for pupil premium children to exceed the year group expected standard, by enhancing the skills of reasoning, problem-solving throughout the curriculum through targeted guided work.	Increase the number of children exceeding expected standard.

Nature of Proposed Support 2018 - 2019					
i. Quality teaching for all					
Desired Outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead / cost	When will you review implementation?
To develop writing and in particular writing at greater depth	Whole school CPD in teaching writing from an English Teaching and Learning Consultant. Resources to link with new ideas and training.	Whole school approach so all are appropriately trained and skilled.	Bespoke training from Teresa Heathcote, an English Consultant in Autumn Term 2018. Working with English Lead. Monitoring through lesson observations, talking to children, children's work and	Teresa Heathcote, LF £10780	April 2019 July 2019

			children's data.		
To hold 1:1 writing conferences to target areas for development in reading, in particular addressing moving children from expected to greater depth	Whole school training on writing conferences from an English Consultant and then support to implement, particularly with TAs	Whole school approach so all are appropriately trained and skilled.	Monitoring through children's work, children's data, overseen by LR	Teachers and TAs and LR £1100	April 2019 July 2019
To facilitate training for Attachment Awareness. To support children with Attachment issues.	Working with the Virtual School on their Attachment Awareness Programme	Increasing numbers of disadvantaged children with attachment issues. In these are addressed learning is likely to be more effective. Programme implemented in other schools in Derbyshire with successful results.	Effective and rigorous accountability to the Virtual School	Non-contact time for LR and ReH. Sensory resources £2000	December 2018 April 2019 July 2019
To facilitate outcomes for pupil premium children that are at least in line with other children in Maths, Reading and Writing.	Children are carefully assessed with PIRA and PUMA score looked at alongside teacher assessment. Intervention is timely to diminish differences and / or accelerate progress. School to school support from cluster schools	Intervention programmes delivered by teachers and TAs, small group sizes to facilitate extra support. EEF toolkit – effective feedback has high impact.	Monitoring through lesson observation, children's work, children's data. Provision map.	SLT, HT / £5000	December 2018 April 2019 July 2019
To access the Wider Opportunities in Y4.	LA Wider Opportunities Programme – all Y4 classes learn to play an musical instrument either the clarinet or flute.	Research shows access to quality music education supports raising attainment and underpinning better behaviour.	LA Wider Opportunities Programme, teachers monitored by the LA.	Jane Taylor, Mrs Griffiths, Year 4 Team Leader £3000	At the end of each 10 week programme.
To ensure good attendance and punctuality.	Regular monitoring of attendance. MAT system of graduated letters sent to inform parents of child's attendance. Attendance Panel meetings.	Continued absence and poor punctuality impacts adversely on learning. Recognition of the importance of attendance and punctuality in future life.	Half-termly monitoring of attendance, shared with Governors in HT report. Working with MAT to address issues causing concern.	KM, HT, JF / £1000	Half-termly

<b>ii Targeted Support</b>					
To train two TAs to be Emotional Learning Support Assistants (ELSA)	A TA to be trained by the LA Education Psychology Service to implement ELAS programmes. Mental Health First Aid programme delivered by Health Authority.	Children with emotional and wellbeing difficulties do not achieve as well as their peers and such difficulties impact on their progress.	LA Education Service certified programme. 4 x group supervision sessions to take through the year. Children's voice.	EP Service, Health Authority, HP, TR / £7000 (including the purchasing of resources to support the programme)	Review after supervisions. July 2019
To strengthen the role of parental support through regular TAF (Team Around the Family) meetings.	To coordinate TAF meetings involving parents and other relevant professionals to support the family. To ensure that specific actions agreed at the TAF are carried out. To support good attendance and punctuality.	Well documented that a strong home-school partnership ensures the child makes better progress. Home-school barriers removed, home support from a range of professionals.	Scrutiny of TAF minutes, child's voice.	Class teachers where appropriate. TB to cover classes to release class teachers for meetings / £3000	At the following TAF meeting
To build, and increase, a sense of belonging, confidence and self-esteem	Offer children £20 at the book fayre to spend on books. Support uniforms costs. Offer to fund one after school activity, curriculum visits, music tuition and residentials	Attainment can be raised through extra curricular activities, enhancing social skills, a sense of belonging and collaborating in teams. This subsidy allows Pupil Premium equal access to these activities which they are unlikely to access otherwise.	Monitoring of take up of activities, visits and residentials.	HT / £7700	Jan 2019 July 2019
To support children's phonic and reading skills to accelerate learning in this area. To support children's reading skills.	Continuation of Lexia lease Continuation of Accelerated reader lease	Lexia has an evidence base on the positive impact of the programme. Previous children shown improved reading skills. EEF funded research. Evidence from Y4 reading results demonstrates a improved reading age broadly.	Pupil progress meetings	TB / £2,830	December 2018 April 2019 July 2019
To support children in Y5 and 6	Additional TA support	To support and challenge	Pupil progress	Y5 and 6 Team	December 2018

with intervention support that is timely and appropriate to individual / small group needs. To provide reading practice outside the school day.	outside school day (either 1:1 or 1:2)	individuals and small groups. (Pupil progress monitored, timely intervention matches pupil's individual needs.)	meetings	leaders / £4,230	April 2019 July 2019
To provide additional targeted teaching input in Maths or reading for Y6.	Intervention groups outside school day with teaching staff	Last year's cohort made good progress and increased their self confidence.	Children's data, intervention results	£5460	May 2019
To provide additional targeted teaching input in Maths for exceeding expected standard in Y6.	Intervention group outside school day with teaching staff	Booster groups shown to further enhance skills and understanding.	Children's data, intervention results	£500	May 2019
To continue to implement the following programmes for emotional support: - Positive Play - Rainbows - Circle of Friends To support pupils through long term family illness, anger management, parental separation, bereavement, friendship issues, self-esteem issues.	- Positive Play - Rainbows - Circle of Friends	Evidence shows these programmes build, and increase, confidence and self-esteem, fosters good relationships, gives opportunity to share feelings in a supportive environment and supports problem solving.		HP, KB / £1740	July 2019

### Review of expenditure

#### Previous Academic Year (2017-18)

Project	Cost	Objectives	Outcomes	Impact
Mastery in Maths	£10000	To develop mastery teaching in Maths throughout CPD (Cluster training November 2016, February 2017, March 2017) and school training, Autumn Term 2016. To purchase PUMA Maths assessments to demonstrate progress (through PUMA Maths score and standardised Maths score) and	Diminishing differences in gaps in learning in Maths and improved understanding. Embedding understanding of place value and calculations and building reasoning and application of Maths. Improved outcomes in Maths attainment and progress.	Results at the end of KS2 were above those of the previous year. Progress measures increased. Using PUMA scores, small step progress can be more easily seen. Those children not making required progress are identified more quickly.

		<p>highlight mathematical areas for development. To develop pupils' reasoning skills. To identify PP children who have difficulty accessing and or understanding the mathematical learning objective within a lesson and offering TA targeted support outside the lesson to ensure they remain on target.</p>		<p>TAs pre-teaching a mathematical concept is having a positive impact on children's mathematical confidence.</p>
Development of inference and evaluation skills in reading	£8000	<p>Following LA training in reading (January 2017), SLT to lead CPD in their teams to develop reading practice, included guided reading. To provide each PP child with £20 to spend at the book fayre to enhance reading and range of reading.</p>	<p>Pupils confident in accessing a range of texts and are able to infer and evaluate appropriately.</p>	<p>Results at the end of KS2 were above those of the previous year. Progress measures increased. Using PIRA scores, small step progress can be more easily seen. Team leaders cascaded training to their teams. More whole school training is needed to include TAs and develop a more consistent whole school approach.</p>
Development of spelling skills	£2000	<p>To purchase No-Nonsense spelling scheme to teach spelling skills systematically and progressively throughout the school. To provide CPD at school level and cluster level to support teaching of No Nonsense spelling (2017 date to be confirmed).</p>	<p>Pupils will have a better command of spelling and spelling rules and this will be evident in writing across all curricular areas.</p>	<p>Results at the end of KS2 were above those of the previous year. Spelling more closely monitored alongside grammar. Non-negotiable spelling introduced which is having a positive impact on the words children spell incorrectly. However, spelling still remains an area of concern.</p>
Continuation of Lexia lease	£1,830	<p>To support pupils' phonic and reading skills to accelerate learning in this area.</p>	<p>Pupils able to access programme at school and at home which is rooted in a personalised approach and activities geared to an individual's needs.</p>	<p>Whole reading results demonstrate the programme is having a positive impact, with some children making large gains in their reading age.</p>
Additional part time teacher (equivalent to 2 days per week). Additional TA support outside school day	£20000	<p>To support and challenge individuals and small groups. (Pupil progress monitored, timely intervention matches pupil's individual needs.</p>	<p>Interventions in reading, writing and Maths are diminishing differences in knowledge and skills.</p>	<p>We gave this support predominately to Y5 and Y6 pupil premium children. 60% of children achieved in line or above what was expected of them.</p>

(either 1:1 or 1:2)				
Additional targeted teaching input in Maths (intervention groups outside school day with teaching staff)	£5460	To provide a Maths intervention group to lowering attaining pupils who have gaps in their learning.	All pupils have a basic mathematical understanding from which they can build to learn and apply new skills.	Aimed at Y6 pupils. 20% exceeded the expected standard. 40% achieved the expected standard making a total of 60% at expected standard or above.
Homework support (session with TA outside of school day)	£560	To support the completing of homework and give PP children the opportunity of high quality support with homework tasks.	Pupils complete homework and learning is supported through this activity.	Homework completed gave individuals a sense of satisfaction and boosted self-confidence and self-esteem, this was sometimes evident in children's data.
Positive Play, Rainbows, Circle of Friends	£1740	To continue to implement the following programmes for emotional support: <ul style="list-style-type: none"> <li>- Positive Play</li> <li>- Rainbows</li> <li>- Circle of Friends</li> </ul> To support pupils through long term family illness, anger management, parental separation, bereavement, friendship issues, self-esteem issues.	Pupils feel supported despite their issues and these have limited impact on their learning. They are able to manage their issues and focus on their learning.	The programmes boosted self-esteem and self-confidence and the pupils talked very favourably about them. Their impact was sometimes represented in the pupil's data.
Free access to one extra-curricular activities per term.	£9650	To ensure all pupils have equal access to valuable enrichment and extra-curricular activities. (Remove financial barriers that exist)	Pupils claiming free after school activities. Subsidised residential visit to Caythorpe (Y5), France (Y6), London (Y6) and Llandudno (Y6)	All children eligible to go on a residential took up the opportunity. 80% attended an after school club.