

## West Earlham Junior Pupil Premium Grant Expenditure: Report 2016-17

### Context of School

West Earlham Junior School is a two-form entry junior school in Norwich.

At West Earlham Junior School we are aiming to develop children who are good positive citizens of the world who behave respectfully towards others. We want them to look outwards and develop an awareness and curiosity about the wider world beyond their immediate environment.

We enable our children to have the self-confidence to be aspirational about their future lives and possess the know-how to achieve their goals. We want them to attain high standards in the key skills in reading and writing and maths to enable them to do this, and to make connections in and enjoy their learning. We want our children to develop positive learning dispositions becoming creative flexible thinkers who are adaptable and able to learn independently following their own interests and passions. When they have done well we want our children to have the confidence to celebrate their achievements and be able to recognise mistakes and failures as learning experiences and develop the resilience to learn and grow from them.

We want our children to develop into healthy adults both physically and emotionally who have empathetic and open-minded attitudes that enable them to make good choices and decisions in life.

Above all we want them to become life-long learners who are happy and content.

Because of our aims in educating young people teachers at West Earlham Junior School will

- Be sensitive and responsive to the individual needs of the learners in their classroom
- Work tirelessly with dedication and determination to enable every child to achieve well
- Be enthusiastic about learning and creative and flexible in their teaching styles
- Be respectful of all individuals and their background and culture
- Model being passionate learners themselves

Recent Initiatives and Improvements:

- Increased performance at KS2
- Rates of progress in all year groups and across the key stage have increased significantly
- Phase and year leaders established to ensure greater consistency in practice and expectation thus reducing any in school variance
- Lesson Study is being established, developing from the Teacher Learning Communities so teachers work in groups to review and improve their effectiveness
- Increased teaching time in Y3 to aid transition and continue to eliminate a dip in performance between KS1 and KS2

- Earlier intervention put in place in Y3 and Y4
- Introduction of assertive mentoring which includes 1:1 mentoring sessions for each child five times a year, so that children are clear of where they are and what they need to do next to improve
- The development of P4C across the school- supporting greater participation, confidence, thinking and debating skills
- Broader use of research to inform decision making and policy- Sutton Trust Toolkit interventions, within school variance analysis and Carol Dweck Mindset research
- New ICT infrastructure, including the use of iPads and lap tops, allows ICT to be delivered in classes
- Increased uptake of extended schools provision
- The development of Study Clubs before and after school for children requiring extra academic support
- Remote 1:1 tuition in maths
- Increased sports and fitness provision out of school time- cricket, football, athletics, multiskills, dance
- Introduction of Numicon resource to support children's understanding in maths, particularly in relation to number and calculation

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children could be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school levels of attainment over time have been generally lower for FSM (eligible for free school meals)- which is also a national trend. The school has already been successful in narrowing this gap considerably but is determined that all children should achieve and attain highly. In 2014 the gap was 7% in school compared to 14% nationally. For children who start school with lower than average attainment on entry, our aim is to ensure they make accelerated progress in order to reach age related expectations or above as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research by Alan Dyson of Manchester University, the Sutton Trust research on within school variance and the Sutton trust Toolkit to inform our decision making.

In addition we have identified some key principles (outlined below, and expanded on in our Pupil Premium Policy), which we believe will maximise the impact of our pupil premium spending.

### ***Building Belief***

We will provide a culture where:

- staff believe in ALL children

- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

**Analysing Data** We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

### **Identification of Pupils**

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if...”

**Improving Day to Day Teaching** We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint leveling and moderation

**Increasing learning time** We will maximize the time children have to “catch up” through:

- Improving attendance and punctuality
- Extended learning out of school hours by providing early morning and after school learning opportunities

**Individualising support** We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning

- Ensuring additional support staff and class teachers communicate regularly
- Using phase and year group leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise, Creative Works, The Garage
- Providing extensive support for parents to develop their own skills, to support their children's learning within the curriculum and to manage in times of increased need
- Tailoring interventions to the needs of the child (e.g. Targeted phonics sessions in the afternoons for children who have not fully completed the learning from the main lesson in the morning)
- Recognising and building on children's strengths to further boost confidence (e.g. Extra music tuition)

### Funding Priorities for the Coming Year

#### Outcomes for Pupil Premium Children in 2015

Difference to National	PP Children	Non-PP Nationally	Difference
<b>Average Point Score Overall</b>	28.1	29.5	-1.4
<b>Average Point Score Maths</b>	29.6	29.8	-0.2
<b>Average Point Score Reading</b>	26.2	29.6	-3.4
<b>Average Point Score Writing</b>	27.2	28.9	-1.7

In School Difference	PP Children	Other Pupils	Difference
<b>Average Point Score Overall</b>	28.1	30.6	-2.5
<b>Average Point Score Maths</b>	29.6	31.5	-1.9
<b>Average Point Score Reading</b>	26.2	29.4	-3.2
<b>Average Point Score Writing</b>	27.2	30.0	-2.8

Value Added	PP Children	Other Pupils	Difference
<b>Average Point Score Overall</b>	100.3	101.2	-0.9
<b>Average Point Score Maths</b>	101.2	101.7	-0.5
<b>Average Point Score Reading</b>	98.6	99.7	-1.1
<b>Average Point Score Writing</b>	100.1	101.4	-1.3

Attainment in **reading** is the priority for 2016-17. We are increasing the level of support for PPE children in reading and extending opportunities for parents to read with children and learn how to support them effectively.

Many of our children who struggle with comprehension have speech and language difficulties so we are employing a therapist to work with groups and targeted children.

Improvements to reading attainment must be achieved in the context of ensuring the support and programmes already making an impact for children can continue to be effective.

Over the coming year our aim is to increase the percentage of outstanding teaching in the school through further developing our self-improving system by the introduction of lesson study.

We also want to raise standards in reading by enthusing children to become avid readers through

the extension and adoption of a broad and innovative range of strategies to promote reading for pleasure, including our class author and Patron of Reading strategies.

In addition we are developing our whole school approach to supporting children in developing their skills as writers through the Talk for Writing Project.

To maximize the impact of interventions teaching assistants are being further trained in targeted support groups such as numicon.

To increase parental engagement in learning we are extending the support on offer to parents through skills sessions, training in the curriculum and through providing targeted parents' meetings to support them in helping children at home.

All children will continue to be members of the children's university and offered a wide range of extended school activities.

Pupil premium funding is provided by the DfE to the LA for all children eligible for FSM, Looked After Children, adopted children and those from service families.

Number of Pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	239
Number of pupils eligible for PPG	149
Amount of PPG received per pupil	£1 300
Total amount of PPG received	£194,040

Nature of Support 2016-17	
Focus on Learning in the curriculum	69%
Focus on social, emotional and behaviour	19%
Focus on enrichment beyond the curriculum	7%
Focus on families and community	10%
<b>Curriculum Focus:</b>  <b>To improve the progress in reading of pupil premium eligible children in order to close the in school gap, and the gap with all children nationally.</b>  <b>To increase the % of children working above age related expectations in reading and at least maintain this in writing and maths</b>	
<b>Impact of PPG Grant Spending</b>  <b>The outcomes to date are shown in the following table and additional commentary on the outcomes to date 2016-17 appear at the end of the table:</b>	
Focus for Supporting	Broad Areas
Detail	Cost
Purpose and Outcomes to date	

Children					
<b>Speech and Language Support</b>	Speech and Language therapist provision	Individual support o speech, and group work on attention and communication	£5,200	Improve communication skills to improve attention in class and increase ability to communicate ideas orally	
<b>Extra Curricular Activities</b>	Guitar Lessons  Children's University  Kiddie cook/Creative works	Small group tuition Registration for every child extra curricular programme	£1680  £1250  £2100	Positive impact on behavior and relationships with peers.  Increase in English and maths performance.	
<b>Curriculum Music Tuition</b>	Samba, Drumming and Woodwind, lessons, Afterschool and lunchtime ensembles	Norfolk Music Service provision for each class	£8300	Every child has access to high quality music tuition	
<b>Sports Participation</b>	Lunchtime and afterschool clubs	Garage-Street dance/ ballet Football skills Multi Skills Clubs Extended School Coordinator increasing activity at lunch	£4500	Positive effect on pupil attitude. Positive impact on maths attainment.	

<b>Small group Tuition</b>	1:1 and 1:2 in afternoons	Teacher for three days equivalent (tutor for two afternoons)	£28000	Positive impact on attainment in reading, writing and mathematics.	<table border="1"> <tr> <td colspan="3">Children achieving personal age related targets</td> </tr> <tr> <td>Maths</td> <td>Reading</td> <td>Writing</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Children achieving personal age related targets			Maths	Reading	Writing																		
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Maths Tuition	Remote tuition from Third Space Learning	£9 150	Children attaining age related expectations	<p>Number of children who are now working at age appropriate levels of attainment:</p> <p>Progress in personal maths targets:</p>																									
<b>Effective Feedback</b>	Assertive mentoring	Release time for teachers	£5 700	Positive effects on all types of learning	Percentage of PP eligible children working above end of year expected level:																								
		Training for new staff			<table border="1"> <tr> <td colspan="4">% of children working <b>above age related expectations</b></td> </tr> <tr> <td></td> <td>Maths</td> <td>Reading</td> <td>Writing</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> </tr> </table>	% of children working <b>above age related expectations</b>					Maths	Reading	Writing	Year 3				Year 4				Year 5				Year 6			
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<b>Study Clubs</b>	Before school, lunchtime and afterschool clubs.	11 hours TA time per week	£3500	Development of inquiry skills, practising and completing skills in preparation for class work. Positive impact on reading and maths attainment. Positive impact on parental aspirations.	% of children attaining progress targets in maths and reading																								
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<b>Parental engagement</b>	PSA	Parenting courses Supporting parents in working with the school Improving attendance and punctuality	70% of costs of PSA role  70% of costs of Learning Mentor  £19200	Positive impact on reading and maths attainment. Positive impact on parental aspirations.													
<b>Focussed Pupil Support</b>	Teaching assistant support and intervention in English and Maths lessons  Behaviour Support	In class teaching assistant support.  Intervention teaching assistant support.  Specialist support package	£22600 £11300  £15500  £6800	To close the gap in attainment between identified children and the national expectations. Particular focus on impact in writing.  To ensure all children are accessing the curriculum positively	<table border="1"> <tr> <td colspan="4">Progress in Writing for PP children</td> </tr> <tr> <td>Y3</td> <td>Y4</td> <td>Y5</td> <td>Y6</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Support for behaviour. Number of send outs and learning time lost:</p>	Progress in Writing for PP children				Y3	Y4	Y5	Y6				
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Y3	Y4	Y5	Y6														
<b>Personal Reading Plans</b>	Teacher with specific groups to support reading	Small group tuition-comprehension programme	£16000	To ensure all children gain well developed comprehension skills as well as decoding skills.													
<b>Assessment for Learning</b>	Cluster Development	Formative assessment training and release time for the TLC	£6000	Positive effects on all types of learning. Pupils receive more effective feedback to enable them to make more rapid progress.	<table border="1"> <tr> <td colspan="3">Percentage of PP eligible children working at expected for year group.</td> </tr> <tr> <td>Maths</td> <td>Reading</td> <td>Writing</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Percentage of PP eligible children working at expected for year group.			Maths	Reading	Writing						
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<b>Curriculum Enrichment</b>	Challenging Inquiry Curriculum  School	Inquiry curriculum training and planning and resourcing	£5000  £12000	High level of challenge, interest and engagement for all pupils Every child													

	Visits  Talk for writing project  Reading resources	Supply Costs  Training and resources	£7000  £2000	has access to the whole curriculum Positive Impact on writing attainment Close the gaps in reading attainment	
<b>Attention and Inclusion Programme</b>	Nurture programme	Specialist Teacher salary	£7250	All children are successfully included in school and none is excluded	

<b>Total PPG received</b>	<b>£194,040</b>
<b>Total PPG planned expenditure</b>	<b>£194,030</b>
<b>PPG remaining</b>	<b>£10</b>

#### Impact of Pupil Premium Spending 2016-17 to date:

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify and dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used- achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely monitored to ensure they are accurate
- Year group teams attend and contribute to pupil progress meetings each half term to review progress and adjust intervention and support
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance or in times of family crisis
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium.

We will use raise online, KS2 data, as well as whole school tracking data to evaluate the impact in

terms of attainment and progress.

**Pupil Premium KS2 Data**

This section will be completed using the KS2 Results and Analysis July 2017

**Case Studies 2016-17**

Case Study 1:

Case Study 2: