

West Earlham Junior Pupil Premium Grant Expenditure: Report 2017-18

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:

- 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 established, developed 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 three times a year, so that children are clear of where they are and what they need to do next to improve
- The development of dialogic learning 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
- 1:1 tuition in maths
- Introduction of the use of manipulatives to support children's understanding in maths, particularly in relation to number and calculation
- The development of the music curriculum

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 diminish the difference 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 2016 the gap for ARE in maths and English was 4% 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 at least good 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 2016

Difference to National	PP Children	PP Children Nationally	Difference
% at ARE in reading writing and maths	33	39	4%
% at ARE in Reading	50	53	3%
% at ARE in Writing	68	64	+4%
% at ARE in Maths	50	58	8%

In school Difference	PP Children	Non PP Children	Difference
% at ARE in reading writing and maths	33	47	14%
% at ARE in Reading	45	65	20%
% at ARE in Writing	68	82	14%
% at ARE in Maths	50	59	9%

While the school has measures in place to diminish the difference between PP and non PP children in all areas of learning, attainment in reading is the priority. 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 the use of lesson study for teachers to work together to improve performance.

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 using Talk for Writing principles and applying these to writing within

our inquiry learning.

To maximize the impact of interventions teaching assistants are being further trained in targeted support groups and how to have the most impact when they are supporting within the classroom. 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 offered a wide range of extended school activities, including our new developments in the music curriculum including the introduction of a school orchestra.

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	238
Number of pupils eligible for PPG	146
Amount of PPG received per pupil	£1 320
Total amount of PPG received	£207, 240

Nature of Support	
Focus on Learning in the curriculum	66%
Focus on social, emotional and behaviour	16%
Focus on enrichment beyond the curriculum	13%
Focus on families and community	5%
<p>Curriculum Focus:</p> <ul style="list-style-type: none"> To improve the progress in reading of pupil premium eligible children in order to diminish the in school difference and narrow the gap with all children nationally. To increase the % of children working at age related expectations in all of Reading, Writing and Maths. <p>Wider Focus:</p> <ul style="list-style-type: none"> To support the emotional well being of children so they can access learning positively To give all children in school the same opportunities regardless of the financial situation of their family 	
Impact of PPG Grant Spending	
<p>The outcomes to date are shown in the following table and additional commentary on the outcomes to date appear at the end of the table:</p>	

Focus for Supporting Children	Broad Areas	Detail	Cost	Purpose and Outcomes to date																								
Speech and Language Support	Speech and Language therapist provision	Individual support o speech, and group work on attention and communication	£5,200	<p>Improve communication skills to improve attention in class and increase ability to communicate ideas orally</p> <p>Progress of children receiving S and L support:</p> <table border="1"> <thead> <tr> <th colspan="4">% of children attaining progress targets in maths and reading</th> </tr> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Other Impacts:</p>	% of children attaining progress targets in maths and reading					Maths	Reading	Writing	Year 3				Year 4				Year 5				Year 6			
% of children attaining progress targets in maths and reading																												
	Maths	Reading	Writing																									
Year 3																												
Year 4																												
Year 5																												
Year 6																												
Extra Curricular Activities	Range of activities to practise skills and apply learning and social skills	Range of providers, including Kiddiecook, Sports clubs, Karate	£9,500	<p>Positive impact on behavior and relationships with peers.</p> <p>Increase in English and maths performance.</p> <p>Impacts:</p>																								
Curriculum Music Tuition	Universal offer for all PP children to attend music sessions and receive tuition in an orchestral instrument	Lab Media Sessions, Sistema Orchestra and tuition, Samba drumming	<p>£8,200</p> <p>£8,000</p>	<p>Every child has access to high quality music tuition.</p> <p>Positive effect on attention, and progress in mathematics and articulation.</p> <p>% of children attaining progress targets in maths and reading</p> <table border="1"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <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> </tbody> </table>		Maths	Reading	Writing	Year 3				Year 4				Year 5				Year 6							
	Maths	Reading	Writing																									
Year 3																												
Year 4																												
Year 5																												
Year 6																												

					Other impacts:																
Small group Tuition	1:1 and small group in afternoons	Teacher for three days equivalent	£19,816	Positive impact on attainment in reading, writing and mathematics.	Impact: <table border="1" style="margin-left: 20px;"> <tr> <th colspan="4">% of children attaining progress targets in maths and reading</th> </tr> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> <tr> <th>Year 5</th> <td></td> <td></td> <td></td> </tr> <tr> <th>Year 6</th> <td></td> <td></td> <td></td> </tr> </table> <p>Progress in personal maths targets:</p>	% of children attaining progress targets in maths and reading					Maths	Reading	Writing	Year 5				Year 6			
	% of children attaining progress targets in maths and reading																				
	Maths	Reading	Writing																		
Year 5																					
Year 6																					
	Maths Tuition	Small group tuition	£7,561	Children attaining age related expectations																	
Effective Feedback	Assertive mentoring	Release time for teachers	£4,800	Positive effects on all types of learning	Percentage of PP eligible children working at or above end of year expected level: <table border="1" style="margin-left: 20px;"> <tr> <th></th> <th>At ARE</th> <th>Above ARE</th> </tr> <tr> <th>Beginning of year</th> <td></td> <td></td> </tr> <tr> <th>End of year</th> <td></td> <td></td> </tr> </table>		At ARE	Above ARE	Beginning of year			End of year									
						At ARE	Above ARE														
		Beginning of year																			
End of year																					
Training for new staff																					
Study Clubs	Before school and afterschool clubs.	TA time per week	£3000	Accelerated progress in reading	Attendance figures: Impact:																
Parental engagement	PSA and learning	Parenting courses	% of costs of	Positive impact on	School absence data:																

	mentor	Supporting parents in working with the school Improving attendance and punctuality	PSA role % of costs of Learning Mentor £28,165	attendance. Positive Impact on behaviours for learning	<table border="1"> <tr> <td>Maths</td> <td>Points progress</td> </tr> <tr> <td>Year 3</td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> </tr> </table> <p>by</p> <p>Maths progress year group:</p>	Maths	Points progress	Year 3		Year 4		Year 5		Year 6			
Maths	Points progress																
Year 3																	
Year 4																	
Year 5																	
Year 6																	
Focussed Pupil Support	Teaching assistant support and intervention in English and Maths lessons Behaviour Support	In class teaching assistant support. Lesson Study release Training Intervention teaching assistant support. Inclusion teaching assistant	£23,613 £19,942 £3000 £2,000 £17,172 £12,993	To accelerate the progress of PP children in reading, writing and maths. To ensure all children are accessing the curriculum positively	<table border="1"> <tr> <td colspan="4">Progress points in Reading 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> <p>Exclusion data:</p>	Progress points in Reading for PP children				Y3	Y4	Y5	Y6				
Progress points in Reading for PP children																	
Y3	Y4	Y5	Y6														
Assessment for Learning	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						
Percentage of PP eligible children working at expected for year group.																	
Maths	Reading	Writing															
Curriculum	Challenging	Inquiry	£5500	High level of	Impact on reading progress:												

Enrichment	Inquiry Curriculum	curriculum training and planning and resourcing	£6,000	challenge, interest and engagement for all pupils Every child has access to the whole curriculum Positive Impact on writing attainment Close the gaps in reading attainment	<table border="1"> <thead> <tr> <th>Reading</th> <th>Points progress</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> </tr> </tbody> </table>	Reading	Points progress	Year 3		Year 4		Year 5		Year 6	
	Reading	Points progress													
	Year 3														
Year 4															
Year 5															
Year 6															
School Visits															
Reading resources	Training and resources, author visits	£4,350													
	ICT resources- to support motivating curriculum		£13,000												
Attention and Inclusion Programme	Thrive training	Specialist therapeutic approach based on attachment theory	£5500	All children are successfully included in school and none is excluded	Impact based on thrive surveys:										
Milk for PP children	Milk at lunchtime	Improved nutrition	£430	All children eligible for PP are offered milk on a daily basis for free.	Levels of take up of milk:										

Total PPG received	£207,240
Total PPG planned expenditure	£207,242
PPG remaining	£ 0

Impact of Pupil Premium Spending 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 impact 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

Case Studies

Case Study 1:

Case Study 2: