

## 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 and 2017

Difference to National 2016	PP Children	PP Children Nationally	Difference
% at ARE in reading writing and maths	33	39	6%
% at ARE in Reading	50	53	3%
% at ARE in Writing	68	64	+4%
% at ARE in Maths	50	58	8%

Difference to National 2017	PP Children	PP Children Nationally 2016	Difference
% at ARE in reading writing and maths	48	39	+ 9%
% at ARE in Reading	69	53	+16%
% at ARE in Writing	67	64	+3%
% at ARE in Maths	62	58	+4%

In school Difference 2016	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%

In school Difference 2017	PP Children	Non PP Children	Difference
% at ARE in reading writing and maths	48	52	4%
% at ARE in Reading	69	71	2%
% at ARE in Writing	67	63	+4%
% at ARE in Maths	62	62	0%

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	
<b>Total number of pupils on roll</b>	<b>238</b>
<b>Number of pupils eligible for PPG</b>	<b>146</b>
<b>Amount of PPG received per pupil</b>	<b>£1 320</b>
<b>Total amount of PPG received</b>	<b>£207, 240 (Actual £189,258)</b>

Nature of Support	
<b>Focus on Learning in the curriculum</b>	<b>66%</b>
<b>Focus on social, emotional and behaviour</b>	<b>16%</b>
<b>Focus on enrichment beyond the curriculum</b>	<b>13%</b>
<b>Focus on families and community</b>	<b>5%</b>
<b>Curriculum Focus:</b>	

- 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.

**Wider Focus:**

- 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**

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:

Focus for Supporting Children	Broad Areas	Detail	Cost	Purpose and Outcomes to date																								
<b>Speech and Language Support</b>	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>75%</td> <td>87.5%</td> <td>75%</td> </tr> <tr> <td>Year 4</td> <td>50%</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td>100%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Year 6</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>Other Impacts: One child in year 5. Two children in year 4, 8 children in year 3</p> <p>Reduced rate of exclusion for two children in year three across the year, none in summer term.</p>	% of children attaining progress targets in maths and reading					Maths	Reading	Writing	Year 3	75%	87.5%	75%	Year 4	50%	100%	50%	Year 5	100%	100%	0%	Year 6	N/A	N/A	N/A
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<b>Extra Curricular Activities</b>	Range of activities to practise skills and apply learning and social	Range of providers, including Kiddiecook, Sports clubs, Karate	£9,500	<p>Positive impact on behavior and relationships with peers.</p> <p>Increase in</p> <p>Impacts:</p> <p>End of KS2 outcomes show progress positive against national for all year groups in all subjects.</p>																								

	skills			English and maths performance.																	
<b>Curriculum Music Tuition</b>	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	£8,200 £8,000	Every child has access to high quality music tuition.  Positive effect on attention, and progress in mathematics and articulation.	Music report: high levels of attention observed and low numbers of children removed for low level disruption over the year.  High levels of take up for the orchestra, with high numbers of pupils taking part in weekend activities as well as in school sessions.  Levels of attendance at Samba (15) and after school orchestra sessions (45) high.																
<b>Small group Tuition</b>	1:1 and small group in afternoons  Maths Tuition	Teacher for three days equivalent  Small group tuition	£19,816  £7,561	Positive impact on attainment in reading, writing and mathematics.  Children attaining age related expectations	Impact: <table border="1" data-bbox="1024 909 1520 1192"> <thead> <tr> <th colspan="4">% of Y6 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 5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table> 16 children were supported across the year in year six. All made better than expected progress in maths and reading and 12/16 made positive progress in writing. Those children who did not make expected progress achieved the learning objectives for the sessions.  5 children were supported in year 5 in the summer term in reading and maths. This support will continue into year six.	% of Y6 children attaining progress targets in maths and reading					Maths	Reading	Writing	Year 5				Year 6	100%	100%	75%
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<b>Effective Feedback</b>	Assertive mentoring	Release time for teachers  Training for new staff	£4,800	Positive effects on all types of learning	Pupils know what they are working on and can identify the next steps in their learning. Progress rates have improved in all year groups.  End of KS2 outcomes for age related attainment rose from 50.85% to 56.9%.																

<b>Study Clubs</b>	Before school and afterschool clubs.	TA time per week	£3000	Accelerated progress in reading	Attendance figures: Average 12 children daily.  Impact: Homework completion increased.  Reading progress average 99 points progress compared with 87 points progress in 2017												
<b>Parental engagement</b>	PSA and learning mentor          Homework support	Parenting courses Supporting parents in working with the school Improving attendance and punctuality  Workbooks	% of costs of PSA role  % of costs of Learning Mentor  £28,165  Cost of books £1,300	Positive impact on attendance. Positive Impact on behaviours for learning	School absence data:  Maths progress by year group:  <table border="1"> <thead> <tr> <th>Maths</th> <th>Points progress</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>90</td> </tr> <tr> <td>Year 4</td> <td>95</td> </tr> <tr> <td>Year 5</td> <td>121</td> </tr> <tr> <td>Year 6</td> <td>71% at ARE</td> </tr> </tbody> </table>	Maths	Points progress	Year 3	90	Year 4	95	Year 5	121	Year 6	71% at ARE		
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<b>Focussed Pupil Support</b>	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"> <thead> <tr> <th colspan="4">Progress points in Reading for PP children</th> </tr> <tr> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>97</td> <td>115</td> <td>74% at ARE</td> </tr> </tbody> </table> Support for behavior resulted in fewer numbers of children being sent out of class. Provision review for those children not accessing the curriculum positively.	Progress points in Reading for PP children				Y3	Y4	Y5	Y6	86	97	115	74% at ARE
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<b>Assessment for Learning</b>	Assertive Mentoring	Formative assessment meetings with all children termly	£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> <th colspan="3">Percentage of PP eligible children making good progress</th> </tr> <tr> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> <tr> <td>73%</td> <td>83%</td> <td>81%</td> </tr> </table> <p>Maths is lower due to a higher proportion of children in Y3 not making 100 points progress.</p>	Percentage of PP eligible children making good progress			Maths	Reading	Writing	73%	83%	81%	
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<b>Curriculum Enrichment</b>	Challenging Inquiry Curriculum  School Visits  Reading resources   ICT resources- to support motivating curriculum	Inquiry curriculum training and planning and resourcing   Training and resources, author visits	£5500  £6,000  £4,350   £13,000	High level of 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	Impact on reading progress:  Progress has increased. Average 99 points, which represents an increase of 12. Points.  <table border="1"> <thead> <tr> <th>Reading</th> <th>Points progress</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>86</td> </tr> <tr> <td>Year 4</td> <td>97</td> </tr> <tr> <td>Year 5</td> <td>115</td> </tr> <tr> <td>Year 6</td> <td>74% at ARE</td> </tr> </tbody> </table>	Reading	Points progress	Year 3	86	Year 4	97	Year 5	115	Year 6	74% at ARE
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<b>Attention and Inclusion Programme</b>	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:  Thrive assessments show progress in emotional development.										
<b>Milk for PP children</b>	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: Children offered milk on daily basis.										

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 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.

### Impact

#### Progress of Disadvantaged Children in 2018 (prior attainment 13.58)

Reading: 1.74 (national 0.31)

Writing: -0.03 (national 0.24)

Maths: 1.54 (national 0.31)

45% of pupils achieved the expected standard in reading, writing and maths combined, compared to 48% in 2017. This reflects the lower average starting point of the cohort.

In reading the average scaled score was 102.2

In maths the average scaled score was 101.3