

## West Earlham Junior Pupil Premium Grant Expenditure: Report 2018-19

### 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. 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
- Reducing exclusion from school

**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)

Outcomes for Pupil Premium Children in 2017 and 2018

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

Reading: 1.7 (national -0.6)

Writing: 0 (national -0.5)

Maths: 1.6 (national -0.6)

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

Difference to National 2017	PP Children	PP Children Nationally	Difference
% at ARE in R,W,M	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 2018	PP Children	PP Children Nationally	Difference	Non PP Nationally	Difference
% at ARE in R,W,M	45	51	6%	70	25
% at ARE in Reading	68	64	+4%	80	11
% at ARE in Writing	58	67	10%	83	16
% at ARE in Maths	63	64	1%	81	81

In school Difference 2017	PP Children	Non PP	Difference
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		Children	
% 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%

### Attainment

In school Difference 2018	PP Children	Non PP Children	Difference
% at ARE in reading writing and maths	45	52	4%
% at ARE in Reading	68	89	21%
% at ARE in Writing	58	89	31%
% at ARE in Maths	63	89	26%

### Progress

	School All pupils	School Disadvantaged	National All pupils	National Disadvantaged
Reading	1.7	1.7	0	-0.6
Writing	0.29	0 (-0.03)	0	-0.5
Maths	1.4	1.6	0	-0.6

While the school has measures in place to diminish the difference between PP and non-PP children in all areas of learning, attainment in writing is the priority. We are increasing the level of support for PPE children in writing by focusing extra support and extending opportunities for children to write throughout the curriculum and improving teacher feedback to enable teachers to support pupils more effectively.

Improvements to writing 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 effectiveness of teacher feedback throughout the school through by further developing the use of lesson study for teachers to work together to improve performance. The Visible Learning programme being undertaken by all teachers and teaching assistants is improving pupils' skill in self-assessment and identifying goals and areas for improvement,

We also want to raise standards in writing by continuing to enthuse 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. The social, emotional and mental health of the pupils is a focus as ensuring children have a stable learning environment free of disruption will maximise the impact of all the other measures on the

progress of the children. There is therefore also an emphasis of the pupil premium investment to ensure that all learners are included in school and school exclusions are minimized. 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 developments in the music curriculum, music tutoring and the 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>43%</b>
<b>Focus on social, emotional and behaviour</b>	<b>30%</b>
<b>Focus on enrichment beyond the curriculum</b>	<b>10%</b>
<b>Focus on families and community</b>	<b>14%</b>
<p><b>Curriculum Focus:</b></p> <ul style="list-style-type: none"> <li>To improve the progress and attainment in writing of pupil premium eligible children in order to diminish the in school difference and narrow the gap with all children nationally.</li> <li>To increase the % of children working at age related expectations in all of Reading, Writing and Maths.</li> </ul> <p><b>Wider Focus:</b></p> <ul style="list-style-type: none"> <li>To support the emotional well being of children so they can access learning positively and instances of exclusion are rare</li> <li>To give all children in school the same opportunities regardless of the financial situation of their family</li> </ul>	
<p><b>Impact of PPG Grant Spending</b></p> <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	
<b>Extra Curricular Activities</b>	Range of activities to practise skills and apply learning and social skills	Range of providers, including Kiddie-cook, Sports clubs, Karate	£7,000	Positive impact on behavior and relationships with peers.  Increase in 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	£10,000  £10,000	Every child has access to high quality music tuition.  Positive effect on attention, and progress in mathematics and articulatory.	
<b>Small group Tuition</b>	1:1 and small group in afternoons	Teacher for three days equivalent	£24,690	Positive impact on attainment in reading, writing and mathematics.	
<b>Effective Feedback and Meta Cognitive strategies</b>	Visible learning training  Lesson Study	Training to improve pupils' meta cognitive strategies  Release time for teachers to work together to	£5,000  £3,600	Positive effects on all types of learning-learners 'seeing themselves as their own teachers'	

	VNET	improve effectiveness of meta cognitive strategies Advisor support to evaluate and feedback on practice	£3,000		
	Luke Abbott-curriculum consultant	Training on strategies within the inquiry curriculum to develop critical thinking skills	£2,300		
<b>Study Clubs</b>	Before school and afterschool homework clubs	TA time per week	£2000	Accelerated progress in reading  Increase in homework completion	
<b>Parental engagement</b>	Family support worker	Parenting courses Supporting parents in working with the school Improving attendance and punctuality	% of costs of FSW role £28,165	Positive impact on attendance.  Positive Impact on behaviours for learning	
	Homework support	CGP Homework books	Cost of books £1,300		
<b>Focussed Pupil Support</b>	Teaching assistant support and intervention in English and Maths lessons	In class teaching assistant support.	£18,369	To accelerate the progress of PP children in reading, writing and maths.	
		Inclusion teaching assistant-	£7,871	To ensure all children are accessing the	

	Behaviour Support	therapeutic sessions		curriculum positively	
	Multiple Barriers Support	Benjamin Foundation Therapeutic sessions	£1,200		
		% of Work of the Safeguarding and Pastoral Lead. In coordinating strategies and working with parents and children	£30,328		
<b>Assessment for Learning</b>	Assertive Mentoring	Formative assessment meetings with all children termly	£4,000	Positive effects on all types of learning. Pupils receive more effective feedback to enable them to make more rapid progress.	
<b>Curriculum Enrichment</b>	Learning beyond the classroom-visits and curriculum days		£8,000	High level of challenge, interest and engagement for all pupils Every child has access to the whole curriculum	
	Reading resources	Class author and library books	£2,000	Positive Impact on writing attainment Close the gaps in reading attainment	

<b>Attention and Inclusion Programme</b>	Thrive training Inclusion staff	Specialist therapeutic approach based on attachment theory	£3,100 £16,656	All children are successfully included in school and none is excluded	
<b>Milk for PP children</b>	Milk at lunchtime	Improved nutrition	£500	All children eligible for PP are offered milk on a daily basis for free.	

<b>Total PPG received</b>	<b>£189,568</b>
<b>Total PPG planned expenditure</b>	<b>£189,079</b>
<b>PPG remaining</b>	<b>£ 489</b>

#### 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 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 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 2019 (prior attainment)**

Reading: (national)

Writing: (national)

Maths: (national)

% of pupils achieved the expected standard in reading, writing and maths combined, compared to % in 2018. This reflects the lower average starting point of the cohort.

In reading the average scaled score was

In maths the average scaled score was