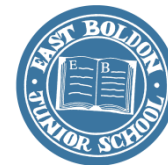




# East Boldon Junior School



## Pupil Premium Strategy Statement

1. Summary Information					
School	East Boldon Junior School				
Academic Year	2018/2019	Total PP Budget	£25,500	Date of most recent PP review	July 2018
Total number of pupils (Sep 2018)	238	Number of pupils eligible for PP (Sep 18)	12	Date for next internal review of this strategy	July 2020

2. Current attainment			
		Pupils eligible for PP	All pupils (National average)
% achieving Age Related Expectation or above in reading, writing and maths at end of KS2			
2018 (3 pupils – 33% SEN)	Reading	100%	80%
	Writing	100%	89%
	Maths	67%	84%
2017 (5 pupils)	Reading	60%	80% (71%)
	Writing	80%	89% (76%)
	Maths	80%	84% (75%)

3. Progress Measure			
Expected progress 2018-2019	Reading	Writing	Maths
Year 4 All Pupils	92%	87%	85%
Year 4 Pupil Premium (1 pupil – 100% SEN)	100%	100%	0%
Year 5 All Pupils	93%	90%	90%
Year 5 Pupil Premium (5 pupils – 80% SEN)	60%	60%	40%
Year 6 All Pupils	84%	85%	86%
Year 6 Pupil Premium (2 pupils – 50% SEN)	50%	50%	50%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers	
A.	Small Pupil Premium group size with diverse needs and some, but not all, with low attainment and basic skills. Attainment on entry for this smaller than statistically significant group varies a great deal. Some disadvantaged pupils are registered as SEND.
B.	Attainment and progress in reading were lower in 2017 for disadvantaged pupils.
C.	Attainment and progress in mathematical reasoning for some disadvantaged pupils were lower in 2017.
External barrier	
D.	Some parents desire mathematical and grammar skills to support their children at home

5. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in core areas of reading, writing and maths in both statutory as well as other non-statutory assessments such a White Rose to provide a standardised score.	Clear, measurable progress relative to starting point and in response to additional intervention. Ultimate aim would be that all pupils reach at least ARE.
B.	Improve inference and deduction skills by direct teaching of reading from Y3 to Y6.	Comprehension and reading activities show children have a greater in depth understanding of text and pupils make at least good progress in reading tests.
C.	Teaching and intensive interventions adapted to enable pupils to demonstrate that they are making progress in reasoning and, increasingly, working at the expected standard.	Clear, measurable progress relative to starting point. Progress judged using White Rose Maths tests.
D.	Bespoke parental workshops to support parents with strategies how they can help their children	Attendance at workshops indicate parental engagement. Outcomes for their children increase.

6. Planned expenditure					
Academic year		2018/2019			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil premium pupils in all year groups targeted to narrow the gaps in <b>reading</b> . What were the gaps in reading? Y6 0% → 50% Y5 40% → 60% Y4 0% → 100%	Additional guided/one to one reading for less able readers weekly.  Reduced ability group sizes and increase adult support four times per week.  Data tracking meetings analyse the performance of all groups of children half termly	NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively.	Additional small group/one to one reading support will increase the standards of reading.  Small groups of maths intervention with Mrs Farish or Mr Wilson will increase the standards of maths.  Targeted guided reading support with training led by Mrs Grant.	D Grant (English lead)  T Shenton (HT)	Half termly meetings with intervention teachers and subject leaders  Termly PPR meetings with class teachers  Planning and work scrutiny as per monitoring cycle.
To extend the more able to achieve more than expected levels in <b>Maths</b> . What were the gaps in maths? Y6 0% → 50%	Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.  More able mathematicians attend further maths sessions.	A successful strategy which was used in school last year to boost EXS.  Last year's GDS scores: R 42% W 40% M 37%	Regular monitoring through planning and work scrutiny, lesson observation and intervention impact.	J Farish (intervention teacher)  S Wilson (maths lead)	Success criteria: Y6 0% → 50% R Y6 0% → 50% M Y5 40% → 60% R Y5 20% → 60% W Y4 0% → 100% R Y4 0% → 100% W
To ensure quality first teaching for all by increasing the quality and focus of <b>CPD</b> .	Staff training: Reasoning skills Spelling Moderation SEN CPD	The NFER report reiterates that this can lead to an improvement of 18.7%	CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson observations) Changes to practise and impact on teaching and learning	S Wilson (maths lead)  D Grant (English lead)  L Gartland (SENCo)	Implementation reviewed as part of the monitoring cycle. Work scrutinies CPD audit
Total budgeted cost					£14040

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Accurate assessment</b> of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point particularly in reading.</p>	<p>Delivery of Guided Reading (teacher led one to one or small group reading teaching.</p> <p>Delivery of Nessy Phonics assessment in targeted intervention groups.</p>	<p>Guided Reading aim and enables pupils to reach age expected levels. Nessy Phonics has been thoroughly and rigorously reviewed. Research evidence proves that the Nessy program produces positive educational results. Nessy was developed specifically to support learners with dyslexia and learning disabilities. It is a computer-based, structured phonics resource for reading and spelling including learning of letter patterns as well as spelling and reading rules. The material includes visual memory aids, videos, games and activity worksheets. The intervention provides digital learning with a focus on foundational reading and spelling for ages 5-14.</p>	<p>Accurate identification and screening of pupils. Appropriately trained and supported teaching staff and teaching assistants through LA and Great Maths North Hub. Monitoring and reassessment. Engagement with parents (through parent workshops for LKS2 and UKS2) and pupils before intervention begins to address any concerns or questions about the interventions. Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.</p>	<p>D Grant (English lead)</p> <p>L Gartland (SENCo)</p>	<p>September, November, March and June assessment periods.</p>
<p>Higher rates of progress and attainment in <b>mathematical reasoning</b>.</p>	<p>Delivery of Maths intervention delivered by a maths specialist teacher to children to boost them to expected levels.</p>	<p>China and other Pacific Rim countries use a very high proportion of whole class interactive teaching in Maths and the research evidence from the UK is overwhelming that these methods work here too.</p>	<p>Accurate identification and screening of pupils. Maths Leader and staff to attend the Great Maths North Hub training. Monitoring and reassessment. Extra teaching time and preparation time paid for out of PP budget. Engagement with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Accurate assessment at end of intervention in specific as well as</p>	<p>S Wilson (maths lead)</p> <p>L Gartland (SENCo)</p>	<p>Half termly meetings with intervention teachers and subject leaders</p> <p>Termly PPR meetings with class teachers</p> <p>Planning and work scrutiny as per monitoring cycle.</p>

			standard assessments used by teachers.		
To support children who are not meeting age related expectations through afternoon maths, reading and writing <b>interventions</b> and additional guided reading.	One to one Nesy reading and spelling phonics  Additional guided reading groups  Maths carousel and intervention	Nesy's survey research states that Nesy reading and spelling intervention students make on average 1 year of progress in 12 weeks. 98% of pupils felt that the Nesy program made a positive contribution to the overall quality of learning.	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	D Grant (English lead)  L Gartland (SENCo)	Half termly - and as part of the monitoring cycle  Termly PPR meetings
To improve the percentage of PP children attaining <b>GDS in reading.</b>	Quality first teaching CPD for teaching of inference and deduction skills Parental workshops to continue throughout school Whole school book focus weeks Targeted interventions as above	Data shows that reading is a focus in the School Development Plan. Children's skills in inference and deduction need to increase. Gap in current Y6 between PP and all pupils (0% - 42%) at GDS standard.	Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis.  Interventions will be monitored through intervention planners	D Grant (English lead)  L Gartland (SENCo)  T Shenton (HT)	Half termly - and as part of the monitoring cycle  Termly PPR meetings
To improve the percentage of PP children attaining <b>EXS in writing.</b>	Quality first teaching. Experiences so writing has a purpose. CPD to ensure staff have greater understanding of criteria needed to meet GDS standard.	Gap in Y6 between PP and all pupils (50% - 73%) at EXS standard.	Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis.  Interventions will be monitored through intervention planners	D Grant (English lead)  L Gartland (SENCo)  T Shenton (HT)	Half termly - and as part of the monitoring cycle  Termly PPR meetings
<b>Total budgeted cost</b>					<b>£6260</b>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		When will you review implementation?
To develop the whole child through <b>broadening their real, life experience.</b>	School trips and curriculum to broaden experiences and engage. Supporting families with a wide range of after school clubs.	Successful last academic year and further developed to incorporate real life experiences e.g. Gibside, Dukeshousewood activity centre, museum, library, Centre for Life, The Word	Levels of pupil interest and engagement Attendance at after school clubs Subsidy towards trips.	T Shenton (HT)	Termly review of trips and experiences with class teachers as part of PPR.
Parents feel knowledgeable about the maths and English curriculum by attending <b>parental workshops.</b>	Bespoke parental workshops to support parents with strategies how they can help their children.	Parents have shared concerns about mathematical processes and algorithms. Additionally, the grammar terminology has changed in schools and parents need the latest information.	Sessions will be planned for morning and after school to support various working patterns.	S Wilson (maths lead) D Grant (English lead)	Spring Term  Registers will be reviewed and feedback sought
<b>Health and learning benefits.</b>	Free milk for all pupils in receipt of FSM	Milk provides a powerful boost to meeting children's nutrient needs; a carton of school milk will provide more than half a five year old child's calcium, phosphorus and vitamin B2 requirements and a third of their protein needs. Milk is a good choice for children's teeth... milk and water are the only drinks recommended by dentists for between meals.	Finance officer registers pupils, makes payment and manages the list based on movement in pupils eligible for FSM.	Admin officer	Termly review of the percentage of FSM pupils accessing free milk.
Total budgeted cost					£200

Review:

i Quality of teaching for all and ii targeted support

Success in closing the gap particularly in Year 4 and 5 Achieving ARE in reading and writing exceeding the goals set (71% and 100% respectively). Year 3 and 6 pupils made appropriate progress but have not closed the gap to reach ARE - all pupils were working at PKS at Y2. Y6 - 35% of pupils achieved GD in maths