



Pupil premium strategy statement - IMPACT: Gomer Junior School 2017/2018

1. Summary information					
School	Gomer Junior School				
Academic Year	2017/18	Total PP budget	£68, 320	Date of most recent PP Review	September 2017
Total number of pupils	242	Number of pupils eligible for PP	Yr 3: 6 Yr 4: 6 Yr 5: 11 Yr 6: 13 Total: 36	Date for next internal review of this strategy	December 2018

2. Current attainment – Overall for pupils in Years 3,4,5,6 Please note that data is not like for like Years 5 and 6 due to move away from levels and APS		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving A.R.E in reading, writing and maths across KS2	Yr 3: % Yr 4: % Yr 5: % Yr 6: %	Yr 3: % Yr 4: % Yr 5: % Yr 6: %
% making progress in reading across KS2	Yr 3: 100% Yr 4: 83% Yr 5: 73% Yr 6: 85%	Yr 3: 91% Yr 4: 66% Yr 5: 80% Yr 6: 90%
% making progress in writing across KS2	Yr 3: 50% Yr 4: 33% Yr 5: 73% Yr 6: 69%	Yr 3: 77% Yr 4: 64% Yr 5: 82% Yr 6: 85%
% making progress in maths across KS2	Yr 3: 50% Yr 4: 83% Yr 5: 64% Yr 6: 77%	Yr 3: 80% Yr 4: 65% Yr 5: 78% Yr 6: 92%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	There is a discrepancy between pupil's arithmetical skills and their ability to apply mathematical knowledge to problems which require reasoning.
B.	Pupils frequently think of writing as a necessary chore rather than embrace the subject with passion. This is mirrored by a similar attitude to reading.
C.	There is currently ambiguity in relation to learning opportunities, learning attitudes, quality of teaching and outcomes in reading, GPS and mathematics at the end of key stage 2. Tracking of progress of pupils and groups within cohorts has been inconsistent possibly leading to pupils needing 'catch up' slipping through the net.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance of children in receipt of PP is below that of non-pupil premium. Children with PP have an Attendance Figure of 93.6%. For some, this has impacted on continuity of work and development of successful learning journeys as key concepts can be missed completely or not substantially reinforced.
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4. Desired outcomes

	Desired outcomes and how they will be measured	Evidence of efficacy/Impact
A.	To develop pupils as 'thinking and reasoning mathematicians' who are able to use their basic mathematical knowledge in complex reasoning situations. To ensure that the taught mathematics curriculum contains a mathematical diet which has proportional representation of arithmetic and application opportunities. As a result of this, attainment and progress will be improved at the end of each year and reflected in results at the end of KS2.	Profile of mathematics will remain high in school including parents/carers and the wider community. Pupils will have increased fluency in their maths due to well-developed mental processes. Pupils able to articulate their understanding through exposure to non-abstract problems. Pupil Premium Attainment comparison Year 6 mathematics: A.R.E End of KS1 33% End of KS2 75%
B.	To revitalise the enjoyment and passion for literacy, specifically in writing and reading. We are aiming for pupils to achieve a holistic appreciation of literacy where reading material can inform written outcomes. This can be achieved by increased teacher awareness, parental involvement and cross institutional interaction.	Pupils will become more engaged with reading as they become submerged in an unfolding narrative. This will support their writing through the understanding of plot development and literary styles. Pupils read more for pleasure and opportunities to find areas of reading interest will be facilitated. Pupils will become more engaged with both subjects and have an increased understanding of the link between them. Pupils will further understand the link between reading and writing and, as research shows, they will be motivated to write. Pupil premium attainment comparison Year 6 reading End of KS1 58% End of KS2 92% Pupil premium attainment comparison Year 6 writing: End of KS1 50% End of KS2 67%
C.	Pupils within particular focus groups need to demonstrate a greater desire to improve, improved independence and self-awareness of how to improve.	Pupils enjoy learning, apply themselves readily and enthusiastically to task and make enhanced progress through developing stronger foundations of learning. Greater percentage of pupils reaching A.R.E. Greater percentage of pupils making expected or better than expected progress. Pupils will develop a love for learning in all subjects and see how learning in the subjects links to

		others and how foundations of learning and STEM principles underpin the ability to learn. Standards across the curriculum are raised.
D.	Attendance of pupils eligible for PP in-line with school target (96.5%).	96.9% overall attendance for PP pupils. (Non PP 97.3) Parents/carers engaging with school regarding their child's attendance.

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
Improved combined progress and attainment for disadvantaged pupils.	For 3-4 mornings a week one non-class based teacher for maths and Literacy in Year 6 and Year 3 for the autumn and spring term.	Smaller group sizes will allow for more focussed teaching giving far greater support and opportunities for pupils' needs to be addressed and gaps to be narrowed.	Monitor the planning and delivery of lessons to the smaller groups. Ensure that progress and attainment is monitored on a regular basis to justify action taken. An organic approach to groupings in-line with Learning Review data.	SLT	January 2018
Improved progress and attainment for pupils with low prior attainment in maths and reading.	One non class- based teacher in Year 6 and Year 3 will allow for DMA to be given greater challenge and opportunities to excel within working groups.	PP pupils working beyond A.R.E. are making comparable progress to other higher attaining pupils across Key Stage 2 in maths and reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Teaching practice that challenges and encourages these pupils is likely to impact the most significantly.	Monitor the planning and delivery of lessons to the smaller groups. Ensure that progress and attainment is monitored on a regular basis to justify action taken. Learning Journey and Learning Review evidence.	SLT	January 2018
Section 1 budgeted cost					£33,000
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>Ensure provision for CiC and other disadvantaged pupils is robust, so they are emotionally well prepared to apply themselves to their learning so that a positive trajectory of progress is made.</p>	<p>Inclusion and Pastoral Leader – one day a week released to monitor CiC and those vulnerable pupils who are on LAPS Team caseloads.</p>	<p>Pupils who have inconsistency in their home lives and require a tailored program of pastoral support are given provision planned by the inclusion leader. When this is lacking, performance within the classroom can be less effective. Social and emotional support is paramount to their learning.</p>	<p>Inclusion Leader will report to SLT on a regular basis and liaise with other pastoral support staff regarding provision for vulnerable pupils and the impact this is having on them.</p>	<p>Inclusion leader/SLT</p>	<p>March 2017</p>
<p>Improved emotional health and wellbeing and classroom attitude, concentration and work-ethic.</p>	<p>Learning mentors (Learning and pastoral support – L.A.P.S) to run a range of interventions focusing on PP children's needs.</p> <p>Curriculum development – Foundations of Learning</p>	<p>Vulnerable pupils arriving at school with considerable 'baggage' are often unable to perform to the best of their ability within class. The LAPS team members provide targeted and 'needs based support to facilitate more effective learning.</p>	<p>LAPS team reports to and meets on a weekly basis with Inclusion Leader. Parent liaison via the team is also of vital importance. A clear line of communication and consistency of approach between home and school is vital in helping emotional and academic progress.</p>	<p>Inclusion Leader, LAPS team, SLT</p>	<p>March 2017</p>
<p>1:1 support and advice to pupils to review progress and to set goals/targets and address misconceptions.</p>	<p>Pupil Conferencing timetabled in for Years 4 and 5 on a two weekly cycle.</p> <p>PiPs - tutoring</p>	<p>PP pupils will often need a greater degree of individual attention from the class teacher and/or a teaching assistant. Conferencing gives the ideal opportunity for this, as teachers will work personally with individual pupils and set achievable targets which are regularly reviewed. The 1:1 sessions are led by the class teacher and provide focussed learning and development opportunities for the pupils.</p>	<p>Class teachers report to SLT and Phase Leaders as to the pupils they are conferencing. They set up spread sheet material which allows for the tracking for progress and attainment of these pupils in order to maintain 'keep up' rather than to need constant 'catch up'</p>	<p>Year 4 and 5 class teachers, phase leaders and SLT</p>	<p>April 2017</p>

Improved attainment and progress in core subjects.	Targeted 1:1 support for identified CiC. This will take place before school twice weekly.	Pupils have been specifically identified as needing a significant degree of catch up in the core subject areas. Working within the class and with TA support intervention programs have not had desired effect. More focused tuition needed to ensure best opportunity for progress.	Tuition teacher to report to class teacher (where different) and to SLT in regards to the progress of the pupils. Very important to ensure that work undertaken through 1:1 tuition is reinforced through classroom practice.	Key teachers	April 2017
Improve the progression and attainment of key PP pupils within the classroom.	Employ 2 teaching assistants to aid the learning of specific pupils who are PP and need additional assistance within the classroom to maintain progress towards age related expectations.	Identified PP pupils have been identified as needing a significant degree of catch up within class lessons. The importance of first quality teaching will remain as TA will largely be working with the pupils within the class.	Class teachers and teaching assistants liaise regularly to ensure that pupils are making necessary progress and to set achievable targets to allow best opportunities for 'catch up'	Class teachers and teaching assistants. Report to SLT during pupil progress meetings.	April 2017
Section 2 budgeted cost					£36,962
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?	Staff lead	When will you review implementation?
Residential and off site visits available to all pupils.	Ring-fence a sum of money to assist families in paying for residential and off site visits.	There is a need within the school to offer assistance to some PP families so as they are able to attend such activities.	Requests for assistance for payment will be assessed on an individual basis.	Finance manager and HT	April 2017
Section 3 budgeted cost					£1000
Overall Budget cost : PP Grant 68,320					£70,962
Note: To meet the needs of the PP pupils at Gomer Junior School directs additional funds accordingly.					