

Pupil premium strategy statement: Gomer Junior School 2018

| 1. Summary information | | | | | | |
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| School | Gomer Junior School | | | | | |
| Academic Year | 2018/19 | Total PP budget | £62,440 | | Date of most recent PP Review | September 2018 |
| Total number of pupils | 243 | Number of pupils eligible for PP | Summer 2018 Yr 3: 7 Yr 4: 6 Yr 5: 13 Yr 6: 11 Total: 37 | Autumn 2018 Yr 3: 6 Yr 4: 7 Yr 5: 6 Yr 6: 13 Total: 32 | Date for next internal review of this strategy | Late Nov. '18 January 2019 |

| 2. Current attainment/progress – Overall for pupils in Years 3,4,5,6 | | |
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| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| % achieving A.R.E in reading, writing and maths September 2018 | Yr 3: 50 % Yr 4: 14% Yr 5: 75% Yr 6: 30% | Yr 3: 70 % Yr 4: 64 % Yr 5: 66 % Yr 6: 61 % |
| % making expected progress in reading across KS2 | Yr 3: 67% Yr 4: 28% Yr 5: 75% Yr 6: 60% | Yr 3: 87% Yr 4: 64% Yr 5: 55% Yr 6: 59% |
| % making expected progress in writing across KS2 | Yr 3: 100% Yr 4: 57% Yr 5: 50% Yr 6: 70% | Yr 3: 85% Yr 4: 69% Yr 5: 85% Yr 6: 80% |
| % making expected progress in maths across KS2 | Yr 3: 100% Yr 4: 86% Yr 5: 100% Yr 6: 70% | Yr 3: 96% Yr 4: 98% Yr 5: 93% Yr 6: 84% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| Y3 | Limited phonetic knowledge and comprehension skills inhibiting reading progress. | |
| Y4 | Pupil reading progress to be accelerated. Greater opportunities for precision teaching to address gaps in learning. | |
| Y5 | Lack of knowledge and application of Grammar Punctuation Spelling (GPS) concepts into free writing coupled with a lack of creativity. | |
| Y6 | Limited ability to relate arithmetical learning in mathematics with reasoning and explanation. Consolidation of key concepts for pupils working at Greater Depth or close to. | |
| Whole school | Lack of spelling pattern retention of high frequency words, leading to spelling errors in cross-curricular independent writing. | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| Whole School | Pupils attendance is good. However, for some, social and emotional needs impact on their resilience and ability to focus on their learning, impacting on sound learning journeys and progress. | |
| 4. Desired outcomes | | |
| | Desired outcomes and how they will be measured | Evidence of efficacy/Impact |
| Y3 | Gaps in pupils phonetic knowledge will be narrowed to enable fluent reading and application of spelling rules which will transfer to writing across the curriculum. Colleagues will be trained and implement Read, Write, Inc to support this development. | Pupils are more fluent in their reading, making fewer mistakes when reading aloud and using phonetic skills, where appropriate to build words. As fluency increases, so will comprehension skills. Formative and summative assessments will give evidence of progress and attainment which is closer to A.R.E |
| Y4 | To revitalise the enjoyment and passion for reading. We are aiming for pupils to achieve a holistic appreciation of reading, where reading material can inform written outcomes. This can be achieved by increased teacher awareness, issuing of 'banded' and free readers, parental/carers involvement and cross institutional interaction. | Pupils will become more engaged with reading as they become submerged in an unfolding narrative. They will develop their 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 further understand the link between reading and writing and, as research shows, they will be motivated to write more detailed and appropriate answers to more demanding questions and texts. |
| Y5 | Pupils develop their understanding of year group appropriate GPS concepts. They understand that GPS concepts need to be applied to all written work and that their importance is paramount. | Quality and accuracy of pupils work in writing books shows an improvement in terms of fewer errors with GPS concepts which have been taught. |
| Y6 | 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. Use of three class groupings to evidence impact on increased attainment. Pupils able to articulate their understanding through exposure to abstract problems. |

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| Whole School Spelling scheme to be used consistently across all year groups. Spellings from free writing being corrected by pupils in books. Pupils are given spellings to learn at home and parents and carers have an understanding of the importance of their children learning them | | Writing books and writing across the curriculum shows a greater level of accuracy in terms of spelling. Scores in spelling papers of NFER and SAT showed a marked improvement at each assessment point with % of pupils achieving A.R.E at least a reflection of floor standards. |
| External Barriers | | |
| | Desired outcomes and how they will be measured | Evidence of efficacy/Impact |
| A. | Pupils within particular focus groups need to demonstrate a greater desire to improve their independence and self-awareness of how to improve. Resilience will be 'measured' by seeking positive mindsets and pupils ability to work independently and/or use initiative to problem solve (social and academic situations) for themselves. | 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. |
| B. | Attendance of pupils eligible for PP is currently 93.6% and to be narrowed to better in-line with school target 96.5%. Parents/carers continue to work with the school to communicate around attendance matters. The cross-MAT Attendance Panel will support Inclusion Leader with monitoring attendance matters. | 96.5% overall attendance for all pupils. Parents/carers engaging with school regarding their child's attendance. Absence request forms in-line with 'accepted' means to authorise absence. Reduced need for Attendance Panel. |

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| 5. Planned expenditure | | | | | |
| Academic Year | 2018/2019 | | | | |
| 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 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. These will be mixed ability classes. | 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. Actions from Learning Reviews to be evidenced. | SLT | January 2019 |

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| 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. | High ability pupils eligible for PP are making comparable progress to other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. | 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. | SLT | January 2019 |
| Section 1 budgeted cost | | | | | £41,310 |
| 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? |
| Ensure provision for CiC and other disadvantaged pupils is robust so they are emotionally well. | Inclusion and Pastoral Leader – 0.5 day a weeks release. | Pupils who have inconsistency and turbulence in their home lives and require a tailored program of pastoral support are given provision planned and monitored by the Inclusion Leader. When this is lacking, performance within the classroom is far less effective. | Inclusion leader will report to SLT on a regular basis and liaise with other pastoral support staff regarding provision for vulnerable pupils. Her Line Management of the Learning Mentors will ensure needs are met and progress made. | Inclusion Leader/SLT | January 2019 |
| Improved emotional health and wellbeing and classroom attitude, concentration and work-ethic. | Learning mentors (Learning and pastoral support – L.A.P.S) to run a range of interventions focusing on PP children's needs. | Vulnerable pupils arriving at school with considerable emotional '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'. Parents/carers form good relationships with the Learning Mentors to best support their child. External agencies e.g. Social Care and CAMHS report positively about the team's working. | 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. Clear paperwork trail to outline impact of work, interventions and outlined actions. | Inclusion Leader LAPS Team SLT | January 2019 |

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| 1:1 support and advice to pupils to review progress and to set goals/targets and address misconceptions. | Pupil conferencing timetabled for Years 4 and 5 on a two weekly cycle. PiPs - tutoring | Internal evidence and Sutton Trust research outlines that PP pupils will often need a greater degree of individual attention from the class teacher and/or a teaching assistant to make sustained progress. Conferencing provides the ideal opportunity for this, as teachers will work personally with individual pupils and set achievable targets which are regularly reviewed and referred to during a teaching unit. | Class teachers report to SLT and phase leaders as to the pupils they are conferencing. They set up spreadsheet 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' | Year 4 and 5 class teachers, phase leaders and SLT | January 2019 |
| Improved attainment and progress in maths for identified pupils. Organic groupings during the year. | Targeted 1:1 support for identified Y6 CLA and PP in maths. 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 | January 2019 |
| Improve the progression and attainment of key PP pupils within the classroom. | Part-fund 2 support staff 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'. PiPs will evidence progress made by individual children. | Class teachers and teaching assistants. Report to SLT during pupil progress meetings. | January 2019 |
| Section 2 budgeted cost | | | | | £49,962 |
| 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? |
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| Residential and off site visits available to all pupils. | Ring-fence a sum of money to assist families (receiving pupil premium) part-funding for residential visits. | There is a need within the school to offer assistance to some PP families so as they are able to attend such activities. All board and lodgings are to be paid for by families. | Requests for assistance for payment will be assessed on an individual basis. Payment plans to be considered too. | Finance Manager and SLT | On-going |
| Section 3 budgeted cost | | | | | £1500 |
| Overall Budget cost : PP Grant 62,440 | | | | | £92,772 |
| Note: In order to meet the needs of the PP pupils at Gomer Junior School £30332 is added from the school budget | | | | | |

