

Dereham Junior Academy Pupil Premium Strategy Statement 2017-8

1. Summary information					
School	Dereham Junior Academy				
Academic Year	17/18	Total PP budget	£224,400	Date of most recent PP Review	April 2017
Total number of pupils	455	Number of pupils eligible for PP	174	Date for next internal review of this strategy	April 2018

2. Current attainment at end of KS2 2017		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	53%	67%
% achieving expected standard in reading	66%	77%
% achieving expected standard in writing	68%	81%
% achieving expected standard in maths	64%	80%
Progress measure for reading	-2.01	0.33
Progress measure for writing	-1.53	0.17
Progress measure for maths	-2.55	0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	<p>Low or slow progress or attainment in the basic skills of reading, writing and maths</p> <ul style="list-style-type: none"> - Some children have weak skills in decoding, phonics and basic number - the oral skills and range of vocabulary of some children are low - the attainment of PP children in the school has been significantly lower than non pp children historically in the school - less more able PP children reach Greater Depth than non PP - some PP children may be making less progress due to their SEND needs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
B.	<p>Attendance for identified children</p> <ul style="list-style-type: none"> - a small group of children attracting PP require some support to maintain good attendance, maybe through a trusted adult or mentor
C.	<p>The impact of low income on well-being, family life, experiences and aspirations</p> <ul style="list-style-type: none"> - Some children may not be experiencing a wide range of opportunities and activities due to financial constraints. - Some children may be less engaged in their learning and have lower aspirations or positive role models than peers.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress in English and Maths, in particular in basic skills.	Improved progress and attainment across the school of identified groups.
B.	Improved attendance rates, aiming for 97%+	Improved attendance of identified children
C.	Pupils enjoy school and have positive attitudes and well-being. They want to attend school and demonstrate engagement and enthusiasm.	Pupils access a wide range of trips, activities and opportunities, pupil perception questionnaires evidence positive outlooks

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?
Accelerated progress in English and Maths	Arrow reading intervention Read Write Inc intervention Programmes to support and accelerate learning run by TAs Raising the profile of reading for enjoyment. Standardised assessment arrangements. Additional teacher hours – writer in residence to improve more able children's writing -Teacher led interventions Deputy head and Senior teachers to support teaching and learning through	Education Endowment Fund and Ofsted PP reports highlight the importance of quality first teaching on attainment and progress of PP children.	Working as curriculum teams across the school. Weekly year group meetings- Year Leader monitoring on a weekly basis Pupil Progress meetings half termly with HT and DH SENCO monitoring of interventions eg Arrow Audit of library and children's literature. Additional library books and reading resources Improving standards in reading – school improvement focus	Deputy Head, Senior teachers	Termly

	coaching, mentoring and monitoring across the school.		Appropriate teaching resources to ensure that all pupils can access high quality interventions. Additional TA per year group to ensure effective and timely interventions. Staff training on specific interventions ie RWI, Arrow, Numicom, Additional laptops for Arrow intervention		
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Total budgeted cost					£118,700
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?
Improved attendance rates, aiming for 97%	Part time member of staff with specific responsibility	Good attendance at school has been proven to have a direct effect on pupils' attainment.	Pastoral Team co-ordinated, monitored and reviewed by deputy headteacher. Staff member with specific responsibility for attendance monitoring and actions.	Deputy head	July 2018
Pupils feel that they can talk to specific members of staff about their well-being and mental health. Staff are well trained to support and signpost.	Pastoral worker and staff with specific responsibilities for pastoral support can work with identified children on a range of issues affecting pupil well-being.	EEF – “Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest results”	Pastoral Team member in place, plus additional part time hours allocated to some teaching assistants. Staff training – appropriate training for pastoral members to support their effectiveness and understanding of pupil well-being and mental health.		
Total budgeted cost					£65,219
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?
To enable all children access to educational visits and visitors to enhance the curriculum	Subsidising pupils attracting pupil premium for trips and activities	Many families find it hard to afford these experiences but by subsidising these, they are more easily affordable.	Regular updating of those children eligible ensures no child is disadvantaged.	Year leaders	July 2018
Total budgeted cost					£40,000

6. Review of expenditure				
Previous Academic Year		2016-7		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attainment for children eligible for pupil Premium	Increased class based TA support enhance the quality first teaching in the classroom Provide an additional teacher to ensure all children in classes less than 30 pupils and all classes are single age	There were advantages for year 6 pupils as they made very good progress and, while still below national for ALL pupils, they generally achieved well in the tests as a cohort, with significant increases on previous years' attainment.	The principles of this are sound but the school needs to ensure careful monitoring of the equality of entitlement across the academy.	
Increased awareness of PP children's needs and more focused teaching in classrooms	Half termly Pupil Progress meetings focusing on Pupil Premium children to identify barriers to learning and to identify issues at an early stage	The awareness of PP children has been greatly raised. Staff are familiar with who attracts this funding. Pupil progress meetings have successfully taken place and an increased awareness of those children not making sufficient progress has resulted.	To build on this awareness and ensure that high quality teaching is the standard across the academy.	
				Total cost
				£89520

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children more confident in their learning and more resilient when addressing challenges	To provide small nurture group support on a regular weekly basis	Unfortunately, the member of staff appointed left and the academy was not in a position to reappoint.	This is a key priority for 2017-8. The academy appreciates that children's well-being and mental health is key and will seek to re-establish this post.	
Improved outcomes for children at the end of year 6	Employ an additional teacher to provide high quality small group intervention throughout the school year Additional Booster sessions for year 6 children approaching their key stage 2 tests using PiXL materials and delivered by class teachers.	Success criteria met.	To be continued.	
Children to be more confident in school and have a more positive social experience and more positive behaviour leads to reduced number of lunch time incidents	To run a lunch time club in school for vulnerable pupils to ensure there is less friction during the lunch hour, ensuring children are happier and more ready to learn in the afternoon	Behaviour of all children is generally very good. Some children may struggle during less structure times so activities and clubs at these times have proved beneficial.	To be continued.	

