

Dereham C of E Junior Academy - Pupil premium strategy statement – 2018/19

1. Summary information						
School	Dereham Church of England Junior Academy					
Academic Year	2018/19	Total PP budget	£219, 260	Date of most recent PP Review	October 2018	
Total number of pupils	433	Number of pupils eligible for PP	134 (31%)	Date for next internal review of this strategy	July 2019	

2. Current Attainment						
	Pupils eligible for PP in school 2018 (Y6)			Pupils NON PP (national average) 2018 (Current Y6)		
	EXP+	GD		EXP+	GD	
% achieving R, W, M end of KS2	56%	7%		70%	12%	
% reading achievement end of KS2	70%	28%		80%	33%	
% writing achievement end of KS2	60%	9%		83%	24%	
% maths achievement end of KS2	70%	12%		81%	28%	
Progress in Reading		-		0	-	
Progress in Writing		-		0	-	
Progress in maths		-		0	-	

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.	Basic English skills including spelling and handwriting for PP children are low in comparison to non-PP on entry. This slows progress across KS2. Standards in spelling are too low throughout the school for PP children. (For example 50% of RWI children in Y4 are PP).
B.	Current Year 6 progress and attainment for Pupil Premium is slow and attainment is significantly behind non-PP (34/118 children - 29% - are PP): Maths - 9/34 (26%) PP children currently at expected standard + (15/29 [52%] were expected + at KS1). Only 14/29 making expected progress. Reading - 10/34 (29%) PP children currently at expected standard +, no greater depth (16/32 [50%] were expected + at KS1). 16/32 (50%) making expected progress + Writing - 10/34 (29%) PP children currently at expected standard + (13/32 [41%] were expected + at KS1). 17/32 (53%) making expected progress +
C.	Basic maths skills in year 3 are absent for significant proportion of PP children. This includes counting with confidence, thus making simple calculations such as, '1 less than 30' problematic.
D.	Vocabulary used in speaking and listening and in writing is limited and lacks variety. All year groups report that a significant proportion of PP children do not read regularly at home, perhaps because access to quality literature is limited and reading is not a priority.

E.	For a significant proportion of PP pupils, life experience outside of immediate locality is very limited. This impacts negatively on ability to 'relate' to writing contexts and reading content requiring inference.
F.	Some PP pupils are hindered in making progress by their SEND needs (1/3 of PP children across the school are SEN)
G.	Many of our pupils whose behaviours for learning and/or whose conduct is poor, are PP children.
H.	Not enough PP pupils convert to greater depth, including the most able PP.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
I.	100% of pupils that are monitored through our safeguarding procedures: FSP, S17 and S47 are PP children.
J.	(Linked to D) Parents not supporting children at home with homework - in particular reading

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Handwriting becomes a focus in years 3 and 4: new scheme and new specialist books purchased for years 3 and 4. Handwriting scheme used for upper school to plug existing gaps. Frequency of discrete handwriting lessons increased for all with additional TA led intervention in the afternoons for PP children. Handwriting improves across the school including fluency and speed of writing. Spelling session frequency increased. Discrete sessions are delivered x 3 per week with homework focus on individual lists. Additional intervention for PP target groups in the afternoons, and support given for homework spelling task. Spellings are more accurate in children's writing across the curriculum 	<ul style="list-style-type: none"> Handwriting - PP children's handwriting demonstrates an improvement in style and fluency. This is seen and is applied in books across the curriculum. Because fluency and style is improved, this impacts positively on attitude to writing in general, including spelling. Spelling - High frequency words in particular are spelt correctly more often across the curriculum. Improvements in spelling scores in NFER tests for PP children are evident term on term. Progression through RWI groups is evident and numbers in groups reduce with increased familiarity of words including high frequency.
B.	<ul style="list-style-type: none"> Percentages of PP children at expected and Greater Depth/Higher/Standard (GD/HS) must increase in order to close the gap with Non-PP at national. Intervention for PP children is routine and established according to need in different subjects areas. Teachers deliver quality first teaching in the classroom with PP target groups receiving focussed support from teacher and TA. Teachers also lead intervention x 1 afternoon per week in addition to TA led intervention including Arrow and PiXL support materials. Half-termly Pupil Progress Meetings (PPMs) focus on progress of PP children at Age Related Expectations (ARE) and GD. As a result, intervention is tailored to emerging and developing needs of these groups. 	<ul style="list-style-type: none"> Work in books shows accelerated progress in Reading, Writing and Maths - challenges attempted are more in line with year group expectations and above (silver and gold). PP children's confidence in sessions improves and length of time working independently increases as a result. Results in Autumn and Spring mock SATS show better scores that are aspiring to National non-PP, and KS2 results show that gap has decreased compared to 2018 results PPMs reveal incremental increases in terms of results for PP children. Emerging needs are addressed as evidenced by interventions and classroom practices that are established in response to these needs.
C.	<ul style="list-style-type: none"> There is an increased focus on basic number fluency skills including counting, number bonds and times tables across the whole school. This is addressed through discrete sessions for PP children (including intervention) as well as part of the daily routine in maths sessions. Planning reflects the 	<ul style="list-style-type: none"> Progress is evidenced through work in books. Core fluency skills being addressed results in more work being completed accurately in books at ARE level (silver) and above. Better basic fluency skills has a positive impact on problems and calculations.

	<p>fact that this is taught routinely in maths sessions as well as in 'mini-maths'. Pre-teaching occurs for PP children who need specific gaps 'plugged' prior to main sessions. PP uptake of Mathletics and Times Tables Rockstars increases at home.</p> <ul style="list-style-type: none"> Progression of skills and expectations is clear across the school. 	<p>Results in NFER and mock SATs improve as a result of the above. PP children are advancing through levels on Mathletics and TT Rockstars at a quicker rate than non-PP and there is evidence that pupils are engaging with this at home.</p> <ul style="list-style-type: none"> PP children are catching up to where they should be in terms of number fluency according to skills and expectations. For example, by the end of year 4, percentage of PP children knowing their x tables up to x12 is on the journey to being in line with non-PP children.
D.	<ul style="list-style-type: none"> Classrooms are more vocabulary rich environments. This is reflected in displays (English working walls) and comes as a result of appropriate use of vocabulary being explicit in planning. PP children are routinely supported to extend their vocabulary choices in writing and when giving verbal responses. This happens as a result of targeted intervention and questioning. Identified PP children are supported in class and resources such as word mats are made available and used as a matter of course. Writing and reading intervention for PP children led by TAs in the afternoons also focus on vocabulary choice. Identified PP children are listened to reading as a matter of routine by TAs, Teachers and even peers. This includes practising RWI books. Book choices are sensible and age-appropriate but they are also engaging and interesting. Reading is happening routinely (at least 3x a week) at home. 	<ul style="list-style-type: none"> Books reflect that good vocabulary choice is being acknowledged in teachers' marking of children's writing. Editing sessions show that children's vocab choice is self-corrected/improved as a result of employing skills that have been taught. PP children are observed using English working walls, thesauruses, dictionaries and word mats to improve writing. PP children's results in reading and VGPS NFER and mock SATs tests show an improvement as a result of having a more extensive vocabulary. Children's reading records show that PP children are reading regularly (at least 3x a week) at home.
E.	<ul style="list-style-type: none"> PP children are enjoying the same and additional experiences in school compared to non-PP children. PP children are supported financially to access enrichment activities including residentials, and additional class-based support is offered to access the curriculum, eg. use of technology to 'visit' other areas of the world. PP children have access to quality literature that will widen their experience of the world around them and appreciate what happens outside of school and the immediate locality. 	<ul style="list-style-type: none"> Reading test results evidence better understanding of inference questions. Children approach to work, including tests, with a better understanding of context. This can be seen in writing which demonstrates an understanding of the world around them.
F.	<ul style="list-style-type: none"> PP children who are also SEND have clearly defined targets that will enable them to make accelerated progress. This includes addressing 'gaps' in basic skills (see A and C). Teachers and SENCo routinely evaluate and update Pupil Profiles and ascertain needs dynamically: intervention, resources, etc. CPD provided on how to make targets SMART. Parents of SEND pupils who are also PP are involved in reviewing progress and further supporting needs at home. 	<ul style="list-style-type: none"> Pupil Profile proforma is used effectively by all staff to build on pupil skills in a stepped but concentrated way, supporting them to access the curriculum for their year group. Outcomes for PP pupils with SEND improve and any gaps between PP pupils identified as SEND and others narrow. Teachers actively use the proforma as evidence in pupil progress meetings for PP and SEND pupils.
G.	<ul style="list-style-type: none"> PP children's behaviours for learning (and conduct) are positive and engagement in sessions is appropriate. Identified PP children be able to self-regulate their behaviours. Entries onto the behaviour log for PP children will be reduced. 	<ul style="list-style-type: none"> PP children's work in books will reflect appropriate level of engagement and performance in tests will support teacher assessment. In discussion (pupil voice), identified PP children will be able to explain why they feel the way they do and identify ways to manage this.

H.	<ul style="list-style-type: none"> • % of PP children who were GD/HS at Key Stage 1 and convert to GD/HS at the end of Key Stage 2 will improve on 2018 results and the gap between them and non-PP will narrow. Intervention for identified pupils is planned for and session structure caters for these children's needs. 	<ul style="list-style-type: none"> • KS1 GD/HS →KS2 GD/HS conversion rates for PP children is accelerating close to non-PP GD/HS in school and nationally.
I.	<ul style="list-style-type: none"> • PP pupils who are involved at FSP, S17 and S47 or are LAC have their additional emotional and wellbeing needs met, so they are able to engage in lessons fully. Key personnel in the safeguarding team regularly meet with identified PP pupils to monitor 'wishes and feelings' and deliver nurture/Thrive sessions that will help ensure progress. Parents and families of these children feel supported and well sign posted by personnel in school. 	<ul style="list-style-type: none"> • Attendance in school is as expected (at least 97%). PP pupils who are also involved at FSP, S17 and S47 make the same progress as other PP children and the gap between them and non-PP in school and nationally narrows. Results in NFER/SATs reflect in an improvement through the year.
J.	<ul style="list-style-type: none"> • Parents and carers support PP children with homework, especially reading. This is seen through an increase in entries in reading diaries and a greater take up in Mathletics and TT Rockstars. 	<ul style="list-style-type: none"> • PP children's reading test performance in NFER and SATs improves and the gap between PP and non-PP in school and nationally starts to narrow. A better grasp of basic skills in maths - number fluency (TTs and counting) - is evidenced in books and impacts upon maths test scores.

5. Planned expenditure					
Academic year	2018 - 19				
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?
A,	<p>New handwriting scheme is introduced and frequency of sessions being taught is increased. New script is modelled by all staff including on displays.</p> <p>Frequency of spelling sessions are increased and discrete teaching is upped. Teachers focus more on spelling corrections when marking</p>	<p>Both handwriting and spelling are weaknesses across the school, with gaps evident when joining us. This impinges on writing in general as flow and fluency is hindered by handwriting style and time spent thinking about spellings that should be routine.</p> <p>Evidence of appropriate handwriting and better spelling needs to be applied in all books and across the curriculum.</p> <p>Teachers need to model and raise expectations.</p>	<p>Book looks by SLT will focus on these two key areas and planning and timetabling will evidence increased frequency.</p> <p>DHT will routinely liaise with lower school Year Leaders in particular and drop-in to sessions when being delivered.</p> <p>English Lead will also monitor.</p>	Teachers, DHT, Yr 3 and 4 YLs and English lead.	Half termly
B	<p>PP Target groups for all 4 year 6 classes are clearly established and teachers will ensure adult focus on them in core sessions.</p>	<p>PP children's current attainment in Y6 is significantly poorer than non-PP nationally and in school.</p> <p>All class teachers need to ensure that PP children are receiving quality first teaching.</p>	<p>PPMs will primarily focus on identified PP groups.</p> <p>Lesson drop-ins and book looks will demonstrate increased focus on identified PP children.</p> <p>PP children will start to close the gap between non-PP nationally.</p>	SLT (drop-ins), DHT, Y6 Leader, Y6 Teachers	Half termly
C	<p>Daily maths sessions include routine element of counting and number fluency activities including times tables.</p> <p>Focus in lower school has to be intense, where gaps are more evident for PP children and considering that by the end of year 4 all PP pupils should know their times tables up to x12.</p>	<p>Gaps in number fluency are greatest for PP children. Teaching staff need to address these through explicit planning that identifies and addresses known gaps.</p>	<p>Starters in maths sessions are counting and fluency focussed for PP children. This is evidenced in planning and applied to the main part of the session where output should be increased.</p>	Class Teachers, Maths Lead, DHT	Half termly

	'Mini maths' is used for all to further plug gaps with focus on PP children.				
D	<p>Working walls and additional resources are used as vocabulary banks that are routinely referred to.</p> <p>In reading sessions and when modelling writing, all teaching staff are explicit about vocabulary choices and why they're used.</p> <p>Class reader is pitched at a higher level which will access better vocab choices.</p>	<p>Vocabulary choice in writing is too basic in PP children's work.</p> <p>PP children are not as adept as non-PP in answering inference questions in reading papers by 'reading round' words they don't understand in order to elicit meaning. Too much vocabulary is not understood.</p> <p>QLA reveals that PP children do not perform as well on questions that require them to choose the most suitable word based on definition.</p>	<p>Book reviews will evidence wider and more appropriate use of vocabulary.</p> <p>QLA of VGPS tests in NFER and mock SATs will evidence improvement in vocabulary questions.</p> <p>QLA of inference questions in reading tests will reflect improvements.</p>	Class Teachers and Year Leaders (including English Lead), DHT	Half termly
E	<p>PP pupils have access to a wider experience base of everyday activities, via planned pre-enrichment activities that support the topic/area being studied. This could mean extra access to technology and pre-teach activities that prepare.</p> <p>Access to these materials (including trips and residentials) is not hindered by financial difficulties.</p>	Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, understanding, confidence and access to the curriculum.	<p>Pupil voice will reveal that identified PP children are receiving additional preparation for their learning. Planning will support this further.</p> <p>Review of what PP children receive in terms of preparation for new concepts will be part of the focus in PPMs</p>	DHT, Year Leaders	Half termly
F	<p>PP children who are also SEND routinely have steps on their Pupil Profiles assessed and re-evaluated. Targets are SMART and are geared towards achieving access to the core curriculum objectives.</p> <p>Planning and teaching for these children directly relates to their individual needs.</p>	<p>Percentage of SEND pupils who are PP is high: 56% (41 out of 73)</p> <p>These are the most vulnerable group in terms of making progress.</p>	<p>Steps for learning are seen to be broken down by teachers into manageable and achievable units, in books and during lesson time.</p> <p>PPMs will evidence progress using 'ghost rows' in Pupil Asset if progress has not been made between colour bands.</p>	DHT and SENCo lead	Half termly

G	New behaviour and relationships policy provides the cornerstone for approach to challenging behaviours. PP children are included in the classroom to receive quality first teaching.	Currently, too many PP children are not accessing the curriculum fully because of their learning behaviours. Staff need to be responsible for helping develop behaviours that are conducive to learning.	Weekly monitoring of the behaviour log and individual plans for key identified pupils.	Class Teachers and DHT	Weekly/Half termly
H	Grouping of GD/HS and potential GD/HS children in the classrooms to work collaboratively. Teachers work with group for a set period of time every core session. Planning clearly identifies differentiation for this group.	Not enough PP GD/HS at KS1 are converting to GD/HS at end of KS2: Reading – 25% (2/8) Writing – 20% (1/5) Maths – 25% (1/4) Evidence in books does not show enough significant differentiation for these identified pupils.	Drop-ins by SLT will ensure focus on GD/HS. Data tracked in half termly PPMs.	Year Leaders and DHT	Half termly
Total budgeted cost					£52,400
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?
A, D & E	<p>Purchase and implementation of new handwriting scheme and associated training, and handwriting books/paper/easels.</p> <p>TA afternoon hours dedicated to intervention in all year groups (PP children focus). Focus is on supporting, consolidating and preparing (pre-teaching) for morning learning: writing, handwriting, spelling and reading. Focus is determined by half-termly PPMs and analysis of data.</p> <p>Identified PP children are listened to read regularly by an adult (afternoon TA hours). Focus on fluency, inference (basic retrieval if needed) and vocabulary choice.</p> <p>Daily Read, Write, Inc intervention for identified children in years 3 and 4. Training for staff: TAs and</p>	<p>Handwriting not legible enough for proportion of PP children. This impacts negatively on writing flow and composition.</p> <p>Some basic core English skills are missing or not embedded securely enough - including spelling and vocabulary. This results in below expected writing and reading comprehension, and often means an inability to access core morning sessions.</p> <p>Reading fluency and comprehension is poor for significant number of PP children. Comprehension for many is limited and vocabulary is narrow.</p> <p>Basic reading and writing skills including decoding, phonic acquisition and spelling patterns are not secure enough</p>	<p>Use of Intervention recording sheets will highlight progress and impact of intervention.</p> <p>Half-termly testing for RWI children and diagnostic tests for Arrow will reveal impact of purchased interventions.</p> <p>Monitoring by key staff including SENDCo, English Lead, HLTA (CT) and Year Leaders will be feedback during half-termly PPMs.</p>	English Lead, SENDCo, YLs, CT and DHT.	Half termly

	<p>Teachers. Release time for HLTA, English Lead and SENDCo to implement and monitor.</p> <p>Arrow programme to support Yrs 5&6 PP pupils. Purchase of programme, hardware and training for staff.</p>	<p>for many lower school PP children (50% of RWI children in Y4 are PP)</p> <p>Reading fluency and comprehension and spelling is poor for significant number of PP children. Comprehension for many is limited and vocabulary is narrow.</p>			
B	<p>As well as afternoon intervention groups (see above), all Y6 class teachers to have 1 afternoon release time to work with PP children.</p> <p>Arrow (see above) and PiXL purchased and resources used to support intervention groups in the afternoons.</p> <p><i>(also see G and H)</i></p>	<p>Current Y6 data is low (see 3B) with the shortest amount of time to improve. Quality first teaching in the class needs to be supported by quality first teaching in interventions too - led by teachers.</p>	<p>Half-termly PPMs will focus on PP children's progress.</p> <p>Use of Intervention recording sheets will highlight progress and impact of intervention.</p> <p>PiXL and mock SATs QLA will highlight impact on identified areas.</p>	Yr6 Lead, DHT	Half termly
C	<p>Afternoon PP Intervention groups and additional pre-teach sessions led by TAs will focus on counting and times tables - particularly in the lower school.</p> <p>Purchase and promotion of Times Tables Rock Stars and Mathletics to support number fluency (including times tables).</p> <p>'Homework' clubs at lunchtimes to ensure access to TTFS and Mathletics for those PP children that do not have access at home.</p>	<p>Problem solving and calculations are hindered by lack of basic number skills for a number of PP children. Gaps are more evident in lower school.</p>	<p>QLA of NFER tests will show progress in calculations and problems which were hitherto impeded by basic skills gaps, is now improving.</p>	Maths Leader, BK and DHT	Half termly
E <i>(in addition to above)</i>	<p>PP children have access to quality literature that is both accessible and challenging. Extra resources will need to be purchased that they can take home:</p> <p>PP children book fair.</p> <p>Visit to Norfolk Children's Book Centre for identified PP children.</p>	<p>Some PP children not reading at home - don't have access to literature?</p> <p>Performance in tests and general comprehension of texts is limited.</p>	<p>Work in reading sessions improves and is reflected in books.</p> <p>NFER and mock SATs show progress in reading tests (inference in particular).</p>	English Lead, YLs and DHT	Half termly

F	Non class based SENCo means release time for identified PP SEN children. Time is used to monitor progress towards individual targets as well as progress in interventions listed above.	SEN PP children are the most disadvantaged group in terms of progress according to data.	PPMs with DHT regarding these pupils.	SENCo and DHT	Termly
G	<p>Life Coach organised for Year 6 pupils. Most vulnerable PP Y6 children identified and receive additional 1:1 coaching.</p> <p>Employment of two Pastoral Workers (one upper school and one lower school). Training, including Thrive, will be provided. Work will revolve around social and emotional wellbeing.</p> <p>Alpha Inclusion package purchased to work with PP children who need extra support to help manage feelings that sometimes prevent inclusion in class and work.</p>	Significant proportion of children identified as needing additional support are PP. Due to emotional and nurture needs, integration into class and class-based activities is sometimes impeded.	<p>Half-termly feedback from Life-Coach, SENCo and Pastoral Workers.</p> <p>Book looks will show increased appropriate engagement in lessons.</p>	PV, AO, LH, DP and DHT	Half termly
H	<p>Employment of Author for GD writing workshops with GD/HS pupils in Yrs 5 and 6.</p> <p>Bespoke intervention for GD/HS PP pupils in each year group - led by teachers and TAs. Focus determined as a result of PPMs and test outcomes (including termly NFER and mock SATs/PiXL)</p>	<p>2018 results show that 20% of pupils who were GD at KS1 converted to GD/HS at KS2. Also 2018 outcomes lower than non-PP nationally (see 2)</p> <p>Pattern in other year groups is similar.</p>	<p>PPMs used to track progress of PP GD/HS.</p> <p>Class drop-ins and book looks and intervention record sheets will demonstrate what PP children are receiving that is additional and extra.</p>	Yls and DHT	Half termly
Total budgeted cost					£134,560
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?
I. <i>(also see G above)</i>	Pastoral Team, including Safeguarding Officer, Pastoral Workers, SENCo, Attendance Officer and DHT monitor and	100% of pupils at FSP, S17 and S47 are PP children. This additional criteria of disadvantage means identified	This will happen every half term at one of the safeguarding meetings that happens every two weeks.	Pastoral Team: GH, AO, LH, DP	Every Half term

	<p>track progress of PP children who are at FSP, S17 and S47. This will happen every half term at one of the safeguarding meetings that happens every two weeks.</p> <p>In the absence of Judith Crane (Cluster PSW), Pastoral Team are able to help signpost families to support services.</p>	children are at increased risk of not making expected progress.		and DHT (SD)	
J. (also see E above)	<p>Engage parents in activities that can help them support with PP children's homework and learning out of school:</p> <p>Parent forums, family friendly information/hands on sessions and attendance at parent cafes show how support can be given. Support also evident on the website and through information sent home.</p> <p>Arranged trips - for example parents of PP children could accompany children to buy books from book fair/NCBC/Norwich</p>	<p>Teachers report that significant proportions of PP children are not receiving support at home, particularly with reading.</p> <p>Standards in tests for PP children are significantly below non-PP nationally.</p>	<p>Monitoring of reading diaries shows an increase in reading frequency at home.</p> <p>Use of TTRS and mathletics at home increases for PP children.</p>	English and Maths Leads, BK, SW, SC and DHT	
E.	<p>Clubs during and after school are free for all children with PP children having the first option.</p> <p>Trips and visitors, and residential are part subsidised for PP children to ensure/increase likelihood of participation.</p> <p>Funding available for kit for residential for identified PP children.</p> <p>Breakfast Club is subsidised for PP children.</p>	<p>Life experience outside of the home is sometimes limited for PP children because of financial constraints.</p> <p>Although educational trips are funded by the school and voluntary contributions, some families still find it difficult to fund additional activities and therefore PP attendance is lower than non-PP.</p>	Monitor take-up from PP families.	DHT Office staff.	
Total budgeted cost					Approx: £32,300

