

## Outcome of Pupil Premium Strategy – Dereham C of E Junior Academy – 2018 - 2019

Outcome of expenditure 2018 - 2019																																																																												
Previous Academic Year																																																																												
i. Quality of teaching for all																																																																												
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Attainment in English and Maths for pupils receiving the Pupil Premium improves in each year group and the gap between these pupils and non-PP pupils begins to close.	<p>Staff awareness of strengths and needs of children attracting Pupil Premium is raised and appropriate intervention is provided. This includes:</p> <ul style="list-style-type: none"> <li>Quality teaching first in the classroom with focus groups</li> <li>Read, Write, Inc</li> <li>Arrow</li> <li>Teacher-led individually planned intervention</li> <li>Teacher-planned intervention delivered by TA</li> <li>SMART targets for SEND PP pupils on Pupil Profiles</li> </ul>	<p>KS2 (Y6) data does not compare well to national data, but in year progress (from end of Y5 to end of Y6), with the exception of reading has been pleasing with all areas showing improvements:</p> <p><u>2018 – Y5 Data Summer 2 (and 2019 KS2 data)</u></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">VGPS</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th></th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>68%</td> <td>21%</td> <td>59%</td> <td>15%</td> <td>62%</td> <td>23%</td> <td>72%</td> <td>24%</td> <td>56%</td> <td>14%</td> </tr> <tr> <td>PP</td> <td>53%</td> <td>6%</td> <td>31%</td> <td>3%</td> <td>42%</td> <td>6%</td> <td>47%</td> <td>6%</td> <td>28%</td> <td>3%</td> </tr> <tr> <td>All</td> <td>68%</td> <td>26%</td> <td>73%</td> <td>15%</td> <td>74%</td> <td>38%</td> <td>75%</td> <td>32%</td> <td>63%</td> <td>12%</td> </tr> <tr> <td>PP</td> <td>51%</td> <td>14%</td> <td>49%</td> <td>3%</td> <td>49%</td> <td>14%</td> <td>57%</td> <td>11%</td> <td>41%</td> <td>3%</td> </tr> </tbody> </table> <p>Increases are as follows:</p> <ul style="list-style-type: none"> <li>Reading GD (+8%)</li> <li>Writing ARE+ (+18%)</li> <li>VGPS ARE+ (+7%)</li> <li>VGPS GD (+8%)</li> <li>Maths ARE+ (+10%)</li> <li>Maths GD (+5%)</li> <li>Combined ARE+ (+13%)</li> </ul> <p>Also, in Writing, Maths and (crucially) Combined, % in year increases are greater for PP children than for non-PP and 'all'.</p> <p>This reflects the success of Y6 teacher-led intervention in particular.</p> <p>Current in school data is more positive in years 3, 4 and 5. If Reading, Writing, VGPS, Maths and Combined (5 areas) have ARE+ and GD figures this equates to 10 data sets to look at per year group, 40 in total. Including Y6, 32 of the 40 data sets have shown an increased in-year percentage for PP with the rest remaining the same (with the exception of Y6 PP reading data).</p>									Reading		Writing		VGPS		Maths		Combined			ARE+	GD	All	68%	21%	59%	15%	62%	23%	72%	24%	56%	14%	PP	53%	6%	31%	3%	42%	6%	47%	6%	28%	3%	All	68%	26%	73%	15%	74%	38%	75%	32%	63%	12%	PP	51%	14%	49%	3%	49%	14%	57%	11%	41%	3%	<p>Interventions in all year groups have been fluid and far more focused than previous years. Regular Pupil Progress Meetings and analysis of data have meant that interventions have been a direct response to gaps. <i>Regular analysis is crucial for 2019/20 and resulting intervention needs to continue.</i></p> <p>Teacher-led and teacher planned interventions that are tailored to gaps have worked best. <i>Needs to continue, with most effective being Reading in Y3 and teacher-led in Y6.</i></p> <p>Identification and routine focus on pupils receiving Pupil Premium in the classroom has had a positive impact. Working alongside non-PP who are also part of a class focus, has resulted in progress for key children PP and non-PP. <i>Needs to continue in 2019/20</i></p> <p><i>Analysis of specific interventions needs to be immediate and alterations in approach made if necessary. This is particularly the case for RWI and Arrow.</i></p>								
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<b>ii. Targeted support (In addition to the above)</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Proportion of children identified as needing additional support (behaviour and social) are PP. Due to emotional and nurture needs, support will mean integration into class and class-based activities is more effective.</p>	<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>	<p>This has been met. At the beginning of the year, a key group of Y6 pupils were identified (9) as needing additional support in terms of social and nurture needs. Regular, weekly 1:1 sessions with a life coach have supported these pupils in terms of ensuring they stay in class. 8 of these 9 pupils are PP pupils.</p> <p>The same applies to the work completed by the lower and upper school Pastoral Workers. Both staff have completed Thrive training and have started work with identified individuals in each year group. End of term Thrive assessments show a marked improvement in self-perception and esteem scoring. In addition, the flexibility that drop-in sessions allow has been positive and has resulted in some PP children receiving much needed, immediate support. 70% of pupils receiving regular intervention are PP children.</p> <p>Pupil Premium children account for 60% of the pupils taking part in Alpha Inclusion sessions. One pastoral worker shadows these sessions which has led to some PP pupils being identified for Thrive sessions.</p> <p><i>The 3 'chosen action (s)/approach' (es) listed have helped contribute to the fact that there were no fixed-term or permanent exclusions from Spring 1 until the end of the year (there were 4 in total during the Autumn term and the early part of Spring 1).</i></p> <p><i>In addition, working alongside class teachers and TAs, engagement in sessions have improved as the year has progressed. The % of PP pupils being supported by the above approaches have also increased throughout the year.</i></p>	<p>There has been feedback between life coach and pastoral team which has helped. <i>Teachers need to be included in selection of pupils for 1:1 sessions next year.</i></p> <p>Has had an excellent impact on some key identified PP children. Flexibility is key for a few individuals in the upper school next year. <i>Approach will continue. Transition of information has been strong and means a swifter start 2019/20.</i></p> <p>PP children need to be more of a priority in terms of selection. The continued use of this service needs to be reviewed as our practitioner is leaving. Our shadowing PW would be able to continue the role in a different guise.</p>
<b>iii. Other approaches (In addition to above)</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Opportunity for PP children to take part in residential</p>	<p>Clubs during and after school are free for all</p>	<p>Y4 residential to Horstead was well attended by PP children. 21 of 33 PP pupils attended. The cost is relatively low for all children and PP children were only requested to pay two-thirds of no-PP cost (£96</p>	<p>Continuation of trips and visitors will continue at the current level although costings/charging may</p>

<p>and clubs is not limited due to financial constraints.</p> <p>Cultural capital is available to all pupils.</p>	<p>children with PP children having the first option.</p> <p>Trips and visitors, and residentials are part subsidised for PP children to ensure/increase likelihood of participation.</p> <p>Breakfast Club is subsidised for PP children.</p>	<p>= non-PP; £64 = PP). Only one PP pupil did not attend due to being unable to afford the trip; other PPpupils who did not attend, didn't want to.</p> <p>The Y6 residential was less well attended by PP and non-PP pupils alike. This was the first visit to Norfolk Lakes, a significant departure to our usual 4 night stay further afield: The Lake District and, prior to this, The Peak District. It is difficult to determine if the lower attendance is down to pricing and/or nature of the trip.</p> <p>All PP children, as they are untitled, took part in all topic-based trips. This remains a strength across the school and continues to impact positively on classwork. Visits and visitors are used as starting points for lots of English work as well as topic.</p> <p>Breakfast club attendance remains low in general. It remains subsidised for PP children.</p>	<p>be arranged differently. In these instances, anyway, all contributions are voluntary.</p> <p>Horstead remains very popular and well attend, but Norfolk Lakes is still in its infancy. <i>More work needs to be done next year to encourage PP pupils to attend the Horstead Residential – 11 pupils simply did not want to attend. Only one pupil was denied attendance last year for financial reasons. Everything will be done to avoid the same situation from occurring this year.</i></p> <p><i>Cultural Capital visits and experiences exclusively for PP pupils need to organised. These will be fully funded through PP.</i></p>
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<p><b>Additional detail</b></p>
<p>Nothing addition to above.</p>