

# Dereham C of E Junior Academy - Pupil Premium Strategy Statement – 2019/20

1. Summary information					
School	Dereham Church of England Junior Academy				
Academic Year	2019/20	Total PP budget	£174,240	Date of most recent PP Review	October 2019
Total number of pupils	431 (Jan census)	Number of pupils eligible for PP	132 (31%)	Date for next internal review of this strategy	July 2020

2. Current Attainment						
	Pupils eligible for PP in school 2019 (Y6 – 43 pupils = 36%)			Pupils NON PP (national average)		
	EXP+	GD	Norfolk/ National (exp)	EXP+	GD	
% achieving R, W, M end of KS2	44%	5%	45%/51%	71%	13%	
% reading achievement end of KS2	53%	23%	58%/62%	78%	31%	
% writing achievement end of KS2	51%	5%	62%/68%	83%	24%	
% maths achievement end of KS2	60%	14%	62%/67%	84%	31%	
Progress in Reading (VA/CVA)	-6%/+1%	+9%/+13%				
Progress in Writing (VA/CVA)	-10%/-4%	-5%/-3%				
Progress in Maths (VA/CVA)	-5%/+3%	+1%/+5%				

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.	Basic English skills including handwriting and spelling (spelling in particular) for PP children are low in comparison to non-PP on entry. In fact, standards in spelling are too low throughout the school for PP and non-PP children. For example: <ul style="list-style-type: none"><li>60% of RWI children in Y3 are PP and 50% of RWI children in Y4 are PP</li><li>September 2019 PiXL assessment QLA showed current Y6 to be -7% compared to national cohort for spelling but +7% for Grammar.</li></ul>				
B.	Current <b>Year 6</b> attainment for Pupil Premium is at a much better starting point than 2018/19, but is still significantly behind non-PP in school:				
		Reading	Writing	Maths	Combined
	All/Non PP at Expected +	73%/79%	69%/77%	75%/84%	65%/77%
	All/Non PP at Higher Standard	25%/32%	21%/28%	33%/41%	17%/22%

	<b>PP at Expected + (No. of pupils)</b>	<b>64% (28)</b>	<b>57% (25)</b>	<b>61% (27)</b>	<b>48% (21)</b>
	<b>PP at HS (No. of pupils)</b>	<b>14% (6)</b>	<b>11% (5)</b>	<b>21% (9)</b>	<b>9% (4)</b>
44/112 children - 39% - are PP. This is significantly above national average (24.3% - 2018)					
<b>C.</b>	Basic maths skills in <b>year 3</b> (and some children in year 4) are low for a significant proportion of PP children. This includes counting with confidence, thus making simple calculations such as, '1 more than 5' (for identified very low group of 4) and '1 less than 30' problematic.				
<b>D.</b>	29% (40 out of 139) of PP pupils in school are also registered as SEND. 56% (40 out of 72) of the SEN pupils in school are also PP.				
<b>E.</b>	Many of our pupils whose behaviours for learning and/or whose conduct or mental health is poor, are PP children. For example: <ul style="list-style-type: none"><li>60% of pupils that are part of regular intervention (including Thrive) with our lower school pastoral worker are PP</li><li>69% of pupils that are part of regular intervention (including Thrive) with our upper school pastoral worker are PP</li></ul>				
<b>F.</b>	Not enough PP pupils convert to greater depth, including the most able PP.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>G.</b>	88% of pupils that are monitored through our safeguarding procedures: FSP, S17 and S47 are PP children.				
<b>H.</b>	All year groups report that a significant number of PP children do not read regularly at home.				
<b>I.</b>	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.				

#### 4. Desired outcomes

	Desired outcomes <i>and how they will be measured</i>	Success criteria
<b>A.</b>	<ul style="list-style-type: none"> <li><b>Handwriting</b> - Handwriting improves across the school including fluency and speed of writing. <i>Monitoring of English writing books, Topic and handwriting books.</i></li> <li><b>Spelling</b> – Spellings are more accurate in children's writing across the curriculum including high frequency words spelled correctly in applied tasks. <i>Daily feedback and PiXL test QLA are used to measure.</i></li> <li><b>Vocabulary</b> – PP pupils' vocabulary choices are wider and appropriate. <i>Monitored through daily feedback in class sessions and through book monitoring.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Handwriting</b> – Gap between non-PP and PP children reaching age related expectations as set out in school framework, decreases over the year.</li> <li><b>Spelling</b> - High frequency words in particular are spelt correctly more often across the curriculum. Improvements in spelling scores in PiXL tests for PP children are evident term on term and begin to reach non-PP pupils. Progression through RWI groups is evident. Gap between grammar and spelling outcomes reduces.</li> <li><b>Vocabulary</b> – PP children answering Reading Masters questions related to vocabulary answered more accurately. Assessments in writing reflect better vocabulary choice</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Percentage of PP children reaching age related expectations and higher standard increases from end of Y5 to end of year 6 (same in other year groups). <i>Monitored through book looks and Pupil Progress Meetings (PPMs) after data drops.</i></li> </ul>	<ul style="list-style-type: none"> <li>Work in PP children's books show accelerated progress in Reading, Writing and Maths - challenges attempted are more in line with year group expectations and above (silver and gold). Results in mock SATS show better scores and the gap between PP and non-PP decreases.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>Number fluency is increased and basic skills gaps are 'plugged' allowing pupils to work on main tasks more independently. <i>Measured by results in PiXL tests and evidence of attempting more difficult challenges in maths books.</i></li> </ul>	<ul style="list-style-type: none"> <li>Results in PiXL and mock SATs improve as a result of targeted intervention. PP children are advancing through levels on Mathletics and TT Rockstars at a quicker rate than non-PP. Y4 statutory x-tables results are broadly in line with non-PP.</li> </ul>

<b>D.</b>	<ul style="list-style-type: none"> <li>Children with compound disadvantages including PP and SEND make accelerated progress and are able to access curriculum, albeit differentiated, in line with other pupils. <i>Monitored through book looks and lesson drop-ins.</i></li> </ul>	<ul style="list-style-type: none"> <li>There is no discernible difference in assessments between those pupils with compound disadvantages and those who are PP; and the gap between them and non-PP decreases. Improvements in PiXL and SATs (mock and end of KS2) reflect accelerated progress compared to other pupils.</li> </ul>
<b>E.</b>	<ul style="list-style-type: none"> <li>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. <i>Behaviour log reviewed. Thrive assessment.</i></li> </ul>	<ul style="list-style-type: none"> <li>PP children's work in books will reflect appropriate level of engagement and performance in tests will support teacher assessment. Thrive results will show improvements in terms of self-esteem.</li> </ul>
<b>F.</b>	<ul style="list-style-type: none"> <li>% 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 2019 results. <i>Book monitoring (attempting Gold challenge more often) and data looked at in PPMs.</i></li> </ul>	<ul style="list-style-type: none"> <li>KS1 GD/HS → KS2 GD/HS conversion rates for PP children is accelerating close to non-PP GD/HS in school and nationally.</li> </ul>
<b>G.</b>	<ul style="list-style-type: none"> <li>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. Parents and families of these children feel supported and well sign posted by personnel in school. <i>Monitoring of books. Use of Thrive data.</i></li> </ul>	<ul style="list-style-type: none"> <li>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. Thrive data reflects progress in social and emotional terms.</li> </ul>
<b>H.</b>	<ul style="list-style-type: none"> <li>PP children read regularly at home – at least 3 times a week, ideally 5 times. <i>Regular monitoring of Reading Diaries.</i></li> </ul>	<ul style="list-style-type: none"> <li>PP pupils' reading performance improves. This is reflected in PiXL and KS2 SATs performance data. Reading Masters engagement is in line with non-PP and RWI progress through groups is evident.</li> </ul>
<b>I.</b>	<ul style="list-style-type: none"> <li>PP children take part in all visits including residential if they wish to. Additional experiences exclusively for PP children, widen cultural capital. <i>Monitored through additional trip 'take-up'. Engagement in lessons measured through pupil voice.</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading test results evidence better understanding of inference questions. Children approach work with a better understanding of context and acquisition of knowledge is evident through work in books.</li> </ul>

## 5. Planned expenditure

<b>Academic year</b>	<b>2019 - 2020</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A,	<p>Frequency of discreet handwriting sessions being taught is increased according to need. Script is modelled by all staff including on displays.</p> <p>Frequency of spelling sessions are increased and discrete teaching is upped. High frequency words are revisited according to individual need. Teachers focus more on spelling corrections when giving feedback.</p>	Basic skills including handwriting and (especially) spelling are weaknesses across the school, with gaps evident when joining us in Y3. 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>Book looks by SLT will focus on spelling in particular and planning and timetabling will evidence increased frequency.</p> <p>DHT will routinely liaise with lower school Year Leaders and drop-in to sessions when being delivered.</p>	HT, DHT and English lead.	Half termly

	Vocabulary is modelled and displayed through all areas of the curriculum.		English Lead will also monitor.		
B	PP Target groups for all 4 year 6 classes are clearly established and teachers will ensure adult focus on them in core sessions.	PP children's current attainment in Y6 is significantly poorer than non-PP nationally and in school.  All class teachers need to ensure that PP children are receiving quality first teaching.	PPMs will primarily focus on identified PP groups.  Lesson drop-ins and book looks will demonstrate increased focus on identified PP children.	HT, DHT, Y6 Leader, Maths and English Leads	Half termly
C	Daily maths sessions include routine element of counting and number fluency activities including times tables.  Focus in lower school has to be intense, where gaps are more evident for PP children.  'Mini maths' is used for all to further plug gaps with focus on PP children.  TT Rockstars and Mathletics promoted further through competition and homework.	Gaps in number fluency are greatest for PP children. This is particularly evident in the lower school and for PP SEN pupils throughout the school.	Starters in maths sessions are counting and fluency focused, and mini-maths sessions are a focus. This is evidenced in planning and applied to the main part of the session where output should be increased.	HT, DHT and Maths Lead	Half termly
D	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.  Planning and teaching for these children directly relates to their individual needs.	Percentage of SEND pupils who are PP is high: 56% (40 out of 72)  These are the most vulnerable group in terms of making progress and previous Y6 data for this group was poorest.	Book scrutinies will show that steps for learning are broken down by teachers into manageable and achievable units.  PPMs will evidence progress made by pupils.	HT, DHT and SENCo	Half termly
E	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. Those with additional needs have a Support and Intervention Plan (SIP) in place – class teachers and TAs have input into establishing these.	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 (SIPs) for key identified pupils.	DHT and SENCo	Weekly/Half termly

F	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 for 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.  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 PPMs.	DHT and YLs	Half termly
<b>Total budgeted cost</b>					£32,800
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, B, D & H	<p>Continued focus on handwriting scheme introduced last year including investment in 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 PPMs and analysis of data and PiXL QLAs.</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 Teachers. Release time for HLTA, English Lead and SENDCo to monitor.</p> <p>Arrow programme to support Yrs 5&amp;6 PP pupils. Cost of programme and updating equipment.</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 for many lower school PP children (50% of RWI children in Y3 are PP and 60% in Y4)</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>	<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 fed back during half-termly PPMs.</p>	English Lead, SENDCo, YLs (3&4), CT and DHT.	Half termly

	TAs (and teachers) have regular daily readers. Focus groups are PP pupils who do not read at home.	Significant proportion of PP pupils do not read regularly at home.			
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>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>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>PP SEN pupils provision is audited and CPD provided for teaching of this group.</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 PiXL tests will show progress in calculations and problems which were hitherto impeded by basic skills gaps, is now improving.</p>	Maths Leader, SENCo and DHT	Half termly
D ( <i>in addition to above</i> )	<p>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.</p> <p>SEnCo to liaise with Maths and English routinely to develop CPD for teachers and TAs enabling them to best support this group.</p>	<p>SEN PP children are the most disadvantaged group in terms of progress according to data.</p>	<p>PPMs with DHT regarding these pupils.</p>	SEnCo, English and Maths Leads and DHT	Termly

E	<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>Delivery of STEPs programme by trained staff.</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
F	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 PiXL and mock SATs/PiXL)	Current GD/HS pupils are lagging behind All and non-PP despite higher starting (KS1) levels.	<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
H ( <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: 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>PiXL and mock SATs show progress in reading tests (inference in particular).</p>	English Lead and DHT	Half termly
<b>Total budgeted cost</b>					£125, 240
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
G	Pastoral Team, including Pastoral Workers, SENCo, Attendance Officer and DHT monitor and track progress of PP children who are at FSP, S17 and S47. This will happen every half term at one of the safeguarding meetings.	88% of pupils at FSP, S17 and S47 are PP children. This additional criteria of disadvantage means identified children are at increased risk of not making expected progress.	This will happen every half term at one of the safeguarding meetings that happens every two weeks.	Pastoral Team: GH, AO, LH, DP and DHT (SD)	Every Half term

	Regular update meetings with pupils including 'Wishes and Feelings' by Pastoral Workers. Thrive meetings.				
I	<p>Clubs during and after school are free for all 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>Funding available for kit for residentials for identified PP children.</p> <p>Breakfast Club is subsidised for PP children.</p> <p>PP pupils have access to a wider range of experience, via planned pre-enrichment activities that support the topic/area being studied. Cultural Capital will take pupils out of their everyday experiences and help bring more to lessons in terms of confidence.</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> <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>	<p>Monitor take-up from PP families.</p> <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 Office staff.	
<b>Total budgeted cost</b>					<b>£16,200</b>