

# Pupil premium strategy statement (primary)

1. Summary information					
School	Temple Normanton Junior Academy				
Academic Year	2017-18	Total PP budget	£48,840	Date of most recent PP Review	July 2017
Total number of pupils	89	Number of pupils eligible for PP	37	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) Provisional Data</i>
% achieving the expected standard at the end of in reading, writing & maths	20%	60%
% Expected or above in reading	40%	71%
% Expected or above in writing	20%	79%
% Expected or above in mathematics	40%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	The data for disadvantaged pupils in writing highlights significant gaps against national outcomes.
<b>B.</b>	Communication and language difficulties impact on pupils' abilities to express themselves and develop their imaginative and creative aspects of writing. Pupils have a restricted vocabulary.
<b>C.</b>	Pupils' find it challenging of applying their mathematical understanding to a range of different contexts.
<b>D.</b>	Attendance and lateness. All groups of pupils are significantly below the national average of 96.6%
<b>E.</b>	To educate pupils about the importance and benefits of impeccable behaviour.

F.	Pupils often lack resilience in tackling new challenges and in maintaining stamina when undertaking formal assessments.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
G.	Fewer opportunities for pupils to read outside school, often a lack of positive role models for reading.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	A creative cross curricular curriculum to be delivered to address all groups of pupils' ability to reflect on real life experiences. Improved <b>writing outcomes</b> to be underpinned by developing and using broader and more extensive vocabulary, basic PAG skills, and technical skills with a particular focus on spelling.	<p>100% to reach expected targets in writing. All children to make at least one full levels progress (6 points) and the attainment gap to be narrowed for all children who are behind (7+ points). Outcomes in FS to exceed national outcomes (See AIP targets for FS/Phonics Screening check/end of KS1/KS2).</p> <p>Scrutiny of pupils' writing confirms they are using a wider range of and increasingly adventurous vocabulary.</p>

<p><b>B.</b></p>	<p>Improved levels of communication, language and phonics, particularly for EYFS and KS1 pupils.</p>	<p>Talk Boost assessments indicate improved levels in communication and language. Child monitoring tool from ECAT to measure progress.</p> <p>The proportion of pupils working at or above age-related expectations and in reading increase and progress scores at the end of KS2 are in line with National outcomes for disadvantaged pupils.</p> <p>All groups of pupils achieve outcome in line with National for both Y1 and KS1 cumulative Phonics Screening outcomes.</p>
<p><b>C.</b></p>	<p>Pupils develop logical and systematic strategies for reasoning and problem solving.</p>	<p>All children to make at least one full levels progress (6 points) and the attainment gap to be narrowed for all children who are working below age related (7+ points). (See AIP targets for FS/end of KS1/KS2). Evidence in pupils' books demonstrates an ability to reason and solve problems.</p> <p>Evidence in books of children using a range of practical resources to ensure deeper learning takes place and is build upon.</p>

<b>D.</b>	Attendance of all pupils to be closer to the National average with children arriving at school on time and ready to learn.	Attendance of all pupils to meet or exceed 97%.  Parents to actively support raising whole school attendance and punctuality by getting children to school on time and by not taking holidays in term times.
<b>E.</b>	Pupils take pride in their school and academic achievements and demonstrate this through impeccable behaviour.	Persistent low level behaviour eradicated. Children understanding and taking ownership of their own behaviour and responding well to the highest expectations.  Children are able to identify strategies to deal with challenging situations.
<b>F.</b>	Pupils often lack resilience in tackling new challenges and in maintaining stamina when undertaking formal assessments.	Children demonstrate greater resilience and demonstrate more positive attitudes to learning.  Children begin to understand what happens in the brain when they are learning. Children understand the importance of making mistakes as part of the learning cycle and are encouraged to take risks.  Pupils demonstrate greater resilience during formal assessments – completing the assessments, leading to improved progress scores.

<b>G.</b>	Pupils have positive role models for reading, developing a greater enjoyment of a range of books.	Pupil interviews confirm a greater enjoyment of reading.  Increase in proportion of pupils working at expected standard and greater depth in reading.
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<b>5. Planned expenditure</b>					
<b>Academic year 2017-18</b>					
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					
<b>i. Quality of teaching for all</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>
<p>Raise levels of progress in Reading, Writing and Mathematics.</p> <p>Children eligible for PP are responsible, resilient, independent learners.</p> <p>Delivering an engaging and creative curriculum that inspires and motivates learners.</p>	<p>Specialist whole class teaching, specialist teacher interventions for Literacy and Numeracy.</p> <p>Recruited two 'Outstanding teacher for FS/upper KS2 to ensure quality first teaching drives up standards. (Middle/Senior Leaders and ACET-SIT)</p>	<p>Quality first teaching for all to increase progress. Targeted interventions implemented for identified gaps within our vulnerable groups.</p> <p>Whole school SEND assessments will support the identification of specific need in every cohort.</p> <p>Specialist professionals (Educational Psychologist/Behaviour support/MAT) will underpin identification of barriers to learning and support to overcome these with a focus on WBDB.</p>	<p>Data monitoring, pupil progress meetings, work scrutiny and observation.</p> <p>Staff CPD to develop and strengthen subject knowledge in literacy and mathematics.</p> <p>Evidence in pupils' work demonstrates good or better progress.</p>	<p>KW MM RS SC LC</p>	<p>July 2018</p> <p>M Mullane ACET SIT £3280 Literacy specialist £18,871 FS &amp; Phonics specialist £5,344</p> <p>Test base £133 SEND assessments £375</p> <p>Cornerstones Curriculum £5588</p>

<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils. Pupils' develop an increasingly expanded vocabulary and phonics.</p>	<p>ECAT Magpie Wall Vocabulary Starters in English lessons.</p>	<p>We want to invest some funding in longer term change which will help all pupils. Evidence from EEF toolkit confirms that on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Assessment on child monitoring tool to show progress Observation of English lessons. Work Scrutiny</p>	<p>SC RS</p>	<p>July 2018 FS &amp; Phonics specialist  Literacy specialist Subject leader release time 10 days per year £510 per area Maths/Literacy/Science and SEND £2,040</p>
<p>Pupils develop logical and systematic strategies for reasoning and problem solving.</p>	<p>Singapore Bar method.  Online numeracy programme.</p>	<p>Evidence from NCETM reports that using Singapore Bars and Thinking Blocks enables pupils to access higher level mathematical skills, especially in problem solving and fractions. Where pupils have embraced the method, they are more able to take risks and have a go at more complex problems.</p>	<p>Formal lesson observations. Data analysis Work scrutiny Work scrutiny confirms that the use of NCETM Maths planning has resulted in increased opportunities for pupils to reason and problem solve.</p>	<p>KW</p>	<p>July 2018 My Maths £215</p>
<p>Attendance of all pupils to meet or exceed 97%.  Parents to actively support raising whole school attendance and punctuality by getting children to school on time and by taking holidays in term times.</p>	<p>Access to services within DCD MAT/Early Help and ACET EWO.  Effective use of Data analysis. Effective attendance management.</p>	<p>Research tells us there is a direct correlation between poor attendance and underachievement.  Children who are regularly late can go on to establish these poor habits within secondary education in their adult lives.</p>	<p>Rigorous implementation of attendance policy and procedure. Thorough attendance tracking and regular monitoring.  Working collaboratively with the trust EWO to respond to poor attendance and regular lateness.</p>	<p>AW BW KW</p>	<p>July 2018 EWO £5000 School Planners £256 Attendance rewards £1000</p>

<p>Persistent low level behaviour eradicated. Children taking ownership of their own behaviour. Children are able to identify strategies to deal with challenging situations.</p>	<p>Access to services within DCD MAT/Early Help and educational psychologist.</p>	<p>Ofsted inspection stated persistent low level behaviour problems were preventing other children from learning.</p>	<p>Regular positive praise and clear non-negotiable sanctions.</p> <p>Working collaboratively with staff to implement and monitor</p>	<p>KW RS</p>	<p>July 2018 Behaviour support. Early Help, MAT, Educational Psychologist service, £2500 Behaviour Incentives and reward scheme £1000</p>
<p>Pupils develop greater resilience when confronted with new challenges.</p>	<p>Growth Mindset</p>	<p>EEF toolkit confirms Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Pupil interviews Data analysis</p>	<p>KW</p>	<p>July 2018 Behaviour Incentives and reward scheme</p>



Pupils have positive role models for reading, developing a greater enjoyment of a range of books.	Daily whole class reading timetable.  Create a purposeful library where children can select books independently and develop a love for reading.  Author to visit school to inspire children about reading and to help encourage them to read at home.	Evidence from OECD found that reading enjoyment is far more important for children's educational success than their families socio-economic status (2002).  Some 44% of 1,000 parents of 6- to 11-year-olds polled said they rarely or never read with their child after their seventh birthday. BBC News, Education & Family (2015)	Pupil interviews  Pupil progress meetings.  Data analysis	KW RS	July 2018  Purchase engaging recommended reads for both boys and girls. £250  Purchase comprehension based resources accessible across the whole school. Reading £750
<b>Total budgeted cost</b>					<b>£46,602</b>
<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>

<p>Improved self-esteem and ability to manage emotions in challenging situations.</p>	<p>Anger Gremlins</p>	<p>The EEF Toolkit identifies Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>Observations of intervention sessions. Monitoring the impact of the intervention. Feedback from pupils.</p>	<p>LC</p>	<p>Half termly</p>
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<p>Improved rates of pupil progress in reading combined with greater levels of pupil engagement in reading.</p>	<p>Reading Intervention - 1:1 TA and 1:1</p> <p>Additional 1:1 guided reading sessions for PP pupils.</p> <p>Support from principal on objectives identified from gaps analysis during pupil progress reviews.</p> <p>Additional phonics support from Phonics specialist and Literacy lead teacher.</p> <p>Comprehension strategies - inference</p>	<p>Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socio-economic status (2002).</p> <p>Gaps analysis from assessments and test analysis has enabled staff to identify clear objectives to enable pupils to then access the relevant curriculum.</p> <p>EEF toolkit identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact.</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>Liaison between Class teacher and Principal</p> <p>Observation of interventions.</p> <p>Data analysis and pupil progress meetings.</p>	<p>KW RS</p>	<p>July 2018</p>
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<p>Pupils develop logical and systematic strategies for reasoning and problem solving.</p>	<p>Every Child a counter interventions: Numbers Count Number Sense Success at Arithmetic</p> <p>Support principal on objectives identified from gaps analysis during pupil progress reviews</p> <p>Deliver CPD to ensure practical maths embedded practice.</p>	<p>Gaps analysis from assessments and test analysis has enabled staff to identify clear objectives to enable pupils to then access the relevant curriculum.</p> <p>EEF toolkit identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact.</p>	<p>Whole staff training for Singapore bar method.</p> <p>Pupil progress reviews.</p> <p>Assessments and GAP analysis.</p> <p>Pupil progress meetings.</p>	<p>KW</p>	<p>February 2017</p>
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<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p> <p>Pupils' develop an increasingly expanded vocabulary.</p>	<p>1:1 and small group provision from Talkboost and ECAT.</p>	<p>We want to invest in longer term change which will help all pupils. Evidence from EEF toolkit confirms that on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Some pupils require targeted support to catch up. This is a recognised programme which key members of staff have received training to deliver.</p> <p>EEF toolkit identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact.</p>	<p>Observations of interventions.</p> <p>Analysis of Talkboost data.</p>	<p>KW SC RS</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<b>£46,602</b>

<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>
We wanted the children to be proud of who they are, what they look like and to be distinguishable within the community as pupils of Temple Normanton Junior Academy.	Free school uniform for every pupil.	To be inclusive and make our disadvantaged pupil unidentifiable within our school community.	All pupils in correct uniform and this to now be maintained year on year through the pride they take in their appearance at school.	AW KW	Infant £3,013 Junior £2,343
<b>Total budgeted cost</b>					<b>£54,971</b>

6. Review of expenditure				
Previous Academic Year		2016-17 – Total expenditure for the academic year was £46,200		
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
Improved self-esteem and ability to manage emotions in challenging situations.	Anger Gremlins	Staff received specialist training however this was not implemented or targeted at the appropriate children.	Throughout the year, staff received training on Anger Gremlins and Anxiety Gremlins. It was felt that this now needs to be used to address specific barriers presented by pupils across the academy. This will be fully utilised next academic year as we have several WBDB who will benefit directly from this specialism.	£520

<p>To close the gap in reading, writing and mathematics across the school.</p>	<p>Specialist interventions for maths. One full time teacher to target narrowing the gap for all pupils with a particular focus on end of KS1 and KS2 mathematics outcomes. Numbers Count training and interventions</p> <p>One part time HLTA to deliver reading interventions: Reading Allowed Project - 1:1 TA and 1:1 Reading Allowed Ambassadors Workshops for Parents. Additional 1:1 guided reading sessions for PP pupils. One part time TA to Train and deliver Talkboost sessions. SLE Literacy specialist to drive up standards in Literacy outcomes and to provide additional phonics support.</p>	<p>The gap continued to widen for the % of pupils who achieved expected standard at the end of both Key stage1 and 2. The trend was the same for all pupil groups. KS1 – 36% Nat – 75% KS2 – 30% Nat – 75%</p> <p>Pupil interviews confirmed that pupils enjoyed reading. However The gap continued to widen for the % of pupils who achieved expected standard at the end of both Key stage1 and 2. The trend was the same for all pupil groups. KS1 – 27% Nat – 76% KS2 – 50% Nat – 71%</p> <p>Although the gap was narrowed for the Phonics Screening Check cumulative data. The gap was still significant (school 65%) when compared to National outcomes of 81%.</p> <p>This trend continued with writing outcomes.</p> <p>KS1 – 18% Nat – 68% KS2 – 30% Nat – 76%</p>	<p>All training will be utilised this year to underpin timely interventions for pupils identified with a specific need or gaps.</p> <p>All pupils will be identified through rigorous monitoring and tracking and discussed at each target review meeting half termly.</p>	<p>£25,932</p> <p>£6,600</p> <p>£15,428</p>
<p>Total</p>				<p>£48,480</p>



## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.