

Pupil premium strategy statement (primary)

1. Summary information					
School	Temple Normanton Junior Academy				
Academic Year	2018/19	Total PP budget	£35,640	Date of most recent PP Review	Nov 2018
Total number of pupils	90	Number of pupils eligible for PP	27	Date for next internal review of this strategy	November 2019

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	50%	64%
% Expected or above in reading	50%	75%
% Expected or above in writing	50%	78%
% Expected or above in mathematics	50%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	The data for disadvantaged pupils in writing highlights significant gaps against national outcomes.
B.	Communication and language difficulties impact on pupils' abilities to express themselves and develop their imaginative and creative aspects of writing. Pupils have a limited understanding of challenging vocabulary.
C.	Attendance and punctuality. All groups of pupils are below the national average of 96.6%. Disadvantaged children are significantly below.
D.	To continue to embed resilient and independent learning behaviours.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Fewer opportunities for pupils to read outside school, often a lack of positive role models for reading.

4. Desired outcomes		Success criteria
A.	<p>Disadvantaged pupils to make good progress in writing, measured through rigorous assessment and tracking form FS/KS1 outcomes.to overcome the legacy of poor teaching and learning.</p> <p>A creative cross curricular curriculum to be delivered to address all groups of pupils' ability to reflect on real life experiences. Improved writing outcomes 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>	<p>100% of disadvantaged pupils make at least expected progress (6 steps) with pupils not working at age related expectations making more than expected progress (7+ steps).</p> <p>Outcomes for disadvantaged pupils in FS/Phonics Screening Check/Cumulative Y2 Phonics Check. KS1 and KS2 to be at least in line with National outcomes.</p> <p>Scrutiny of pupils' writing confirms they are using a wider range of and increasingly adventurous vocabulary.</p>
B.	<p>Improved levels of communication, language and phonics, particularly for EYFS and KS1 pupils.</p>	<p>FS lead to attend ELKLAN training and embed ECAT principals throughout the FS/KS1 provision. Child monitoring tool from ECAT demonstrates progress.</p> <p>Outcomes for disadvantaged pupils in FS/Phonics Screening Check/Cumulative Y2 Phonics Check. KS1 and KS2 to be at least in line with National outcomes.</p> <p>The proportion of pupils working at or above age-related expectations in reading increase and progress scores at the end of KS2 are in line with National outcomes for disadvantaged pupils.</p>
C.	<p>Attendance of all pupils to be closer to the National average with all children arriving at school on time and ready to learn.</p>	<p>Attendance of all pupils to meet or exceed 97%.</p> <p>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.</p>
D.	<p>Pupils show resilience in tackling new challenges and in maintaining stamina when undertaking new and challenging learning and problem solving.</p>	<p>Children demonstrate greater resilience and demonstrate more positive attitudes to learning.</p> <p>Children begin to understand what happens in the brain when they are learning.</p> <p>Children understand the importance of making mistakes as part of the learning cycle and are encouraged to take risks.</p> <p>Pupils demonstrate greater resilience in learning behaviours, leading to improved and sustained progress measures.</p>

E.	Pupils have positive role models for reading, developing a greater enjoyment of a range of books.	<p>Pupil interviews confirm a greater enjoyment of reading.</p> <p>Increase in proportion of pupils working at expected standard and greater depth in reading.</p> <p>Progress scores at the end of KS2 are above 0 for disadvantaged pupils.</p>
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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?
<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>Quality first teaching embedded across all classes to continue to drive up standards.</p> <p>Middle/Senior Leaders and ACET-AIT</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</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 RS SC LC</p>	<p>Half termly data analysis through progress review meetings.</p> <p>Termly AIR</p> <p>AIT MER</p>

		overcome these with a focus on WBDB.			
<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p> <p>Pupils' develop an increasingly expanded vocabulary and phonics.</p>	<p>ECAT Vocabulary Starters in English lessons.</p> <p>Online spelling programmes.</p> <p>Role Play into Writing EYFS & KS1</p> <p>Development of the outdoor garden learning environment.</p>	<p>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</p> <p>Observation of English lessons.</p> <p>Work Scrutiny</p>	<p>SC</p> <p>LC</p> <p>AD</p>	<p>Half termly MER and data analysis.</p>
<p>Attendance of all pupils to meet or exceed 97%.</p> <p>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.</p> <p>Effective use of Data analysis.</p> <p>Effective attendance management.</p>	<p>Research tells us there is a direct correlation between poor attendance and underachievement.</p> <p>Children who are habitually late or take regular term-time holidays can go on to establish these poor habits within secondary education in their adult lives.</p>	<p>Rigorous implementation of attendance policy and procedure.</p> <p>Attendance tracking and regular monitoring.</p> <p>Collaborative work with DCC Early Help and ACET EWO to respond instantly and consistently to poor attendance and regular lateness.</p>	<p>AW</p> <p>BW</p> <p>RS</p>	<p>Weekly attendance meetings.</p> <p>Half termly attendance reviews with ACET EWO.</p>
<p>Pupils continue to develop greater resilience when confronted with new challenges.</p>	<p>Growth Mindset</p> <p>Drama Workshops and production.</p> <p>School garden development.</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.</p>	<p>Pupil interviews</p> <p>Data analysis</p>	<p>RS</p>	<p>Half termly Parent and pupil voice</p>

	Whole Class Music Ensemble Teaching	The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. Arts activities have been linked with improvements in specific outcomes in Maths and Literacy as well as wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.			
Total Budgeted Cost					£36,450
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 rates of pupil progress in reading combined with greater levels of pupil engagement in reading.	Reading Intervention TA and 1:1 Additional 1:1 guided reading sessions for PP pupils. Support from principal on objectives identified from gaps analysis during pupil progress reviews.	Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socio-economic status (2002). Gaps analysis from assessments and test analysis has enabled staff to identify clear objectives to enable pupils to then access the relevant curriculum. EEF toolkit identifies small group tuition is effective when targeted	Liaison between Class teacher and Principal Observation of interventions. Data analysis and pupil progress meetings.	RS LC SC	Termly MER

	<p>Additional phonics support from Phonics specialist.</p> <p>Comprehension strategies - inference</p>	<p>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>			
Total budgeted cost					£4,450

6. Review of expenditure				
Previous Academic Year		2017-18 – Total expenditure for the academic year was £51,958		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<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>A significant improvement in outcomes at FS, KS1 and KS2. Throughout each year group pupils made substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</p> <p>The attainment of almost all groups of pupils at the end of FS, KS1 and KS2 is broadly in line with national averages and if below (Y4 and 5), it is improving rapidly. Phonics at the end of Y1 and Y2 cumulative have exceeded national outcomes.</p> <p>Disadvantaged in UKS2 made more progress than any other group – 10 steps average.</p>	<p>To continue to develop quality first Literacy and Maths teaching strategies, through effective CPD. Progress of all pupils closely monitored, with gaps identified and narrowed via quality first teaching and effective timely interventions.</p> <p>An engaging topic based curriculum ensures pupils are enthusiastic learners with multiple opportunities to use and apply their mathematical and English skills throughout all lessons.</p>	<p>ACET AIT Literacy specialist FS & Phonics specialist</p> <p>Test base SEND assessments</p> <p>Cornerstones Curriculum</p>
<p>Attendance of all pupils to meet or exceed 97%.</p> <p>Parents to actively support raising whole school attendance and punctuality by getting</p>	<p>Access to services within DCD MAT/Early Help and ACET EWO.</p> <p>Effective use of Data analysis.</p>	<p>Attendance has improved significantly from 91.3% in 2017 to 95% in 2018. The number of children who arrive late has been significantly reduced and has almost been eradicated.</p>	<p>Term time holidays continue to be an issue. Attendance is closely monitored on a daily basis with all families contacted and the Principal notified of absences by 9:30. Barrie Wheatcroft ACET EWO/Mat team continue to give advice and support</p>	<p>EWO School Planners Attendance rewards</p>

children to school on time and by taking holidays in term times.	Effective attendance management.		to reduce persistent absence to both the school and individual families. Those children who achieve 100% attendance are rewarded termly and the class with the best attendance each week also receives a whole class reward.	
Persistent low level behaviour eradicated. Children taking ownership of their own behaviour. Children are able to identify strategies to deal with challenging situations.	Access to services within DCD MAT/Early Help and educational psychologist.	Behaviour is now a strength in school, low level disruption has been eradicated and the vast majority of pupil's behave impeccably.	The most positive impact on pupil behaviour has come from the implementation of a clear and fair behaviour policy, consistency of implementation by all staff and high expectations. Small targeted friendship groups have also proved highly effective.	Behaviour support. Early Help, MAT, Educational Psychologist service. Behaviour Incentives and reward scheme.
ii. Other approaches				
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
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.	The uniform has given the pupils a real sense of identity and all children are smartly turned out whatever their social background. Uniform is of a good quality and reasonably priced, disadvantaged pupils continued to be supported to ensure they are dressed in correct uniform.	School uniform.

Total	£51,958
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7. Additional detail

Total expenditure for the 2017-2018 academic year was £51,958 well over the nominal £48,840 received.