



## Pupil Premium Strategy Statement Wavell Community Junior School 2016-17

1. Summary information					
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	Service = £52,800 FSM6 and LAC PP = £38,700 Total = <b>£91,500</b>	<b>Date of most recent PP Review</b>	Jan 2017
<b>Total number of pupils</b> (January 2017)	200	<b>Number of pupils eligible for PP</b> (January 2017)	FSM6 25 Service 176 LAC < 5* <i>*= therefore exact numbers not reported</i>	<b>Date for next internal review of this strategy</b>	July 2017

1. Attainment at end of Key Stage 2 (Summer 2016)				
	All Pupils 41 children	PP (Disadvantaged) 3 children	PP (ever 6 Service) 35 children	National Average (Pupils not eligible for PP)
<b>% achieving EXS or above in reading, writing and maths</b>	24% (n= 9)	0% (n= 0)	26% (n= 9)	53%
<b>% making expected progress in reading</b>	37% (n= 15)	0% (n= 0)	37% (n= 13)	66%
<b>% making expected progress in writing</b>	80% (n= 33)	67% (n= 2)	74% (n= 26)	74%
<b>% making expected progress in maths</b>	37% (n= 15)	33% (n= 1)	37% (n= 13)	70%

## 2. 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)*

<b>A.</b>	<p><b>Reading</b> Outcomes and progress in reading in 2016 were hindered by underperformance in two areas of learning: “Inference and deduction questions” and “Explaining the meaning of words in context”. Children need to develop the skills needed to answer questions in these categories in writing to ensure their understanding can be accurately measured. Disadvantaged learners are further challenged by low prior attainment on joining Wavell Junior school.</p>
<b>B.</b>	<p><b>Mathematics</b> Outcomes and progress in mathematics in 2016 were hindered by underperformance in two areas of learning: “Reasoning” and “Problem Solving”- each of which require practice in facing problem solving questions and explanation of mathematical reasoning. In addition to this, disadvantaged learners are further challenged by low prior attainment in maths on joining Wavell Junior school.</p>
<b>C.</b>	<p><b>Appropriate levels of challenge and pace of learning</b> A lack of experience in test conditions currently disadvantages children during their SATs. Our analysis shows that the children are able to answer the questions but not within the time limit. By providing opportunities to sample examination questions and complete tasks to a timescale should improve outcomes in this area.</p>
<h3>External barriers <i>(issues which also require action outside school, such as low attendance rates)</i></h3>	
<b>D.</b>	<p><b>High mobility of service children</b> The social and emotional impact of arriving mid-year, or of friends leaving mid-year, can distract children from academic focus as they develop new friendship groups and class dynamics. Unless supported, children may be at risk of disengagement and may underperform.  In addition to this, there may be missed curriculum experiences prior to joining Wavell Juniors. This means that some vulnerable children will complete the key stage without fully completing the curriculum. When they sit end of key stage tests there may be questions that they are unable to answer, reducing their overall attainment.</p>
<b>E.</b>	<p><b>Low parental engagement with school initiatives</b> Poor parental attendance at school events may reduce perception of the value of education for the child. Lack of engagement with work sent home reduces opportunities to embed or extend learning, limiting the potential to progress or attain as highly as they would otherwise.</p>

## 3. Outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<ul style="list-style-type: none"> <li>• Introduce North Yorkshire Guided Reading scheme into all classrooms</li> <li>• Purchase new CGP KS2 Comprehension ‘Targeted Question Book’ for Yr3 to Yr6, to develop the skills needed to answer “Inference and deduction questions” and “Explaining the meaning of words in context” questions</li> <li>• NGRT (New Group Reading Test) to be used to measure impact.</li> <li>• Results each term will show progress made by disadvantaged learners is more than age-expected and (where pupils are underperforming) is closing the gap.</li> <li>• Results will show performance in “Inference and deduction questions” and “Explaining the meaning of words in context” has improved and is in line with “retrieval” questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading SATs results to be greater than 50% EXS or GDS</li> <li>• Cohort progress value added for reading to be 0 or greater</li> <li>• Termly reporting of progress will show disadvantaged learners to be consistently making more than expected progress</li> </ul>

<b>B.</b>	<ul style="list-style-type: none"> <li>• Weekly maths lessons in class to include problem solving questions and activities requiring an explanation of mathematical reasoning.</li> <li>• New resources to be purchased to provide practice in facing problem solving questions and explanation of mathematical reasoning.</li> <li>• Termly PTM results will be used to measure impact and give reliable indicators of likely SATs test outcomes at the end of KS2.</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics SATs results to be greater than 50% EXS or GDS</li> <li>• Cohort progress value added for reading to be 0 or greater</li> <li>• Termly reporting of progress will show disadvantaged learners to be consistently making more than expected progress</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>• Development of an online behaviour log to record incidents in school.</li> <li>• When disruptive behaviour occurs, a prompt response is in place which will reduce the impact of the negative behaviour on the learning of PP children and others in the class.</li> <li>• Additional staffing will enable the reduction of incidents through 1:1 support of children presenting behavioural difficulties on a regular basis. Attitudes towards learning will be developed through the application of metacognition and associated learning approaches</li> <li>• All children will make at least expected progress during the key stage</li> <li>• Child independence and resilience when faced with challenges will be developed through a co-ordinated approach between classroom teachers and TAs.</li> <li>• Children will become enabled to own their own learning and successfully complete extended pieces of work, including, but not limited to, end of key stage tests.</li> </ul>	<ul style="list-style-type: none"> <li>• A reduction in the number of disruptive behavioural incidents recorded.</li> <li>• Books and teacher assessments will provide evidence for sustained progress over time for PP children.</li> <li>• Children reach their end of key stage targets</li> <li>• Pupil voice and annual staff/parent/pupil surveys will reflect an increased level of independence and ownership of learning.</li> <li>• End of key stage assessments</li> <li>• Lesson observations and planning scrutiny will provide evidence that Teachers and TAs have a co-ordinated approach to developing pupil independence.</li> <li>• Books and display pieces will contain examples of extended work, developed independently by children.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>• Baseline assessments will produce a diagnostic report regarding new arrivals.</li> <li>• Gaps in learning are identified early and addressed through intervention.</li> <li>• Full curriculum coverage is achieved by the end of the key stage.</li> <li>• Targeted support for children affected by mobility, including those left behind.</li> <li>• Opportunities provided to reflect on the changes, impact and opportunities this will have.</li> <li>• Learning buddies system developed to include new arrivals and support children left behind.</li> <li>• Continued and explicit high expectations of all new arrivals.</li> </ul>	<ul style="list-style-type: none"> <li>• All new arrivals complete a baseline assessment during their second week in school.</li> <li>• Targetted, time limited interventions, will be successful in addressing the identified learning gap(s).</li> <li>• All children are able to attempt all questions on the end of key stage test.</li> <li>• Learning mentor to provide structured process for children affected by mobility, reducing the disruption of these children during periods of turbulence.</li> <li>• Learning buddies chosen by links with affected children to ensure they are supported in a positive manner.</li> <li>• Teachers and TAs to assume that a child is capable of working at a greater depth of study in all subject areas.</li> </ul>
<b>E.</b>	<ul style="list-style-type: none"> <li>• School based events will be publicised through social media</li> <li>• School based events focus on the needs and interests of families.</li> <li>• Provision during and around school hours will be made available to vulnerable children to provide them with additional routes to extend and embed their learning.</li> <li>• Staff leading the provision will act as a positive role model regarding the benefits of education in adult life.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher attendance at school events.</li> <li>• Extracurricular provision is enhanced with staff able to provide curriculum-based educational support and guidance.</li> </ul>

4. Planned expenditure					
Academic year		2016/17			
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	Review Date
Developing the role of the TA	Whole staff training of Maximising the Impact of Teaching Assistants (MITA). This will be cascaded to the whole school, enabling TAs to be strategically deployed and teachers to work with more vulnerable learners.	Evidence from MITA research and from EEF suggests that TA intervention can be of most effect when time limited and delivered by trained colleagues. In addition to this the use of a TA to support the class and freeing up the teacher to work closely with disadvantaged learners will enable a greater rate of progress to be made by these learners.	Interventions will be planned in advance, with selected pupils, time limited and impact will be regularly reviewed. TA/ teacher conversations will be focussed on the attainment of vulnerable children and ensuring high levels of progress over time.	RF/MC	Easter 2017 Sumer 2017
Sufficient TAs and 1:1 specialists to support those children who can display the type of extreme behaviour which will disrupt the teaching and learning of all pupils, including disadvantaged learners, if not properly supported.	When individual pupils are identified as having SEN likely to present as extreme disruptive behaviour, the SENCo and the Headteacher will recruit/deploy staff to work as 1:1 support. These individuals will build a positive relationship with the child and be able to spot a problem developing before it has reached crisis point; taking positive action to enable the child to calm back down in or out of class without affecting the learning of the other children, including PP disadvantaged learners.	Serious behaviour incidents requiring SLT intervention: 2015/16 Term 1 = 35 2016/17 Term 1 = 14 (60% reduction)  Lessons affected by poor behaviour: 2015/16 Term 1 = 72 2016/17 Term 1 = 14 (80% reduction)	Careful recruitment of each individual working in a 1:1 role. Placing each 1:1 worker with a child according to individual experience/strengths and ability to build a positive relationship with that child. Monitor incidents: <ul style="list-style-type: none"> <li>• Requiring 1:1 to remove the child from the main class.</li> <li>• Requiring SLT intervention</li> </ul> Monitor progress being made by the child working with each 1:1 adult. Monitor the progress being made by the other children in the class, including the PP disadvantaged learners.	Headteacher SENCo	Easter Summer

<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>Review Date</b>
Developing pupils' skills of working through tests at speed in order to complete all questions within time limits.	Researched available options then purchase a commercial resource that will provide pupils with repeated opportunities to sample SATs-style examination questions and complete tasks to a timescale.	Detailed analysis of individual pupil's exam papers after the 2016 SATs showed that a large number of children failed to complete all the questions in each paper, including our disadvantaged learners. Calculating the ratio of correct answers to questions attempted, it is clear that if pupils answered every question, then their ratio of correct answers would earn them a scale score of 100+.	Assistant Headteacher responsible for assessment will research the options, seeking advice from LA Advisers for Maths & English as well as other local schools to see what solutions are already working well in other settings. Once purchased, AHT (Assessment) will lead INSET for all staff and stipulate amount of time each week to be dedicated to developing the skills of working at pace on exam style questions.	DM (AHT Assessment)	Easter 2017. SATs results in July 2017.
Develop an awareness of citizenship and understand own role in society.	All children in Year 5 to participate in the Archbishop of York's Young Leaders Award.	High mobility pupils often report feeling disconnected from their 'temporary' community. Local community police officer reports high levels of petty vandalism and anti social behaviour from school age children.	AHT Pupil Premium and year 5 class teachers will take the lead in implementation. AHT will report back to HT & Governors termly.	AHT	Summer 2017
<b>Total budgeted cost</b>					<b>£71,000</b>

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	Review Date
Support individual pupils in dealing with the social and emotional impact of arriving mid-year, or of friends leaving mid-year and so avoid disengagement and underperformance.	Employ a Learning Mentor to work with all in-year admissions and leavers, as well as those children identified by staff in class as being affected by the loss of a close friend who has left the school mid-year.	<p>'Moving Matters: The Causal Effect of Moving Schools on Student Performance' (Schwartz, Stiefel &amp; Cordes – 2015) identified the 'costs' to the pupil associated with moving school other than at the end of a Key Stage. These 'costs' include;</p> <ul style="list-style-type: none"> <li>• Psychological costs; adjusting to new routines, adapting to a new physical space, etc.</li> <li>• The loss of social capital among both students and parents, which is likely to decrease student performance. For example, disruption to a student's peer network.</li> <li>• Costs due to differences between the academic programs in the old and new schools (curricular mismatch). For example, repeating a previously learned topic or, alternatively, being without the necessary prior knowledge to tackle a new one.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor job description will highlight expectations and time available each week to devote to this work.</li> <li>• Learning Mentor will be line managed by an Assistant Headteacher, for performance management and support.</li> <li>• Academic performance of pupils involved will be tracked.</li> <li>• Feedback taken from pupils supported and their parents.</li> </ul>	<p>LG (Learning Mentor)</p> <p>AHT – line manager</p>	Easter July

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>Establish accurate Baseline measures for each pupil upon arrival in school, so that we can accurately track real progress made while at our school for children who only stay for part of the Key Stage.</p> <p>Identify any barriers to learning upon arrival so that the SENCo can put in place appropriate interventions without unnecessary delay.</p>	<p>Join in the local trial of GL Assessments 'Complete Digital Solution' (CDS) alongside 3 other local schools who all have a large proportion of highly mobile service pupils.</p>	<p>CDS offers us the chance to collect and analyse information about each pupils' natural reasoning ability, attitudes to learning and current performance, including any barriers to learning. Once we have Identified barriers to learning, we can inform early intervention strategies.</p> <p>It gives us access to a range of assessments already standardised to an extremely high level, allowing for fair comparison of performance within school and against a national benchmark. This is an accurate way of benchmarking and monitoring pupil progress.</p> <p>We can also use a national benchmark through Standard Age Scores.</p> <p>We get access to automatically generated reports; reducing time spent marking papers or decoding complex data tables.</p> <p>We can analyse pupil data easily with simple visual representations (tables, bar charts and scatter graphs), accompanied by narrative explanations.</p>	<p>We will work in partnership with the other 3 schools in the trial and the representative from GL.</p> <p>We will nominate 2 staff (AHT &amp; HLTA) to take the lead and attend all training, then cascade this back to all staff in school.</p> <p>We will add key dates to the school's existing academic calendar for administering the new assessments.</p> <p>The lead AHT and Assessment TA will have dedicated time each term to facilitate whole-school testing and the analysis of results.</p> <p>The SENCo will be involved in analysing information regarding identified barriers to learning, so that she can take the lead in organising appropriate interventions for individuals and groups.</p> <p>The AHT responsible will report back to the HT and governors termly.</p>	<p>LV (AHT) and JS (HLTA)</p>	<p>Easter July</p>
<b>Total budgeted cost</b>					<b>£18,500</b>

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	Review Date
Disadvantaged learners participate fully in all additional school activities where cost might otherwise be a barrier.	Subsidising 'Own a pony day', school visits, residential trips, etc	The additional opportunities offered to pupils at school enhance the learning that takes place, they provide experiences intended to develop aspiration and ambition and they also develop teamwork skills and social & emotional skills.	School business manager will keep an up-to-date record of children currently in school and cross-check this every time a trip or event takes place. SBM will liaise with class teachers who can then inform parents confidentially that school will pay for their child to ensure that they are able to participate in every available learning related activity.	School Business manager  Class teachers	Summer 2017
<b>Total budgeted cost</b>					<b>£2,000</b>

5. Review of expenditure					
Previous Academic Year		2015-16			
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	
To offer smaller class sizes to children in Year 5 and 6 for their daily Maths & English lessons.	Additional 'Booster' Teachers for English & Maths	Teacher Assessment showed that children made good progress against the interim framework for new end of KS2 assessments. Writing outcomes were externally moderated and the significant improvement made was validated.	While we had evidence of independent work produced within lessons to demonstrate each child's learning and attainment, we did not prepare the pupils for the new style exams. As a result, Year 6 pupils underperformed and results were significantly below estimates.	£32,000	

Support two individual pupils (both on the SEND register) who have shown repeated behaviour which has significantly impacted upon the class teacher's ability to teach the rest of the class, including the disadvantaged pupils.	Contribution towards costs of employing 2x 1:1 LSAs	The two supported pupils have made good progress in Reading, Writing and Maths. The number of disruptive incidents caused by either of these pupils (requiring the intervention of the HT or an AHT) has reduced by 75%.	Investing in skilled 1:1 support for individual children has been extremely successful. The 1:1 adults have often spotted signs of disruptive behaviour early and removed the child to a safe place where they can calm down without reaching crisis point and without disrupting the learning of disadvantaged class mates. The individuals receiving the direct support have made improved progress. The number of serious disruptive incidents has fallen markedly and teachers/TAs report significantly less stress and anxiety knowing that these children are well supported.	£28,665
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## ii. Targeted support

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
Support individual pupils in dealing with the social and emotional impact of arriving mid-year, or of friends leaving mid-year and so avoid disengagement and underperformance.	Employ a Learning Mentor to work with all in-year admissions and leavers, as well as those children identified by staff in class as being affected by the loss of a close friend who has left the school mid-year.	All pupils arriving and departing outside of the usual times were supported. Pupil voice feedback shows that this was popular. Progress data for cohorts of pupils arriving mid-Key Stage shows that they all made better than expected progress.	This is a worthwhile activity and an appropriate use of our service pupil premium money.	£16,865

## iii. 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
Ensure that every child learns to swim before they leave Yr6.	Swimming lessons for all children	95% (39 of 41) of all children could swim 25m when they left Year 6 in summer 2016. 100% of disadvantaged pupils could swim 25m.	This was a worthwhile use of pupil premium money.	£2,550