



Wallisdean Junior School Pupil Premium Strategy Statement 2019/20

School Vision

Through collaborative working this federation will provide a coherent and challenging educational experience that enables all children to realise and reach their true potential.

The learning community will encourage children to make positive contributions to the school and wider community by providing challenges, expecting a high standard of behaviour, respect and responsibility from all its stakeholders.

Our aim is to support our children through high expectations to develop their skills in all areas of their curriculum so that they are well prepared for senior school and the future fast-pace of the 'world of work'.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and where appropriate, to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for pupils, staff, parents and governors.
 There is a belief that all (including disadvantaged) pupils are capable of overcoming their personal barriers to succeed.
 Disadvantaged pupils and their families are held in high regard; relationships are key to develop cultural capital.
 Leaders, teachers and other adults understand their role within the school's strategy to drive an inspiring and engaging and relevant curriculum.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.
 The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
 Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
 Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make good progress.
 Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
 Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
 Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.
 Pupil progress meetings are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
 Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
 Transition arrangements for disadvantaged pupils are carefully planned and implemented (KS1 to KS2, within KS2, KS2 to KS3)

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
 Accelerated progress must lead to higher attainment within an academic year and across key stages of the federation.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
 Self-evaluation is rigorous and honest.
 The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
 Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
 Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group	
Team member	Role
Executive Headteacher	To distribute pupil premium funding, to ensure that Pupil premium children are at the centre of learning at Wallisdean Junior School, to lead the pupil premium strategy group half termly. Strategic monitoring of processes and procedures, and progress of PP children cohort specific.
Deputy Headteacher	
Inclusion Leader, including SENco	To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected grades and that teachers are held to account for the quality first teaching of all disadvantaged children.
Assistant Headteacher	
Maths and English Leader	
Governor	To hold the pupil premium lead to account over the distribution of funds for pupil premium children. To review the impact of PP funding by being actively involved in the PP strategy group.
Review Dates for academic year:	September 2019, then at the end of each half term throughout the year.

Current Profile						
Academic Year	2019-2020	Number of Pupils eligible for PP	74	Breakdown of PP Pupils		
NoR	227	Total PP budget	109,421	FSM/Ever 6	Service	LAC
Date of Statement	September 2019	Review Date(s)	July 2020	74	9	1

Cohort Profile of Disadvantaged Pupils in Key Stage 2 2019 /20 (Does not include Service pupils)																
This section may not be published on website if individual pupils could be identified.																
								Profile of PP children								
		Number and % of disadvantaged pupils eligible for PP		Number and % of pupils on SEN register		Number and % of pupils disadvantaged and SEN		Lower Attaining Pupils from KS1			Middle Attaining Pupils from KS1			Higher Attaining Pupils from KS1		
Year Group	Cohort	Number	%	Number	%	Number	%	R	W	M	R	W	M	R	W	M
3	60	16	27	8	13	3	5	4	5	3	8	10	11	4	1	2
4	54	17	31	9	17	4	7	4	5	5	6	8	4	7	4	8
5	54	16	30	7	13	4	7	4	7	6	9	7	8	3	2	2
6	59	25	42	7	12	4	7	6	9	9	10	16	13	11	2	5
All year groups	226	74	33	31	14	15	7									

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some disadvantaged pupils

Turbulence affects some pupils who have had multiple school moves

Additional emotional support for some Services children is needed

Deprivation adversely affects the emotional well-being of some pupils

Poor attendance adversely affects the progress of some pupils and their attitudes to learning

Some children require additional emotional support, particularly in starting the day

For some children basic needs are not always met at home, including hygiene and medical needs

Some disadvantaged children do not come to school with suitable clothing (uniform, PE kit)

Turbulent family situations can impact on some children's physical and emotional wellbeing

Barriers for learning that make some disadvantaged less successful in their learning in school

14 % have SEN

33 % are Pupil Premium

4 % are from Service families

Many disadvantaged children enter school with poorer communication, language, vocabulary and literacy skills. A strong emphasis is needed on development of vocabulary, including technical subject-specific vocabulary.

Consistency in teaching and learning has strengthened, the focus on PP children this year has had a positive impact on results, but this needs to continue.

Some of our disadvantaged pupils need support to develop positive learning behaviours

Disadvantaged children can often be more tired and find it harder to concentrate

We have strengthened our approach in teaching and learning over the past 2 years, with a stable staff who provide greater consistency, clear routines and high expectations

Summary allocation of funding and rationale	Rationale	Expenditure
<p>Teaching and Learning Development of Strategy Group, including members of the Leadership Team and a Governor, review the effectiveness of the strategies at data milestones.</p> <p>Inclusion Leader works as part of the Leadership Team and monitors Disadvantaged and SEN provision.</p> <p>Release of English and Maths leaders to monitor PP within subject, linked to key data points in the year. Leaders feed into Pupil Progress meetings. Focus on Year 3 and 6. (No gap in Year 4, SEN issue in Year 5)</p> <p>Needs of individuals identified through Pupil Progress meetings.</p> <p>Deployment of LSA based on profile of need in each year group and across school</p> <p>Educational Psychologist training for staff on Conciliation Skills relating to work with parents.</p> <p>Termly meeting with Secondary feeder school to agree focus and put in place specific programmes to address needs.</p> <p>Year 6 booster Maths sessions within school day</p> <p>Year 6 after school booster sessions in Reading and Maths (Spring Term)</p>	<p>To raise standards in English and Maths</p> <p>33% of salary, time taken with PP/SEN</p> <p>Leadership cover time</p> <p>After school meetings</p> <p>70%</p> <p>Teachers, HLTA, Office team</p> <p>DH, EHT</p> <p>Groups led by AHT and SY</p> <p>AHT, DH, En/Ma Leads</p>	<p>£10,028</p> <p>£125,157</p>
<p>Emotional, social and behavioural support Breakfast nurture club run by LSA/ELSA to ensure a good transition between home and school and reduce barriers to learning.</p>	<p>HK 1 afternoon per week ELSA</p>	<p>£2586</p>

<p>Targeted ELSA, Social and Learning Behaviour Groups that are tailored to groups of children who have been identified as having a need through the Strengths and Difficulties Questionnaire (SDQs) and the Six Strands bricks</p> <p>Support to improve attendance, half-termly Safeguarding and Attendance meeting, meetings with parents. Parent Support Worker 1:1 sessions and targeted group support</p> <p>Weekly yoga sessions for Year 5 and 6 (from Sports Premium Funding) Bespoke transition programme to support school readiness KS1 to KS2 and KS2 to KS3 Free/subsidised uniform, including support for children who come to us through SDAS (refuge)</p>	<p>DSLs across Federation</p> <p>HOS / LT</p>	<p>£200</p>
<p>Enrichment Subsidised visits Subsidised cost of and resourcing clubs Peripatetic Music lessons Plugging the gaps in their cultural capital eg theatre experience LAC: 1:1 tuition weekly</p>	<p>To ensure that disadvantaged children have every opportunity to take part in enrichment activities and clubs in order to widen their life experiences and develop their knowledge and understanding of the world.</p>	<p>£3352</p>
<p>Service Families ELSA support LSA support – Pre-teaching and Wave 2 in English and maths Mini Military Club</p>		<p>(£2700)</p>
<p>PP funding received</p>		<p>109,421</p>
<p>Total Expenditure</p>		<p>£141,293</p>
<p>Service Premium</p>		<p>£2700</p>

School Improvement Plan priorities for disadvantaged pupils (Extracts from SDP)		
Area of Focus	Expected Impact	Actions
<p>Rapidly improve standards and progress in KS2 in reading, writing and maths</p> <p>To ensure that children are able to develop their fluency and accuracy in maths.</p>	<p>Teachers confidently match provision with needs for vulnerable children in all areas of the curriculum.</p> <p>Children are able to develop and use mathematical vocabulary and regularly have opportunities to talk mathematically.</p>	<p>Staff training Maths and English Leader to attend Core Provision Maths and English Leaders to work with HIAS Inclusion Leader to attend National SENCO award</p> <p>Staff training – Maximise opportunities for disadvantaged pupils to engage in talk for learning which empowers them to reason and solve problems.</p>
<p>Wider curriculum provides knowledge and cultural capital opportunities to meet the needs of each cohort.</p>	<p>Children can make connections and informed decisions between their learning and their own lives and aspirations.</p>	<p>School to ensure the development of knowledge and skills deepens the learning and that children can apply these to relevant situations.</p>
<p>Pupil premium strategy document shared with stakeholders</p>	<p>Clear actions that will feed into Pupil Progress meetings half-termly</p>	<p>Share with stakeholders. PP Strategy Meeting half-termly to assess impact and lead into Pupil Progress meetings.</p>
<p>Reduce absences for disadvantaged pupils</p>	<p>Higher rates of attendance for disadvantaged children.</p>	<p>Half termly Attendance & Safeguarding meeting with EHT, DH, DSLs</p>
<p>Continue to develop role of Parent Support Worker</p>	<p>Parents have a person to contact support/to signpost them to other agencies. School can provide bespoke support to meet the needs of individual families. Support provided for TAF, EHH referrals and follow ups.</p>	<p>Continue to provide support through groups, 1:1 sessions and referrals. Explore other courses to support our families.</p>

Attainment KS2 (2019) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)						
Percentage reaching expected standard	PP Outcomes %	Non-PP Outcomes %	Gap	PP Non-SEN %	National Disadvantaged	National Non-PP Outcomes
Reading, Writing & Mathematics combined	33	60	-27	67	51.2	70.8
Reading	56	74	-18	100	61.9	78.1
Writing	50	86	-36	100	67.7	83.2
Mathematics	44	80	-36	67	67.2	83.7

19/20 Continue with focus on RWM combined, focus on maths knowledge and fluency

Progress KS2 (2019) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)					
	School PP Progress measure (Non-SEN)	School Non-PP Progress %	School PP SEN %	National Disadvantaged Progress	National Non-PP Progress
Reading	-1.51	-1.67	-6.34	-0.61	+0.32
Writing	-0.01	-0.61	-5.59	-0.51	+0.26
Mathematics	-3.56	-4.08	-7.73	-0.72	+0.36

The impact of the funding allocations and improvements outlined in the PP strategy 2018/19 academic year for disadvantaged pupils

End of KS2 attainment 2019
 100% of Disadvantaged pupils with no SEN achieved ARE in reading and writing. These are both above National figures for both disadvantaged and all pupils.

70% of Disadvantaged pupils with no SEN achieved ARE in maths. This is below National figures for disadvantaged and all pupils. This is now a school priority in the SDP.
 For disadvantaged pupils with SEN, 11% achieved ARE in reading, no children in writing and 22% in maths. This is below National figures.

End of KS2 progress 2019
 Disadvantaged pupils with no SEN made better progress than the cohort in reading, writing and maths, but less progress than pupils nationally. They made better progress in reading and writing and less progress in maths. Current pupils are making better progress and continues to be a school priority.

Teaching and Learning
 Teaching has strengthened; this is benefitting disadvantaged pupils. The more consistent pedagogical approaches are rapidly embedding and learning journeys are more connected. New assessment system was successfully introduced to teachers, following training sessions. This has enabled teachers to better identify where children are and plan carefully for their next steps in their learning.
 There are more opportunities for pupils to use the CPA approach in mathematics to develop conceptual understanding. There is a stronger emphasis on fluency and problem solving. Pupils are being given more opportunities to reason and articulate their thinking. Vocabulary is explained and visible on working walls.
 In English rich text drivers are being used to engage and challenge pupils, which this is enabling the vocabulary gap to be reduced further. Comprehension skills are being taught explicitly. Grammar, punctuation and spelling are increasingly more integrated in writing journeys that have purposeful contexts and outcomes.

Emotional, social and behavioural support

Attendance was 95.9% for disadvantaged children. Whole school attendance was 96.97% for 2018/19. This represents a significantly improving trend. Attendance and Safeguarding Team meet half termly to identify issues and plan actions with families.

Exclusions have significantly dropped over the past 3 years.

Our ELSA and a teacher have continued to support vulnerable pupils providing 1:1 and small group support.

Disadvantaged children have been able to attend peripatetic music lessons and a range of clubs and activities through funded places. All children attended the Year 6 residential due to funding school have secured through a grant scheme.

Parent Support Worker supported 19 families throughout the year 1:1 and through small group workshops, of which 5 were disadvantaged.

Enrichment:

Enrichment is helping to develop our children's cultural capital, providing them with a wide range of life experiences including theatre trips, educational visitors and special days eg Maths Day, Science Day.

The impact of service premium for 2018/19 academic year

Children attended weekly mini military club.

Additional ELSA individual and group sessions.

Access to Wave 2 and Pre-teaching sessions to support English and Maths learning.

Across the school, service children achieving ARE+

Reading – 83%, Writing – 67%, Maths – 83%

Across the school, service children achieving GD

Reading – 17%, Writing – 17%, Maths – 33%

Pupil Premium Strategy

The school must publish a strategy for the school's use of the pupil premium. For the current academic year it must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils