

Pupil Premium Strategy 2018/2019

Summary information					
School	Littletown JIN School				
Academic Year	2017/2018	Total PP budget (Sept-July)	September 18 -March 19 (7/12) £29610 April 19 - Aug 19 (5/12) Sept -July estimate: £53080 EYPP - £2004	Date of most recent PP Review :	September/October 2018 April 2019
Total number of pupils	203 including Nursery	Number of pupils eligible for PP: 29 -PP 8- EPP 18%	September 2018 figure: £53080	Date for next internal review/update of this strategy:	April 2019

Current attainment/progress 2017/2018				
KS2 Headline Data				
	<i>Pupils Eligible for PP (school)</i>	<i>Non PP (school)</i>	<i>Non PP pupils (national)</i>	<i>PP school and non PP national difference</i>
% achieving in reading, writing and maths	78%	88%	70%	+8%
% achieving in reading	89%	100%	80%	+9%
% achieving in writing	78%	88%	83%	-5%
% achieving in maths	89%	100%	81%	+9%
Average point score in reading	106.4	110.8	106.1	+0.3
Average point score in maths	105.6	111.7	105.4	+0.2
progress in reading	1.95	4.41	0.31	1.64
progress in writing	-0.38	2.55	0.24	-0.62
progress in maths	1.76	6.08	0.31	1.45

KS1 Year 2 Headline Data

	<i>Pupils Eligible for PP (school)</i>	<i>Non PP (school)</i>	<i>Non PP pupils (national)</i>	<i>PP school and non PP national difference</i>
% achieving in reading, writing and maths				
% achieving in reading	75%	76%	79%	-4%
% achieving in writing	75%	76%	74%	+1%
% achieving in maths	75%	90%	80%	-5%
Year 1 and 2 Phonics				
	<i>Pupils Eligible for PP (school)</i>	<i>Non PP (school)</i>	<i>Non PP pupils (national)</i>	<i>PP school and non PP national difference</i>
Year 1 phonics	100%	89%	85%	+15%
Year 2 phonics	0%	0%	N/A	N/A
Reception				
	<i>Pupils Eligible for PP (school)</i>	<i>Non PP (school)</i>	<i>Non PP pupils (national)</i>	<i>PP school and non PP national difference</i>
0% children reaching a good level of development			57%	

Identified barriers to future attainment		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	Disadvantaged prior middle attaining pupils (coming out of KS1 2c-2b) attainment and progress from ks1-ks2 in reading and writing due to changes in curriculum and higher expectations required to meet the 'working at' standard in year 6.	
B	Disadvantaged making progress from EYS to KS1 and across years 3-6 in reading and writing due to lesser exposure to a vocabulary rich home environment	
C	Low language skills and low scores on entry to reception - year 1 and understanding vocabulary across all year groups for understanding reading.	
D	Limited life experiences necessary to meet the demands required to access the full spectrum of the school curriculum and meet end of year expectations. Time to review and adapt the school curriculum in order to ensure a high quality learning journey for disadvantaged pupils across the curriculum	
E	Disadvantaged pupils with complex SEN difficulties across all year groups	
F	Disadvantaged pupils with low self-esteem, individual mental health and social care needs	
External barriers		
G	Child and Parental wellbeing and aspiration.	
H	Parental confidence in their own skill set to support their children.	
I	Parental engagement of those 'harder to reach' disadvantaged children - leading to some bespoke provision as the year progresses	
Desired outcomes 2018/2019		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Disadvantaged low, middle and high attaining pupils tracked and discussed at each progress review (% working at age related expectations and pupil progress.) Provision put in place quickly to support pupils. Embedding whole school strategies for reading and writing monitored through learning walks -ensuring quality teaching for all with a focus on supporting pupil premium children across classes Skilled HLT A supporting in year 6 writing lessons to support PP children. Data tracked and discussed at progress review. Teacher verbal feedback weekly in class 6 for all PP children - Sept - December (then review) Data tracked and discussed at progress review. Discussion with PP pupils 	<ul style="list-style-type: none"> Increased numbers (80%+) of disadvantaged children with middle prior attainment meeting ARE and making good or better progress. The difference for PP and non-pupil premium continues to be diminished in Year 6 for progress and attainment in reading and maths. The difference will be diminished in writing. Good or better progress made by disadvantaged children with prior middle attainment pupils due to intervention, tuition and quality teaching approaches

Commented [NB1]: This is the 'symptom' if you like of barriers to learning. Is it possible to identify why there is this difference?

<p>B.</p>	<ul style="list-style-type: none"> Disadvantaged low, middle and high attaining pupils tracked and discussed at each progress review (% working at age related expectations and pupil progress.) Provision put in place quickly to support pupils. Embedding whole school strategies to ensure a broad, balanced and knowledge rich curriculum. Monitor through learning walks -ensuring quality teaching for all with a focus on supporting pupil premium children across classes All interventions and small group tuition monitored and impact measured Digital apps and websites used to promote independent learning across year 2 and KS2 classes 	<ul style="list-style-type: none"> Increased numbers of disadvantaged children with middle prior attainment meeting ARE and making good or better progress. The gap for PP and non-pupil premium diminishing in year 2 and across year groups for progress and attainment The gap for PP and non-pupil premium diminishing in year 3-6 and across year groups for progress and attainment Good or better progress made by disadvantaged children in relation to their previous years starting points. Due to intervention, tuition and quality teaching approaches
<p>C.</p>	<ul style="list-style-type: none"> Disadvantaged children's Language levels assessed in Reception and year 1 at the beginning and end of the year to measure progress Language intervention and whole class strategies in place in R and Yr1 to enable progress with support of SENCO, Speech and Language therapist and additional skilled teacher (volunteer) A focus on developing disadvantaged children's knowledge and understanding of a wider range of vocabulary through pre-teaching topic vocabulary and discussion vocabulary and its meaning. A review of the curriculum to enhance vocabulary development. Monitored through learning walk, listening to children read and pupil discussion 	<ul style="list-style-type: none"> Pupils with low language levels identified early and provision is put in place quickly to support progress Continued higher % of pupils on track for language, communication and speaking and listening in R and YR 1, supporting reading and writing development. Across all classes children have a wider knowledge of vocabulary and its meaning to support attainment and progress in reading and writing evidenced through learning walks, work scrutiny, discussion with disadvantaged pupils across year groups
<p>D.</p>	<ul style="list-style-type: none"> A curriculum that will expand children's life experiences to support vocabulary, reading and writing development through visits, visitors, links to the local community and beyond A reviewed and updated curriculum: Intent - what is it that schools want for all their disadvantaged children? Implementation - how is teaching and assessment fulfilling the intent for this group? Impact - the results and wider outcomes that children achieve and the destinations that they go on to." 	<ul style="list-style-type: none"> Disadvantaged pupils attending all visits, trips and participating in all activities planned to enrich the curriculum and open up a 'window of opportunity' appropriate to the their age, need and stage of learning Reviewed curriculum updated to ensure disadvantaged pupils reach expectations in all curriculum areas with a focus on reading and writing
<p>E.</p>	<ul style="list-style-type: none"> Pupil premium with SEN tracked as a vulnerable group Provision in place quickly to support progress from progress review data Bespoke actions/provision in place to address any highlighted barriers to learning beyond the child's SEN needs EP supporting individuals where appropriate with a focus on year 2 	<ul style="list-style-type: none"> Disadvantaged pupils with SEN make better progress in reading, writing and maths across year groups Provision beyond SEN to support this groups of children across the classes EP supporting individuals and groups of pupils across the school

F/G	<ul style="list-style-type: none"> • Provision in place quickly to support progress from daily, weekly and progress review discussions • Bespoke actions/provision in place to address any highlighted barriers to learning to support well-being and mental health of the child • Nurture groups in place and monitored • Counselling/ 1:1 and parental support in place where appropriate 	<ul style="list-style-type: none"> • Disadvantaged pupils with mental health or involvement with social care make better progress in reading, writing and maths across year groups • Boxhall profile used to measure impact of nurture provision • Case studies to show impact of bespoke support in place for children and families • Begin to embed whole school mental health, wellbeing and mindfulness approaches across the curriculum (alongside ReflectEd) • Mental health and wellbeing website page for parents to access • Mental health first aider in place and approaches implemented • Inclusion worker supporting individuals on a 1:1 basis
H	<ul style="list-style-type: none"> • Families of pupil premium children supported by school in order to help them to help their children through invitations to workshops and family events -including the Patron Reader events • Monitor the uptake of PP families attending events • Pupil premium lead and teachers to engage with PP families -teachers to highlight any 'harder to reach' parents 	<ul style="list-style-type: none"> • PP lead/HT/SENCO to be involved at parent evenings to speak to key PP families in order to identify and plan approaches to address individual barriers • Workshops/learning days supporting the curriculum planned throughout the year to support families across year groups • Open door policy, allowing for parents to approach staff
I	<ul style="list-style-type: none"> • Staff to highlight 'hard to reach' parents at progress review/key stage meetings • Track and monitor attendance, attainment and children learning in classes • Ensure effective communication across staff in order to support children and families 	<ul style="list-style-type: none"> • Further positive relationships established with PP families • Bespoke provision in place for families where barriers have been identified • Inclusion worker providing bespoke provision and planned time with parents to support families

1. Planned expenditure					
Academic year	2018/2019				
Quality of teaching, targeted support and other approaches					
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?	Cost	Commentary/Evaluation
Progress Review Cover Tracking and monitoring of pupil premium children	HLTA cover half a day per half term across all classes	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf HLTA cover to allow achievement data to be discussed at progress review, to check whether interventions or techniques were working and make adjustments to provision and approaches accordingly. PP lead to collate PP performance for the whole school and share with PP governor To track PP with SEN and without SEN	Headteacher and PP lead/SENCO to be present at progress reviews to discuss achievement and provision for pupil premium children. Progress review actions reviewed and evaluated at weekly key stage meetings to ensure that actions have been implemented. Interventions/quality of teaching and provision monitored through learning walks and further data analysis comparison	£2092	
Whole school curriculum review with a focus on developing a rich understanding of vocabulary across the curriculum and expanding life experiences through the curriculum Closing the gap for socio economically disadvantaged pupils	HLTA cover half a day per half term across all classes to allow for subject leads to review/evaluate and refine their area of the curriculum Training for SLT and subject leads	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf Ofsted curriculum research doc 2019 - focus on quality first teaching, developing vocabulary and cultural capital to ensure that disadvantaged pupils achieve their full potential	Training for SLT and subject leaders to disseminate to staff. Staff meetings planned to train staff, review and refine the school curriculum where appropriate with disadvantaged pupil barriers in mind. Be clear about: Intent Implementation Impact on disadvantaged pupils	Proportion of: Curriculum training for SLT and subject leads HTLA subject leader cover Resources (2 year focus 2018/2019 2019/2020) SW Monitor spending and	

		https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/		add at the end of the academic year	
Continue to work towards diminishing the difference in reading attainment and progress	Continuously update reading resources across the school. Continue and refresh and embed whole school reading and vocabulary development approaches.	Progress is a reading is a target area for development within school, for disadvantaged pupils. We aspire to continue to create a love for reading and encourage true reading for pleasure across the school		£1000	
School Patron Reader -Conrad Burdekin	Continue to research and embed whole school approaches in reading across all year groups	Continue to take part in a 'Shine' project in conjunction with our school Patron Reader and his schools across the local area Library representatives invited to 'grab a grown up' day to discuss library membership for children	English lead and staff team to continue to research, train and deliver INSET to ensure a clear intent for the reading curriculum. Monitoring of implementation and impact	£0	
Library Visits for all classes	A local author visiting and connecting with the school to support the promotion of a love for reading, inspire writing and to support parents	Summer 1 (with parents) and Summer 2 visits planned for all classes leading in to a summer reading challenge	Three planned events across the school year. Roald Dahl Day and a family reading event. Conrad will send books to classes, children will communicate with him through letters and twitter/school blog	£1200	
	Pupil premium children experience the library and be inspired to join with their parents and visits out of school time,		Library visits planned for each class 3 times per year (or more) English lead to plan	Service bus costs -review at the end of the academic	

Artis Drama Company used to inspire pupil premium children to write through drama, role play and speaking and listening across all classes	Pupil premium children across classes to take part in whole class drama lessons as a stimulus to support the development writing. Teachers to work closely with 'murmur' in planning the sessions	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/ Based upon the positive impact on writing composition, speaking and listening, enrichment and confidence for pupil premium children across year groups from previous years. Case studies from previous years.	Observe PP children in drama sessions and discuss the impact of drama with them. Monitor and track Writing attainment and progress for all PP children in all year groups and compare data with non-pupil premium children across year groups	£2048 - summer term	
Feedback (inc consultations)	To continue to embed effective feedback for PP children in order to support their progress	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/ Enhance the work that we have already implemented within school	Half termly 1:1 consultations for pupil premium children Whole school training and focus on feedback for PP children monitored through learning walks	£1365	
Growth mind set and metacognition strategies -whole school EEF research project ReflectEd	To continue to implement growth mind-set and metacognition throughout the school	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Year 6 changing mind-sets project was very successful (see in school file) https://educationendowmentfoundation.org.uk/our-work/projects/changing-mindsets/	Class teacher to lead the growth mind-set whole school approaches. Time planned in to monitor and for INSET across the year. Develop age appropriate whole class lessons. EEF research project -class teacher to lead Whole school Metacognition project training and implementation.	£852	
Total budgeted cost				£8557	

ii. Targeted support					
Desired outcome	Chosen action/approach and	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Commentary/Evaluation
Pupils identified make progress in maths reaching age related expectations in maths	Small group tuition across KS2 maths - TK	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ Tuition has proved successful across school	All targeted interventions observed by SLT to ensure quality	£2886	
Pupils identified pass the year 1 phonics test	Yr 1 phonics small group tuition		Progress and attainment of each child tracked and monitored in order to evaluate the impact of all targeted interventions.	£450.68	
Pupils identified make progress in language development	Nursery and KS1 narrative used to improve language development in Reception and year 1 Use of RENFREW assessments to assess levels of language entry and impact of narrative and language approaches SALT therapist and additional teacher (volunteer) supporting	http://maximisingtas.co.uk/assets/content/ta-guideportrait.pdf Evidenced based interventions based on national and in school research HC -SENCO nursery world article to show practise and impact of the strategy from last academic year	Provision maps evaluated and discussed at progress reviews. TA training to ensure staff are prepared TA training disseminated to ensure sustainability TA time planned in to prepare for tuition and skills groups	£557.84	
Pupils identified make progress in writing reaching age related expectations	Before school -1 st class at writing Year 2	CODE and 1st class at Writing have both proved to be successful interventions		£3380	

Pupils identified make progress in maths reaching age related expectations	CODE reading intervention Year 4			£557.84	
Year 5 and 6 make progress in reading and understanding vocabulary (year 6 initially)	Lexonic intervention	As part of NLE work FW/HL are evaluating the programme in other schools and has witnessed the positive impact across upper key stage 2		£2164 £3000 - intervention	
HLTA and cover supervisor support across key stage 2 classes	HLTA and cover supervisors to be deployed within key stage 2 classes to work with key PP children OR allow opportunity for the class teacher to focus on PP children within lessons for reading, writing and maths.	Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Learning walks show effective deployment of skilled HLTA and cover supervisor, challenge and support for pupil premium carefully planned for children across KS2 classes in reading, writing and maths, Attainment of pupil premium children tracked and discussed at progress review. Pupil premium children making good progress towards achieving their potential	£25,588	Half termly through learning walks, progress review and progress review discussion

Deputy head (KS1 lead), cover supervisor and additional support staff support across key stage one	Deputy head and additional support staff deployed in class 4 to work with key PP children OR allow opportunity for the class teacher to focus on PP children within lessons for reading, writing and maths.	<p>Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Additional staff deployed across key stage 2 to support whole class reading, writing and maths skills -effective use of staff</p>	<p>Learning walks show effective deployment of skilled KS1 Deputy, cover supervisor and support staff challenge and support for pupil premium carefully planned for children across KS1 classes in reading, writing and maths, Attainment of pupil premium children tracked and discussed at progress review. Pupil premium children making good progress towards achieving their potential</p>	£15,925	
Flexible nurture/counselling support across the school	Inclusion worker employed to support the mental health and well-being of children and parents	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Successful use of PP spending from previous years</p>	<p>Cognitive behavioural therapy training -RM</p> <p>Nurture/counselling provision and 1:1 bespoke support for identified individuals.</p> <p>Flexible timetable for inclusion worker across the school</p> <p>Inclusion worker to support families -timetabled as a bespoke provision</p> <p>Behaviour analysis for PP children</p> <p>Boxhall profile used to measure the impact of nurture interventions -after completion of CBT training</p> <p>Individual case studies</p>	£836 Plus additional courses throughout the academic year	
Total budgeted cost				£55,345	

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?	Cost	Commentary/Evaluation
To ensure a smooth transition from one class to another for pupil premium children	Transition across class in the summer term	In past years, pupil premium children have benefited through establishing relationships early with their new teachers and new classes. Resulting in smoother transition	Transition challenge set across all classes linked to team work, growth mind-set and outdoor learning (50 things...) Transition monitored by SLT Behaviour and emotional well-being for individuals monitored and provision planned accordingly	£400	July/September 2019
To ensure that teaching assistants have access to regular training throughout the year	TA half termly training and weekly staff meetings	To equip TA's with the subject knowledge and skills in order to be effective https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants/guidance-report	Half termly training linked to Rob Webster's MITA books and whole school foci (see TA training plan)	£1612.00	
To continue to ensure that communication about our most vulnerable children is stored, shared and collated effectively across DSL's in school.	C-Poms	To continue to communicate effectively between staff and DSL's in school. To quickly gather information and save all reports into a secure and central location	Head teacher to monitor the impact/value for money	£580	
To improve on communication with parents through the development of a school app	School app	Based on feedback from parents https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/	Parents consulted on the use of a school app in July 2017. Launch of the app in September Feedback requested from pupil premium parents - October	Paid last academic year	

To support pupil premium families in providing children with basic needs required to learn Ensure that identified PP children attend school and are settled to learn in classes	Subsidy for breakfast club	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res/ Maslow	Monitor the uptake of breakfast club, identify pupils who will benefit from the provision across the year. Monitor, attendance, behaviour and attainment across this group	£1197	
	Free milk	Maslow Hierarchy of need Provide milk for pupil premium pupils to support a nutritious diet	Monitor the uptake of free milk, identify pupils who will benefit from the provision across the year.	£638	
To support pupil premium families in providing children with basic needs	School Uniform	Maslow Hierarchy Provide clothing for pupils that require it	Monitor the uptake of school uniform, identify pupils who will benefit from the provision across the year	£150	
To support pupil premium families through funding school trips in order to open access to opportunities for pupil premium children	Subsidy for school trips and after school sports activities	To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting Enhancing life experiences and supporting their chances of meeting curriculum expectations	Monitor the uptake of class trips by PP children Speak to PP children about trips that they have attended. Monitor any follow up work from PP children as a direct result of a school trip	£1500	
To involve parents with children's learning	Parental Workshops	To support parents with helping their children with their learning.	Monitor the uptake of workshops/family days of PP families. Parents to complete reviews of the workshops/family days to show impact	£0	

Opportunity to play a musical instrument?	Music Tuition	To offer the opportunity for PP to take part in additional music tuition	PP children showing an interest in wanting to play a musical instrument will have one term paid for them (this will be re-evaluated throughout the year) Monitor the uptake of this provision	Unknown - as children/parents show interest	
Total budgeted cost					£6077
Early Year Pupil Premium					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Commentary/Evaluation
To develop oracy, language and communication skills for EYPP children	Artis Patron Reader Visits	A continued approach using drama teaching to develop Oracy and support early literacy.	Observe PP children in drama sessions and discuss the impact of drama with them.	Included within the whole school budget for Artis	
Additional member of staff to support language and literacy interventions for early years	Nursery narrative Chatter groups Additional phonics groups	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/	Observe interventions. Measure the progress through school intervention tracking and pupil	£2789.50	
Total budgeted cost					£2789.50

2. Additional detail

--