

# Lowerhouse Junior School

## Pupil premium strategy statement 2018/19



1. Summary information					
School	Lowerhouse Junior School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	June 2018
Total number of pupils	217	Number of pupils eligible for PP	90	Date for next internal review of this strategy	September 2019

2. Current attainment			
	Lowerhouse pupils eligible for PPG	Lowerhouse Non PPG pupils	All pupils nationally in 2017
% achieving the expected standard in reading, writing and maths	22%	41%	67%
% achieving the expected standard in reading	28/90 31%	52/109 48%	71%
% achieving the expected standard in writing	19/90 21%	45/109 41%	76%
% achieving the expected standard in maths	26/90 29%	56/109 51%	75%
Progress			
	Pupils eligible for PPG	Lowerhouse whole school	All pupils nationally
Average progress score in reading	-2.6	-1.00	0.2
Average progress score in writing	1.6	1	0.3
Average progress score in maths	-3.8	-3.3	0.2

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	Social, emotional and behavioural difficulties of some children affects progress made.
B.	Children are not always motivated to learn which therefore impacts their engagement with education.
C.	Pupils have limited experiences outside of school life

<b>D.</b>	Parental engagement with school is often poor and pupils have low aspirations	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>The progress of all pupils eligible for PPG, and other pupils identified as vulnerable, will be in line with other, non-disadvantaged pupils in school.</p> <ul style="list-style-type: none"> <li>- Termly pupil progress meetings will compare the attainment and progress of PP and non-PP pupils.</li> <li>- Intervention groups for reading, writing and maths will be delivered by class teachers and teaching assistants in order to accelerate progress of PP pupils. Assessment will be undertaken half termly and progress calculated.</li> </ul>	<p>Pupils will receive quality first teaching and support within the classroom on a daily basis.</p> <p>Pupils will receive intervention groups delivered by class teachers and teaching assistants 2x 15 minutes per week for 6 weeks.</p> <p>Pupils will be assessed using the Lancashire KLIPs documents half termly with progress and attainment outlined.</p> <p>Termly pupil progress meetings will take place with HT to discuss progress of PP and non PP pupils.</p>
<b>B.</b>	<p>Support the social, emotional and behavioural development of PP pupils and other pupils identified as vulnerable.</p> <ul style="list-style-type: none"> <li>- Pupils' behaviour in school will be monitored and any relevant information will be shared in weekly pastoral meetings. CPOMs will be used to log information. A decrease in the number of behavioural incident reported will be seen.</li> <li>- Evaluations from FSW and class teacher will be undertaken before and after any nurture support takes place. Social, emotional and behavioural progress will be commented on.</li> <li>- A positive impact on academic progress will be seen as the support offered will impact on behaviour for learning.</li> </ul>	<p>Pupils will engage in enrichment activities which contribute to SMSC development e.g. whole school celebration days.</p> <p>Assemblies 1x15 minutes per week focusing on British Values – PP pupils to receive targeted questioning from lead member of staff with opportunity to take an active role in activities.</p> <p>Giants desk nurture group for target pupils 2 hour per week for 14 weeks</p> <p>Anger management group for target pupils 2 hours per week for 10 weeks</p> <p>1:1 nurture support from FSW where needed.</p>
<b>C.</b>	Pupils to be secure at phase 5 phonics by the end of Year 3	Daily phonics intervention to be delivered by teaching assistants to pupils who are not secure on phase 5 phonics.
<b>D.</b>	<p>Motivate PP children to engage with their learning, including the engagement of parents of PP children.</p> <ul style="list-style-type: none"> <li>- PP pupils will take an active role in lessons with class teacher and TA providing support within the classroom</li> </ul>	<p>Lessons will incorporate active learning and provide PP pupils with resources to enhance curriculum e.g. access to iPads</p> <p>Enrichment days to take place as a class or whole school to enhance the school curriculum</p>

	<ul style="list-style-type: none"> <li>- Progress made will be in line with non-PP pupils in all subjects</li> <li>- Progress in writing will be made in line with non-PP pupils as this will be a focus in school</li> </ul>	
<b>E.</b>	<p>To widen experiences of pupils outside of school</p> <ul style="list-style-type: none"> <li>- Subsidies will be made to the cost of trips for PP pupils</li> <li>- PP pupils to receive 50% subsidy for Y6 residential trip</li> </ul>	<p>Pupils to have access to a trip/visitor or curriculum enrichment day 1x per half term</p> <p>Residential trip available to all pupils in Year 6 in October.</p>

### 3. 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?
The progress of all pupils eligible for PPG, and other pupils identified as vulnerable, will be in line with other, non-disadvantaged pupils in school.	Maintain the employment of 3x TA L3  Pupils will receive quality first teaching and support within the classroom on a daily basis.  Pupils will receive intervention groups delivered by class teachers and teaching assistants 2x 15 minutes per week for 6 weeks.	At present, the attainment of disadvantaged pupils is not in line with non-disadvantaged pupils, particularly in writing.	Pupils will be assessed using the Lancashire KLIPs documents half termly with progress and attainment outlined.  Termly pupil progress meetings will take place with HT to discuss progress of PP and non PP pupils.	Intervention Lead	Spring 2019
<b>Total budgeted cost</b>					£68,479.50

#### 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?
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Support the social, emotional and behavioural development of PP pupils and other pupils identified as vulnerable.	Maintain the employment of a family support worker in school.  Nurture groups available at least 1x per week for identified pupils	To provide children with opportunities to develop self-esteem and confidence in social group as this is known to have a positive impact on learning.	Weekly pastoral meetings will be used to discuss the progress of identified pupils.  Behaviour logs on CPOMs will show a decrease in incidents in school.	Pastoral Lead	Spring 2019
<b>Total budgeted cost</b>					£22,826.50

**iii. Other approaches**

<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>
Pupils to be secure at phase 5 phonics by the end of Year 3	Provide training from Lancashire literacy consultants for all staff in delivering phonics  Implement letters and sounds approach to phonics including resources for phase 5 phonics.  TA L3s to deliver 1x15 minutes per day on phonics.	A number of pupils who join the school in September are not secure at phase 5 phonics. This therefore has an impact on writing, an area for development in school.	All children leaving Year 3 will be secure on phase 5 phonics.  Evidence of secure phonics knowledge will be seen in independent pieces of writing.	Literacy Lead	Spring 2019
Motivate PP children to engage with their learning, including the engagement of parents of PP children.	Curriculum Enrichment days to take place in school with invitations extended to parents and carers when these take place.	It is often more challenging to engage and motivate PP pupils with their learning. Enrichment days have taken place in school in the previous academic year which have motivated pupils to embrace British Values.	Termly enrichment days to take place in school linking to British Values, SMSC and current affairs.  Learning will be celebrated through class assemblies, written work and school displays;	PPG Lead	Spring 2019
To widen experiences of pupils outside of	Pupils to have access to a trip/visitor or	Disadvantaged pupils do not have access to wider experiences outside of	All classes will take part in a trip or visitor on a half termly basis	Class Teachers	Spring 2019

school	<p>curriculum enrichment day 1x per half term</p> <p>Residential trip available to all pupils in Year 6 in October.</p>	<p>school due. We aim to continue providing enrichment experiences for pupils to enhance their understanding of the curriculum.</p>	<p>linking to their learning in class.</p> <p>Evidence of wider experiences will be evident in pupils class discussions, writing, celebration assemblies and school displays.</p>	PPG Lead	
<b>Total budgeted cost</b>					£6,805.11