

Pupil Premium Strategy Statement: The Windmills Junior School 2018 - 2019

1. Summary information					
School	Windmills Juniors				
Academic Year	2018-19	Total PP budget	£24,600	Date of most recent PP Review	June 2018
Total number of pupils	357	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Feb 2019

2. Attainment 2018 (Based on Year 6 results – 5 children (of which 3 had significant SEND))			
Windmills figures for pupils eligible for PP		National figures for pupils not eligible for PP	
% achieving expectations in reading	40%	% achieving expectations in reading	75%
% achieving expectations in writing	20%	% achieving expectations in writing	78%
% achieving expectations in maths	20%	% achieving expectations in maths	76%
% achieving expectations in reading, writing and maths	20%	% achieving expectations in reading, writing and maths	70%

3. 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). Not all barriers will apply to all children	
A.	Learning needs to be pitched to the right level to allow all children to make good progress from their starting points.
B.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
C.	Poor learning skills. Eg organisation, commitment, resilience.
D.	Gaps in prior learning.
External barriers (issues which also require action outside school, such as low attendance rates). Not all barriers will apply to all children	
E.	Consistent attendance and punctuality.
F.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
G.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
H.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils are clear on the next steps they need to take in order to make progress in their learning	Pupils make <i>(or exceed)</i> expected progress.
B.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance (currently 93% in November 2018) to better attendance % compared to non-disadvantaged (97% November 2018).
C.	Pupils' can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.
D.	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment (including new NFER tests) will show gaps being addressed. Pupils will make <i>(or exceed)</i> expected progress.
E.	Learning will be correctly pitched to meet the needs of each learner.	Pupils achieve <i>(or exceed)</i> expected levels in reading, writing and maths and make <i>(or exceed)</i> expected progress.
F.	Pupils make better greater progress in writing and maths.	Pupils achieve <i>(or exceed)</i> expected levels in writing and maths, and make <i>(or exceed)</i> expected progress.
G.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure					
Academic year 2018-19					
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 ?
PP children settle quickly and make rapid progress, at least in line with their peers, narrowing the gap.	Identifying pupils who will find transition difficult. Putting in bespoke transition arrangements in order to ensure that there is a positive start to Junior school; limiting a year 3 dip in attainment.	<p>Previous evidence in the school suggests that some children's progress can dip in year 3. An enhanced transition programme will ensure staff regularly see children working in their year 2 classrooms, and so will be more familiar with what the children are capable of.</p> <p>A similar approach was used last year and results at the end of year 3 showed the PP children had out-performed non-PP children's progress in both reading and writing.</p> <p>The education endowment foundation toolkit shows ensuring children's social and emotional needs are being met - has a Moderate impact on their learning</p>	<p>JH starting visits in the spring term 2019 and continue through the summer term, 4 days allocated.</p> <p>Progress will be checked regularly and will show accelerated learning for disadvantaged children compared to their peers.</p> <p>Year 3 Parents survey will show a positive response to the transition process.</p>	JH	Oct 2019
<p>For PP pupils to make (or exceed) expected progress.</p> <p>See sections 1.2, 1.3 and 2.3 School Development Plan</p>	<p>SLT will monitor teaching and learning termly for PP children by carrying out learning walks, observations, work scrutinies, pupil conferences and planning scrutinies.</p> <p>SLT will ensure lessons are pitched properly and fully differentiated for all children including those in receipt of PP. Children will be aware of the skills they are working on in every lesson and know what they need to do to improve.</p> <p>Feedback from all scrutinies, team teaching and developing planning will improve the teaching and learning in the school and this will naturally impact on pupil premium children</p> <p>Writing goal sheets will be embedded and regularly reviewed by class teachers and children so that all are clear on the next steps needed in order to make progress.</p>	<p>As a result of last year's Ofsted a key development priority has been to ensure that the pitch of learning is right for all learners. There is evidence that this is improving but it remains a focus in the School Development plan and is one of the 5 key strands: C - Quality of provision for disadvantaged pupils and those with SEND allows them to make good progress.</p>	<p>SLT will focus on regular work scrutinies and observations. SLT will record information on agreed proforma.</p> <p>Monitoring will be used to embed expectations about clarity of learning.</p> <p>Through Pupil conferencing, Learning walks and Observations there will be evidence to show that 100% of the children know what they are learning, how they are going to achieve it and what they need to do next.</p>	SLT	Half-Termly
To ensure quality first teaching is in every	Drop-ins will focus on QFT. Planning formats have been changed to ensure	Our data shows that children have gaps in their knowledge from KS1 and that these aren't always	LM to authorise ongoing CPD throughout the year.	LM	On-going

<p>classroom and staff have strong subject knowledge. For PP pupils to make (or exceed) expected progress.</p> <p>Section 2.3 SDP</p>	<p>learning matches children’s needs. Support plans will be put into place where QFT is not always evident. Training needs will be identified that link to key school priorities and addressed.</p> <p>SLT will ensure all teachers are consistently using AfL before, during and after the lesson to provide appropriate challenge for all the pupils all of the time</p>	<p>addressed. For example some children find problem solving maths difficult as they have a weaker understanding of number and place value. Evidence shows that all children need access to quality manipulatives to help strengthen their understanding of key maths concepts.</p>	<p>Courses will be selected using evidence of effectiveness. Quality first teaching will be evidenced through observations and pupils progress.</p>		
<p>To develop the use of Teaching Assistants so that they can effectively support learners in all parts of the lesson</p> <p>For PP pupils to make (or exceed) expected progress.</p> <p>Section 2.1 and 2.3 SDP</p>	<p>Teaching Assistants will be trained on using AfL tools being used in school by children and staff. TA training will focus on areas that have been identified as weaker aspects, such as finding effective ways to support in class during whole class teaching input. TAs have identified some areas of training needs such as supporting maths progress with the aid of Numicon, and ensuring challenge in maths – this will be one of the areas of focus for our TA training this year.</p> <p>Teaching Assistants will be supporting learning of PP children in the classroom through a range of activities such as –</p> <ul style="list-style-type: none"> •Support group/ individual-reading tasks. •Use practical activities with small groups of children with a particular need outside of the classroom. •Work with other children who do not understand the lesson or concepts/objectives/ task or need further revisiting of skills, areas of work. •Support small groups of children to achieve the differentiated task/objective set. •Support a group of children with behavioural difficulties to remain on task/Aid children with organisational problems to become more organised and begin the task more quickly. •Re-explain tasks/objectives to individuals/groups of children. •Carry out speaking and listening observations of the whole class or 	<p>According to the ‘Education Endowment Foundations’ Teaching and Learning Toolkit’ TAs will have an impact on pupils progress when there is a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>Quality first teaching will be evidenced through observations and pupils progress. Feedback given to TAs following observations and drop-ins.</p> <p>Formal TA observations forms part of their appraisal system. TA targets will link to whole school development targets.</p> <p>JH will ensure TAs receive regular training sessions and updates in order to make sure children are supported and able to make at least expected progress</p> <p>JH to continue to track PP progress in both Target Tracker and TA led interventions</p>	<p>SLT</p>	<p>On-going</p>

	<p>targeted children.</p> <ul style="list-style-type: none"> •Be a partner to a child. •Ensure resources that are needed for the lesson are available in order to support targeted children. •Further differentiate materials/resources to enable SEND/G and T children to achieve lesson objectives. •Support children to aid their understanding/ answering of oral questions. 				
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Total budgeted cost £9,569

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 ?
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.</p>	<p>Nurture group for targeted children. Maximum of 7 children in a group working for 2 afternoons per week over a 7 week period. Focus will include: raising self-esteem, self-confidence, listening skills, anger management, developing positive attitudes towards learning, etc</p> <p>Learning mentor time to be extended to 3 days per week</p> <p>Behaviour support assistants at play/lunch times.</p> <p>Access to Play Therapy/Counselling</p>	<p>The EEF toolkit suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours and that on average, Social Emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Nurture groups improve attendance/punctuality.</p> <p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.</p> <p>Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p> <p>This support offers moderate impact for moderate costs according to the EEF toolkit</p>	<p>Attendance will be monitored.</p> <p>Children will be assessed using a strengths and difficulties questionnaire completed pre and post nurture group intervention and progress monitored.</p> <p>Learning Mentor will keep up to date records and report on her actions each week to JH/LM.</p> <p>Attendance figures for PP children will be comparable with non-PP children.</p>	<p>JH/LM</p>	<p>Termly</p>
<p>For identified gaps in learning to be addressed.</p> <p>For selected pupils to be supported in accessing learning.</p>	<p>1:1 Pupil Premium conferencing sessions—class teachers are released by a cover teacher in year 5/6 to conference their children.</p> <p>Either recapping on prior learning, over teaching an element, picking up on misconceptions or pre teaching. As this is carried out by the class teacher the focus for T&L can be much more precise.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. <p>2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring</p>	<p>Progress will be checked half-termly and will show accelerated learning for disadvantaged children compared to their peers</p>	<p>JH/LM</p>	<p>Half-Termly</p>

<p>Homework is used to support learning. (2.5 SDP)</p> <p>To ensure parents are able to engage in supporting their children at home with their learning.</p>	<p>TA led interventions – such as Stareway to Spelling, Direct Phonics, Daily reading, Maths catch up etc</p> <p>TA to run parental engagement workshops with targeted parents and to lead on monitoring and tracking homework tasks completed and to offer support and advice to parents who are finding this challenging.</p> <p>Parents to have access to Solihull online parenting course through West Sussex and TA led workshops to reinforce this.</p>	<p>and coaching will, over time, have an impact on young people and their learning.’</p> <p>The EEF toolkit suggests interventions such as phonics and reading comprehension training have moderate impact against low costs.</p> <p>The evidence on the EEF toolkit suggests engagement with parents in such approaches as</p> <ul style="list-style-type: none"> *Programmes which aim to develop parental skills such as literacy or IT skills; •general approaches which encourage parents to support their children with, for example reading or homework; •the involvement of parents in their children’s learning activities; and •more intensive programmes for families in crisis has moderate impact. 	<p>Intervention progress will be carefully monitored using the West Sussex Provision map</p> <p>Children completing homework tasks will be monitored across the school. Where there are children regularly not completing homework, parents will be engaged with and offered support to remove any barriers to learning.</p> <p>There will be increased rates of completion of homework tasks.</p>		
<p>Total budgeted cost £20,890</p>					

iii. Enrichment and experiences					
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 ?
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Children will partake in a range of extra curricula activities such as school trips, residential, science workshops, music workshops, after school clubs	Pupils' horizons will be broadened and they will learn more about culture, history and geography etc. Attendance at sports clubs for example, show moderate impact on children's learning for at a low cost	Reviewing attendance of trips, clubs etc	JH LM/ SG/ JC	Yearly
Total budgeted cost					£500

iv. 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 ?
Analysis of data Inclusion manager - data / PP tracking and action Assessment manager – SK	JH to maintain progress histories for all year groups in order to analyse where support is needed and how PP children have progressed compared to non-PP children. Following on from this JH will work closely with other SLT members to ensure that support is carefully targeted to ensure that PP children are making good progress in line with their peers. Ongoing SLT will undertake a full scrutiny of data captures and report their findings to governors and staff Following the data analysis, JH will action any changes needed regarding intervention.	Progress histories for PP and non PP children will enable intervention to be targeted effectively. Termly analysis of attainment and progress by class teachers will enable them to visibly see where progress is an issue and identify any trends. Termly analysis of attainment and progress by SLT/ JH will enable them to re-adjust intervention to meet the needs of pupil premium children. Attaining 85% expected standards for each year group	Progress histories will be updated each term (JH) Target Tracker data is collated and shared termly	JH SLT	Termly analysis of data
Total budgeted cost					£1200
Combined cost of all elements £32,159 (PP income £24,600 – rest to be found from school budget)					

6. Review of expenditure: Academic Year 2018-19 (to review in September 19)**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
				Total Expenditure

1. Additional detail

--

Learning Toolkit

Based on the Education Endowment Foundations' Teaching and Learning Toolkit the following summarises the various elements in the toolkit that apply to the interventions used at this school, together with their relative cost and impact.

See <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>.

Approach	Description	Impact	Cost
AP Arts participation	Involvement in artistic and creative activities such as dance and music	Low	Low
BI Behaviour interventions	Seeks to improve challenging behaviour	Moderate	Moderate
CL Collaborative Learning	Students work together in small groups on a collective task. Structured approaches with well-designed tasks lead to the greatest learning gains	Moderate	Low
DT Digital technology	Use of computer programmes for students Technology is used to supplement other teaching rather than replace more traditional approaches and can provide more effective feedback, enable more helpful representations to be used and motivates students to practise more.	Moderate	Moderate
F Feedback	Working in small tutor groups better enables information (especially verbal) to be immediately given to the learner about their performance relative to learning goals and aimed at improving performance.	High	Low
ML Mastery learning	Objectives are pursued until they are achieved	Moderate	Low
MC Meta cognition and self-regulation	Help learners think about their own learning and monitor and evaluate their own development. This is done more on an ad hoc basis via discussion during small group tuition sessions.	Very High	Low
O-O One to One tuition	Where a teacher, TA or other adult gives a pupil individual support, targeted at pupils' specific needs. <i>An experienced teacher is employed to provide such support.</i>	Moderate	High
OA Outdoor adventure learning	Outdoor experiences with a level of physical challenge	Moderate	Moderate
Ph Phonics	Develops phonemic awareness – hearing, identifying and using sound patterns	Moderate	Very low
SG Small Group tuition	One teacher working with groups of up to 5 pupils, targeted at pupils' specific needs. <i>An experienced teacher is employed to provide such support.</i>	Moderate	Moderate
SE Social and emotional learning	Focuses on the social and emotional dimensions of learning	Moderate	Moderate
TA Teaching Assistants	TAs are used to support individual pupils or small groups. The support is based on a clearly specified approach which teaching assistants have been trained to deliver.	Low	High