

Pupil Premium Strategy Statement: The Windmills Junior School: 2017 – 2018

1. Summary information					
School	Windmills Juniors				
Academic Year	2017-18	Total PP budget	£30,200	Date of most recent PP Review	May 2018
Total number of pupils	349	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Sept 2018

2. Attainment 2017 (Based on Year 6 results – 8 children (3 also SEND))			
<i>Windmills figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectations in reading	38%	% achieving expectations in reading	83%
% achieving expectations in writing	25%	% achieving expectations in writing	76%
% achieving expectations in maths	38%	% achieving expectations in maths	75%
% achieving expectations in reading, writing and maths	25%	% achieving expectations in reading, writing and maths	67%
2. Progress 2017 (Based on all PP children making 6 or more steps of progress on Target Tracker)			
<i>PP Progress data for 2017-2018</i>		<i>PP Progress data for 2016-2017</i>	
% achieving expected progress in reading	50%	% achieving expectations in reading	50%
% achieving expected progress in writing	40%	% achieving expectations in writing	45%
% achieving expected progress in maths	60%	% achieving expectations in maths	45%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>). <i>Not all barriers will apply to all children</i>	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.
C.	Poor learning skills. E.g. organisation, commitment, resilience.
D.	Gaps in prior learning.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>). <i>Not all barriers will apply to all children</i>	
E.	Consistent attendance and punctuality.
F.	Access to resources outside of school , such as books, libraries, life experiences (especially cultural).
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit).
I.	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.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance (currently 92.7% in Spring 2018) to better attendance % compared to non- disadvantaged (96.3%Spring 2017).
B.	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.
C.	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make (<i>or exceed</i>) expected progress.
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening. Pupils spelling ability will improve using the Read, Write, Inc scheme. Learning will be correctly pitched to meet the needs of each learner.	Pupils achieve (<i>or exceed</i>) expected levels in reading and writing and make (<i>or exceed</i>) expected progress.
E.	Pupils are confident and competent mathematical problem solvers.	Pupils achieve (<i>or exceed</i>) expected levels in maths and make (<i>or exceed</i>) expected progress.
F.	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 2017-18

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.	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. The education endowment foundation toolkit shows ensuring children's social and emotional needs are being met - has a Moderate impact on their learning	JH starting visits in the spring term 2017 and continue through the summer term, 4 days allocated.	JH	Oct 2017
For PP pupils to make (or exceed) expected progress.	SLT will monitor teaching and learning termly for PP children by carrying out learning walks, observations, work scrutinies, pupil conferences and planning scrutinies 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	Current evidence in school and from Ofsted inspection Feb 2018 suggests there is some inconsistencies in the learning pitch, with some children not being challenged enough and others where the work expectations do not meet their current levels. This is a priority for the school to ensure all learning is at the correct targeted levels so that children can make maximum progress.	SLT will focus on regular work scrutinies and observations. SLT will record information on agreed proforma.	SLT	Half-Termly
To ensure quality first teaching is in every classroom and staff have strong subject knowledge. For PP pupils to make (or exceed) expected progress.	Training needs will be identified that link to key school priorities and addressed. Focus: Maths using Numicon	Our data shows that children have gaps in their knowledge from KS1 and that these aren't always 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.	LM to authorise ongoing CPD throughout the year. Courses will be selected using evidence of effectiveness. Quality first teaching will be evidenced through observations and pupils progress.	LM	On-going
To ensure teachers are well supported by Teaching Assistants to deliver quality first teaching For PP pupils to make (or exceed) expected progress.	Teaching Assistants will be supporting learning of PP children in the classroom through a range of activities such as – •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	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.	Quality first teaching will be evidenced through observations and pupils progress. TA observations forms part of their appraisal system. JH will ensure TAs receive regular training sessions	SLT	On-going

	<p>further revisiting of skills, areas of work.</p> <ul style="list-style-type: none"> •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 targeted children. •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. 		<p>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>		
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Total budgeted cost £14,245

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 3 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</p> <p>Learning Mentor will keep up to date records and report on her actions each week to JH/LM.</p>	<p>JH/LM</p>	<p>Termly</p>

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 ?
<p>Analysis of data</p> <p>Inclusion manager - data / PP tracking and action</p> <p>Assessment manager – SK</p>	<p>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.</p> <p>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.</p> <p>Ongoing</p> <p>SLT will undertake a full scrutiny of data captures and report their findings to governors and staff</p> <p>Following the data analysis, JH will action any changes needed regarding intervention.</p>	<p>Progress histories for PP and non PP children will enable intervention to be targeted effectively.</p> <p>Termly analysis of attainment and progress by class teachers will enable them to visibly see where progress is an issue and identify any trends.</p> <p>Termly analysis of attainment and progress by SLT/ JH will enable them to re-adjust intervention to meet the needs of pupil premium children.</p> <p>Attaining 85% expected standards for each year group</p>	<p>Progress histories will be updated each term (JH)</p> <p>Target Tracker data is collated and shared termly</p>	<p>JH</p> <p>SLT</p>	<p>Termly analysis of data</p>
Total budgeted cost					£1200

6. Review of expenditure: Academic Year 2017-18 (to review in September 18)

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Actual impact: Did you meet the success criteria?	Lessons learned
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.	During Year 3 progress for the PP children was as follows- 100% of PP children in year 3 made 6/+steps of progress in reading (which is higher figure when compared to the 86% of non-PP children who made the same progress) 75% made 6/+steps of progress in writing (this is slightly better score than for non-PP children where 73% made 6/+ steps progress) 75% made 6/+ steps of progress in maths (this figure is slightly below the non-PP children at 77%)	An enhanced transition arrangement has made the transition easier for all children. Continue to develop this, with IM and CT spending more time in classes at Hassocks Infant school.
For PP pupils to make (or exceed) expected progress.	SLT will monitor teaching and learning termly for PP children by carrying out learning walks, observations, work scrutinies, pupil conferences and planning scrutinies 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	Across the school percentages of PP children attaining 6/+ steps of progress from Sep 17- July18 were – 52% in reading 38% in writing 62% in maths Compared to last year's figures our maths progress has greatly improved from 46% making 6/+ steps of progress in 2017 (an increase of 16%), progress in reading is slightly better (up 2% from 50%) whilst our writing progress figure has fallen by 8%.	Current evidence in school and from Ofsted inspection Feb 2018 suggests there is some inconsistencies in the learning pitch, with some children not being challenged enough and others where the work expectations do not meet their current levels. This is a priority for the school to ensure all learning is at the correct targeted levels so that children can make maximum progress.
To ensure quality first teaching is in every classroom and staff have strong subject knowledge.	Training needs will be identified that link to key school priorities and addressed. Focus: Maths using Numicon Non- neogtibles in standards Correct subject knowledge	This remains a focus for all drop-in sessions. School has introduced new learning goal slides for each lesson which clearly identifies the learning goals. 100% of lessons seen in term 1 2018 show teachers using these slides. Children also have new writing goal sheets to show next steps. Monitoring by SLT confirm that all children have these and can articulate how this will help them to move forward.	Both the SEND and PP reviews identified some inconsistencies across the year groups in the pitch and clarity of learning in all lessons. New planning procedures have been implemented to address this.
To ensure teachers are well supported by Teaching Assistants to deliver quality first teaching	Teaching Assistants will be supporting learning of PP children in the classroom through a range wide range of activities such as – intervention , 1:1 work, small group work, prior learning, over learning etc.	TAs now meet with CTs every Monday morning during an extended assembly time. This allows them to discuss lesson plans/interventions/groups/individuals/support strategies etc. All the evidence shows that when TAs and CTs work closer together the outcomes for all children are better	Whilst this time has been valuable and effectively used, it remains a short time slot. Plans are in place to introduce some flexibility in TA working hours to allow for further weekly meetings with CTs
			Total cost £14,245

ii. Targeted support			
Desired outcome	Chosen action/approach	Actual impact: Did you meet the success criteria?	Lessons learned
<p>For pupils to have their 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 3 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> <ul style="list-style-type: none"> • Learning mentor time to be extended to 3 days per week • Behaviour support assistants at play/lunch times. • Access to Play Therapy/Counselling • 1:1 Speech and Language outreach 	<p>Nurture group Impact – Child evaluation - 83% of those attending said they enjoyed school more, 100% enjoyed the club (nurture group), 66% said their behaviour was more positive in school, 83% said their bhvr in the playground was more positive and 83% said it had had an overall positive effect on them.</p> <p>Parents evaluation – 100% said their child had been happier, 100% of their children had enjoyed attending, 100% believed their child behaved more positively at school and at home, and 100% said they felt there had been an overall positive effect.</p> <p>Teachers evaluation – 33% said they had noticed a positive difference in bhvr at school, 33% negative and 33% no effect, 50% noticed a reduction in playground incidents, 33% said the child had a more positive attitude to learning, 16% noticed a positive impact on their overall attitude and 50% felt the club had had a positive impact on that child.</p>	<p>Unintended consequences – some children changed their behaviour positively whilst attending the group, but then reverted to previous behaviours once they re-joined their classes. Others have responded well in the group, but this has unsettled their behaviour on the days when the group does not meet.</p>
<p>For identified gaps in learning to be addressed. For selected pupils to be supported in accessing learning.</p>	<p>1:1 Pupil Premium teacher</p>	<p>Of the children having targeted sessions with the PP teacher- 44% made 6/+ steps of progress in writing 58% made 6/+ steps of progress in maths</p>	<p>We have decided that for this year, the extra PP teacher time will be used to cover classes and give class teachers the time to work with PP children in 1:1 sessions as they know the children's strengths and weaknesses better than anyone else and so can have maximum impact</p>
			<p>Total cost £26,713</p>

iii. Enrichment and experiences			
Desired outcome	Chosen action/approach	Actual impact: Did you meet the success criteria?	Lessons learned
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	<p>4 of the 5 PP children in year 6 attended the residential week (including one child who attended for only part of the week).</p> <p>Workshops were held for each year groups in music and science giving them access to a range of activities such as ice-cream making, African drumming and beat-boxing.</p> <p>Over the year PP children have taken part in the following after school clubs: Dance, Hockey, Tag rugby, Choir, Basketball, Football, Athletics, Comic club and Lego</p>	<p>The take-up of after school clubs was relatively low amongst our PP children. This might be something our TA working with family engagement might want to further promote.</p> <p>Total Cost £ 900 for PP to attend residential</p>
iv. Other approaches			
Desired outcome	Chosen action/approach	Actual impact: Did you meet the success criteria?	Lessons learned
<p>Analysis of data</p> <p>Inclusion manager - data / PP tracking and action</p> <p>Assessment manager – SK</p>	<p>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.</p> <p>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.</p> <p>Ongoing</p> <p>SLT will undertake a full scrutiny of data captures and report their findings to governors and staff</p> <p>Following the data analysis, JH will action any changes needed regarding intervention.</p>	<p>Data was tracked termly and progress histories were maintained.</p> <p>Areas of concern were identified and specific action was taken to close gaps and improve progress</p> <p>Following the PP review, tracking system to be modified.</p>	<p>School has invested in new NFER tests to allow us to track children's progress more accurately and systematically, using a standardised testing system that will give hard measurable evidence for progress.</p> <p>School has also introduced Writing goal sheets for children to clearly identify next steps in their learning, and their progress to be marked and recorded by their teacher on a continual basis.</p> <p>Total cost £1200</p>