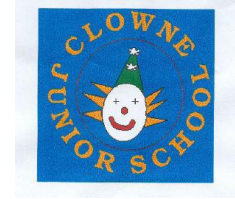


Clowne Junior School



Pupil Premium Strategy/Action Plan Academic Year 2018 -19

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Summary information					
School: Clowne Junior School					
Academic Year	2018/19	Total PP budget	£149,420	Date of most recent PP Review	July 17
Total number of pupils	257	Number of pupils eligible for PP	99	Date for next internal review of this strategy	Oct 18 (ext)
<u>Pupil Premium – Outline Funding Allocation 2018 – 19</u>					
<p>The funding will provide a number of services, support and resources for our vulnerable and disadvantaged pupils. In addition it will give school the capacity to respond to the emerging needs during the year. In broad areas, we are proposing the following expenditure allocations:</p>					
<ul style="list-style-type: none"> • Pastoral Officer salary to support well-being and attendance intervention • H.L.T.A. salary to support mentorship programme and targeted interventions (Years 3 & 4) • H.L.T.A. salary to support mentorship programme and targeted interventions (Years 5 & 6) • Children's Team & Pupil Premium coordination • Resources for teaching and learning • School Visit (day and residential) subsidy • Teaching Assistant support to enable tailored, specific and targeted interventions in Y3 • Teaching Assistant support to enable tailored, specific and targeted interventions in Y4 • Teaching Assistant support to enable tailored, specific and targeted interventions in Y5 • Teaching Assistant support to enable tailored, specific and targeted interventions in Y6 • Admin support (including % of 'Insight' tracking system) • Special Needs Extended Service Support • Specific training requirements 		<ul style="list-style-type: none"> £21200 £19494 £22484 £7000 £3000 £10000 £14562 £14560 £14560 £14560 £2000 £5000 £1000 			
Total – £149,420					

IMPACT SUMMARY for 2017-18 End of KS2 SAT data	Disadvantaged pupils in cohort (29)	All pupils in cohort (89)	All pupils nationally
% of children meeting age related expectation or above in Reading.	52% (57% 2017)	68%	75% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Reading.	10% (20% 2017)	23%	28% (Interim)
% of children meeting age related expectation or above in Writing.	74% (69% 2017)	85%	78% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Writing.	7% (21% 2017)	27%	20% (Interim)
% of children meeting age related expectation or above in Numeracy.	87% (69% 2017)	89%	76% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Numeracy.	10% (17% 2017)	20%	24% (Interim)
% of children meeting age related expectation or above in Reading, Writing and Numeracy.	52% (48% 2017)	68%	64% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Reading, Writing and Numeracy.	6% (10% 2017)	11%	10%

Governors, teachers and support staff at Clowne Junior School remain committed to creating a lively, stimulating and hard-working learning environment where individual talents are nurtured and celebrated and where every child, regardless of background, is able to reach their full potential.

Effectiveness of interventions over the course of four years

Summary of attainment for children in receipt of Pupil Premium	Pupil Premium Cohort 2017-18				
	2015 (Y3)	2016 (Y4)	2017 (Y5)	2018 (Y6)	Dif (Y3 – Y6)
% of Pupil Premium children meeting age related expectation or above in Reading.	Incomparable data due to old level system	42%	52%	52%	+10%
% of Pupil Premium children achieving Greater depth in Reading.	Incomparable data due to old level system	15%	16%	10%	-5%
% of Pupil Premium children meeting age related expectation or above in Writing.	Incomparable data due to old level system	34%	74%	74%	+40%
% of Pupil Premium children achieving Greater depth in Writing	Incomparable data due to old level system	15%	13%	7%	-8%
% of Pupil Premium children meeting age related expectation or above in Numeracy.	Incomparable data due to old level system	42%	77%	87%	+45%
% of Pupil Premium children achieving Greater depth in Numeracy	Incomparable data due to old level system	38%	48%	10%	-28%
% of Pupil Premium children meeting age related expectation or above in Reading, Writing and Numeracy.	Incomparable data due to old level system	34%	52%	52%	+18%
% of Pupil Premium children achieving Greater depth in Reading, Writing and Numeracy.	Incomparable data due to old level system	10% (TA)	13%	6%	-4%

Priority aim and vision

To enhance and improve the educational experience of children identified as being in some way disadvantaged, to include the three strands of;

- ❖ **education (academic progress)**
- ❖ **enrichment (educational and cultural experiences beyond the core curriculum)**
- ❖ **engagement (wider participation in school and external community both for pupils and parents)**

Leading to an improvement in the learning outcomes for all disadvantaged/vulnerable pupils across school and representation in **ALL** aspects of school and community life, including school leadership groups and enrichment activities.

Barriers to future attainment

- ❖ Comparatively large numbers of low attaining (on entry) disadvantaged/vulnerable.
- ❖ Poor attendance/punctuality
- ❖ Resilience
- ❖ Motivation
- ❖ Effective parental support.

Success Criteria linked directly to identified barriers to learning:

- ❖ Rates of academic progress for disadvantaged/vulnerable pupils to be closer matched to pupils nationally in Literacy and Numeracy by the end of the Key Stage.
- ❖ Rates of academic progress for disadvantaged/vulnerable pupils to be closer matched to other children in the year group.
- ❖ Accelerated progress for disadvantaged/vulnerable children identified as under-attaining.
- ❖ Attendance to meet national expectations for pupils at KS2.
- ❖ Systems for the monitoring and analysis of the full range of interventions continue to impact on teaching and learning pedagogy.
- ❖ Pupils actively involved in a range of roles within the school community and making positive contributions to the wider community.
- ❖ Pupils are motivated and enjoy their educational experience.
- ❖ Enhanced aspirations for children identified as disadvantaged as a result of their successes.
- ❖ Parents/carers of vulnerable/disadvantaged pupils have the skills and confidence to offer appropriate support to their children.

Evidence base:

- | | | |
|---|---------------------------|--|
| ❖ Work scrutiny outcomes. | ❖ RaiseOnline analysis. | ❖ Monitoring of attendance. |
| ❖ Writing portfolios. | ❖ Pupil interviews. | ❖ Scrutiny of Accelerated Learning Support Programme records |
| ❖ Evaluation of internal pupil performance. | ❖ Classroom observations. | |

Monitoring Strategies

Monitoring impact of these programmes is crucial to evaluating their effectiveness. Progress must take into account both personal development and academic improvement as it can be highly individualised due to the complex needs of the children involved in the programme. To take into these complexities, progress will be measured against a range of different objectives and targets set within the school community and within individual year groups. These are then monitored by the Pupil Premium Co-ordinator and Head Teacher in Consultation with Governors.

Level Intervention	Nature of monitoring	Monitoring Body	Assessment and measurement
Wave 1	<ul style="list-style-type: none"> ✚ Child monitored to ensure progress in line with targeted expectations. ✚ Behaviour and enjoyment of school is good. ✚ Attendance good (in line with national guides) 	<ul style="list-style-type: none"> ✚ Class Teacher ✚ Team Leader ✚ Support staff within year groups 	<ul style="list-style-type: none"> ✚ Academic assessment procedure (pupil tracking data) ✚ Registration ✚ Weekly team meetings.
Wave 2	<ul style="list-style-type: none"> ✚ Where children are not making progress in line with expectations additional academic interventions ✚ Teacher mentoring - liaising with children on regular basis to model and monitor behaviours or build positive attitudes. ✚ High levels of absenteeism 	<ul style="list-style-type: none"> ✚ Class Teacher ✚ Team Leader ✚ Support staff within year groups ✚ Pupil Premium Co-ordinator ✚ Pastoral Officer 	<ul style="list-style-type: none"> ✚ Academic assessment procedure (pupil tracking data) ✚ Weekly team meetings ✚ Specific targets set for academic achievement ✚ Attendance targets set and monitored.
Wave 3	<ul style="list-style-type: none"> ✚ Children requiring specific interventions outside of year group provision i.e. positive play ✚ Engagement of external school services ✚ Children requiring additional statements of educational needs 	<ul style="list-style-type: none"> ✚ Class Teacher ✚ Team Leader ✚ SENCO ✚ Pastoral Officer ✚ Pupil Premium Co-ordinator 	<ul style="list-style-type: none"> ✚ Academic assessment procedure (pupil tracking data) ✚ Weekly team meetings ✚ Specific targets set ✚ Statements of specific needs set either internally or externally.
Evaluation of Whole school effectiveness		<ul style="list-style-type: none"> ✚ Head Teacher ✚ Pupil Premium Co-ordinator ✚ Governors. 	<ul style="list-style-type: none"> ✚ Pupil Premium Co-ordinator to monitor progress against targets ✚ Head Teacher monitoring whole school effectiveness in discussion with Governors.

Action plan 2018-19

Action	Lead Person	Target dates	Resources	Evidence of impact	Monitoring and Evaluating
<p>Pupil Premium Coordinator to liaise with Headteacher and Governors to identify key priorities and suitable interventions, in line with OFSTED inspection findings, best practice, evidence from external agencies and an audit of school's existing provision.</p>	<p>Pupil Premium Co-ordinator to review and produce action plan.</p> <p>Plan to be circulated to Leadership teams for implementation.</p> <p>Pupil Premium Coordinator to present action plan at Full Governors meeting.</p>	<p>Oct 2018</p>	<p>Action plan</p> <p>(to include electronic version of school's website)</p>	<ul style="list-style-type: none"> ❖ All members of staff knowledgeable of plans content and aware of how the plan affects them. ❖ Increase in attainment due to planned interventions. ❖ 100% attendance of PP children on school visits. ❖ Increased uptake of residential journeys. ❖ Increased attendance for PP children. 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Pupil Premium Coordinator ❖ Reports from the Headteacher ❖ Evaluative visits to school ❖ Analysis of pupil/parent questionnaires.
<p>To further strengthen the role of the 'Team Around the Child' (TAC) to support the implementation of the Action Plan by;</p> <ul style="list-style-type: none"> ❖ Re-establishing regular meetings of TAC team (once per half term) with increased representation from around school (to include Team Leaders) ❖ Continuing to maintain a disadvantaged provision map (Look to support this process using 'Insight' program) ❖ More regular monitoring of the effectiveness of interventions via 'Insight' tracking system and scrutiny of children's work. 	<p>Head Teacher Team Leaders Designated Governor SENCO Pastoral Officer PP HLTA with responsibility for Y3/4 PP HLTA with responsibility for Y5/6.</p>	<p>Monthly review of progress and attainment at newly implemented 'Team Leader meetings'.</p> <p>Termly meeting of the 'TAC' to review provision and impact.</p>	<p>Allowance of time for relevant personnel to attend appropriate meetings (may include cost of supply cover where needed approx. £120 per half day)</p>	<ul style="list-style-type: none"> ❖ Wider number of people made more aware of the impact (numerical) of interventions. ❖ Team Leaders to be better informed via the use of 'Insight' on the progress and attainment of PP children in their year groups. ❖ Team Leaders able to present to senior leaders the impact of their planned interventions and their use of the HLTA provision offered. 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Headteacher ❖ Presentations from Team Leaders ❖ Reports from Pupil Premium Coordinator ❖ Minutes taken at meetings. ❖ Governor access to 'Insight' to be researched.

<p>Further increase the ease and effectiveness of monitoring the progress of children in receipt of Pupil Premium via the purchase and implementation of 'Insight' tracking system.</p> <ul style="list-style-type: none"> ❖ All members of teaching staff and two PP specific HLTAs to receive appropriate training in order to make best use of the software. ❖ Business manager to ensure that pupil information is updated weekly as to ensure an accurate picture of Pupil Premium allocation. ❖ Team Leaders to regularly input assessment information as to ensure an 'up-to-date' picture of progress and attainment. ❖ 'Insight' used to identify target groups when planning targeted, specific interventions. 	<p>Team Leaders</p> <p>HLTAs</p> <p>Assessment coordinator</p> <p>Senior Leadership Team</p> <p>Teaching assistant support</p>	<p>July 2018 – Presentations from both 'Insight' and 'Classroom monitor'</p> <p>September 2018 – Purchase of 'Insight' tracking software after initial trial period.</p> <p>October 2018 – Baseline data inputted and analysed using the system. Targeted interventions planned for and initiated in all year groups.</p>	<p>Admin support (including % of 'Insight' tracking system) £2000</p>	<ul style="list-style-type: none"> ❖ All appropriate members of staff trained effectively on the use of 'Insight' tracking system. ❖ 'Insight' tracking system kept up-to-date by business manager. ❖ 'Insight' tracking system used to more clearly identify target groups via the analysis of progress and attainment data. ❖ Team Leaders to be better informed via the use of 'Insight' on the progress and attainment of PP children in their year groups. ❖ Team Leaders able to present to senior leaders the impact of their planned interventions and their use of the HLTA provision offered. 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Headteacher ❖ Presentations from Team Leaders ❖ Reports from Pupil Premium Coordinator
<p>Further develop school's Accelerated Learning Support Programme (whole school 1:1 pupil mentorship programme for Pupil Premium /Vulnerable Children) by;</p> <ul style="list-style-type: none"> ❖ Increasing Pupil Premium specific HLTA support (1 x HLTA to cover Y3/4 and 1x HLTA to cover Y5/6). ❖ Team Leaders to liaise with HLTAs in order to initiate planned interventions that are 'hard-hitting' on a timed basis. 	<p>Pupil Premium coordinator to allocate HLTA resource.</p> <p>HLTA to run the programme.</p> <p>Team Leaders to monitor the recording of interventions.</p>	<p>Sept 2018 - on-going</p>	<p>H.L.T.A. salary to support mentorship programme and targeted interventions (Years 3 &4) £19494</p> <p>H.L.T.A. salary to support mentorship programme and targeted</p>	<ul style="list-style-type: none"> ❖ Second PP specific HLTA in post and working effectively with Team Leaders. ❖ HLTAs both aware on how to use, manipulate and learn from the 'Insight' tracking system. ❖ HLTAs working closely with Team Leaders to plan and monitor specific, timed and 'hard hitting' interventions. 	<p>Governors and Headteacher to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Scrutiny of ALSP books ❖ Reports form PP coordinator. <p>Pupil Premium Co-ordinator to monitor the recording of interventions.</p>

<ul style="list-style-type: none"> ❖ Continuing to update and carry out training to standardise and enhance practise, in particular ensuring that HLTAs have access to, and know how to use the 'Insight' tracking program. ❖ Recording and monitoring 1-1 mentor meetings in ALSP books. ❖ Continuing to develop a pastoral and an academic approach separately. 	<p>Pastoral officer to record any pastoral interventions in ALSP workbooks.</p>		<p>interventions (Years 5 & 6) £22484</p> <p>Pastoral Officer salary to support well-being and attendance intervention £21200</p>		
<p>Further develop targeted interventions for Pupil Premium/ Vulnerable Children who are not on target to meet age-related expectations by;</p> <ul style="list-style-type: none"> ❖ Setting and monitoring Pupil Premium specific targets for Numeracy and Literacy (closing the gap and targeting in line with Non-PP) ❖ Team leaders to allocate HLTA and teaching assistant time to support specific, planned intervention strategies. ❖ Team Leaders to more carefully monitor the impact of such interventions using 'Insight' tracking tool. ❖ Team leaders to maintain a Pupil Premium provision map. ❖ Further developing how disadvantaged children can be supported beyond the classroom via targeted, timely and specific targeting of PP parents at meetings, parents' evenings and regular informal meetings at the beginning and end of the school day. 	<p>Team Leaders to allocate resources within Year Groups.</p> <p>Senior Leadership Team to monitor interventions via presentations from Team Leaders at monthly 'Team leader Meetings'.</p> <p>Assessment Coordinator to ensure that 'Insight' tracking system remains functional, up-to-date and appropriately populated with data.</p>	<p>Sept 2018 – ongoing</p>	<p>Teaching Assistant support to enable tailored, specific and targeted interventions in Y3 £14562</p> <p>Teaching Assistant support to enable tailored, specific and targeted interventions in Y4 £14560</p> <p>Teaching Assistant support to enable tailored, specific and targeted interventions in Y5 £14560</p> <p>Teaching Assistant support to enable tailored, specific and targeted interventions in Y6 £14560</p>	<ul style="list-style-type: none"> ❖ HLTAs working closely with Team Leaders to plan and monitor specific, timed and 'hard hitting' interventions. ❖ 'Insight' tracking system used effectively to highlight particular 'target groups' when planning targeted intervention programmes. ❖ Team Leaders able to discuss the impact of planned interventions at monthly 'Team Leader Meetings'. ❖ Attainment of PP children more in-line with Non-PP. ❖ Rate of progress increased and more rapid than those children not forming part of planned interventions. 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Evaluative visits to school ❖ Reports from Headteacher ❖ Reports from Pupil Premium Coordinator ❖ Scrutiny of pupil performance data.

<p>Continue to broaden the cultural and educational experiences of children identified as being disadvantaged by;</p> <ul style="list-style-type: none"> ❖ Supporting participation in after school provision, including After School Club ❖ Ensuring participation in Residential and other Educational Trips ❖ Encouraging parents of Pupil Premium children to attend some visits alongside children. 	<p>Headteacher to organise subsidising visit costs.</p> <p>Team leaders to liaise with parents r.e. Year group specific visits.</p> <p>Pupil Premium coordinator to monitor participation.</p>	<p>Dec 2018</p>	<p>School visit subsidy £10000</p> <p>After School Club subsidy where appropriate (Using % of the £10000 allocated for school visit subsidy)</p>	<ul style="list-style-type: none"> ❖ 100% attendance of PP children on school visits. ❖ Increased uptake of residential journeys. ❖ Parents of PP children increasingly volunteering to attend school visits, especially the Y6 visit to Sheffield University. 	<p>Coordinator to monitor levels of participation.</p> <p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Headteacher ❖ Reports from Pupil Premium Coordinator ❖ Participation in visits.
<p>To bring attendance of disadvantaged/vulnerable children in line with national and school expectations by;</p> <ul style="list-style-type: none"> ❖ Setting individual and group attendance targets (Attendance gang) ❖ Rewarding improved attendance ❖ Allocating time for school's Pastoral Officer to monitor attendance & frequent lateness ❖ Liaison with parents via telephone or home visits ❖ Work alongside Education Welfare Officer ❖ Themed assemblies with a focus on improved attendance. 	<p>Head Teacher</p> <p>Pastoral Officer to monitor attendance of all children.</p>	<p>Sept 2018 – ongoing</p>	<p>Pastoral Officer salary £21200</p> <p>'Attendance gang' time.</p>	<ul style="list-style-type: none"> ❖ Attendance of Pupil Premium children increasing. ❖ Attendance of Pupil Premium children in-line with Non-PP in school. ❖ Attendance of PP children effectively measured, via weekly monitoring against all pupils, Non PP and SEN. 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Headteacher ❖ Reports from Pupil Premium Coordinator ❖ Analysis of attendance data via Headteacher's report to Governors.
<p>Implement programme of positive discrimination for Children's leadership roles e.g. school council, children's team and general roles of responsibility e.g. Mini Leaders.</p>	<p>Team Leader and subject coordinators to monitor Pupil Premium representation.</p>	<p>October 2018</p>		<ul style="list-style-type: none"> ❖ PP children represented on all school 'groups'. 	<p>Pupil Premium Co-ordinator to monitor and evaluate disadvantaged representation.</p>

<p>Conduct whole school pupil survey to evaluate the impact of Pupil Premium funding allocation.</p>	<p>Pupil Premium specific HLTAs to prepare, distribute and analyse questionnaire results.</p>	<p>May 2019</p>	<p>Cost of producing questionnaire. Approx £200</p>	<ul style="list-style-type: none"> ❖ Analysis of survey results to prompt changes/amendments to next year's Pupil Premium Actions plan. ❖ Parents informed of individual pupil responses to questionnaire via annual report to parents. 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Headteacher ❖ Reports from Pupil Premium Coordinator ❖ Analysis of questionnaire findings.
<p>Ensuring regular, positive contact between teaching staff and parents/carers by;</p> <ul style="list-style-type: none"> ❖ Meeting on minimum once a year to discuss progress and support ❖ Telephone conversations when face-to-face contact isn't possible ❖ Ensuring that parents/carers of children identified as disadvantaged/vulnerable receive information regarding meetings and consultation evenings ❖ Annual report to parents sent home with additional information relating to intervention strategies received. 	<p>Team Leaders to ensure that all parents/carers are invited to attend meetings.</p> <p>Admin Team to ensure that dates of meetings are distributed to parents/carers.</p>	<p>Sept 2018 & on-going.</p>	<p>Cost associated with Txtround. Approx £1000</p> <p>After School Club provision (% of school visit subsidy)</p>	<ul style="list-style-type: none"> ❖ Parents aware of the impact specific intervention have had on progress and attainment via annual report to parents, ❖ Parents made aware of individual child responses to Pupil Premium questionnaire via additional information provided in annual report to parents. ❖ Increased uptake of Parent's evening appointments for families in receipt of PP funding. 	<p>Pupil Premium Coordinator to liaise with Year group leaders to monitor and record contact made with parents/carers.</p> <p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Headteacher ❖ Reports from Pupil Premium Coordinator.