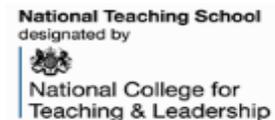


# Pupil premium strategic plan 2019-20

## West Jesmond Primary School



1. Summary information					
School	West Jesmond Primary School				
Academic Year	19-20	Total PP budget	£81,460 (Sept 2019)	Date of most recent PP Review	February 2020
Total number of pupils	626 (Feb 2020)	Number of pupils eligible for PP	65 LAC 8 (Feb 2020)	Date for next internal review of this strategy	September 2020

### Attainment

#### 2019 Early Years Reception Good Level of Development

	Cohort Size	WJPS	National
All	90	87%	71.5%
FSM/Disadvantaged	4	100%	71.5%

Please note that to be counted as statistically significant, any pupil group must be 11 or more children.

#### 2019 Year 1 Phonic Screen Check

	Cohort Size	WJPS	National
All	87	90%	82%
FSM/Disadvantaged	4	75%	84% *

\*This figure is the National Non-Disadvantaged figure

#### 2019 Key Stage 1 Attainment Results

	Cohort	Expected Standard		Greater Depth	
		WJPS	National	WJPS	National
Reading		WJPS	National	WJPS	National
All	88	81%	75%	41%	25%
FSM/Disadvantaged	8	63%	78%*	25%	28%*
Writing		WJPS	National	WJPS	National
All	88	75%	69%	30%	15%
FSM/Disadvantaged	8	63%	73%*	13%	17%*
Mathematics		WJPS	National	WJPS	National
All	88	84%	76%	45%	22%
FSM/Disadvantaged	8	63%	79%*	25%	24%*

2019 Key Stage 2 Year 6 Progress and Attainment Data										
	Cohort	Progress Score		Cohort	Expected Standard +		Greater Depth		Average Scaled Score	
Reading		WJPS	Nat'		WJPS	Nat'	WJPS	Nat'	WJPS	Nat'
All	69	3.5	0.03	82	93%	73%	50%	27%	109.1	104.4
FSM/Dis	11	3.04	0.32*	13	85%	78%*	23%	31%*	104.5	105.5*
	Cohort	Progress Score		Cohort	Expected Standard +		Greater Depth			
Writing		WJPS	Nat'		WJPS	Nat'	WJPS	Nat'		
All	69	2.41	0.03	82	95%	78%	35%	20%		
FSM/Dis	11	1.54	0.27	13	85%	83%*	8%	24%*		
	Cohort	Progress Score		Cohort	Expected Standard +		Greater Depth		Average Scaled Score	
Maths		WJPS	Nat'		WJPS	Nat'	WJPS	Nat'	WJPS	Nat'
All	69	4.46	0.03	82	95%	79%	60%	27%	110.5	105.0
FSM/Dis	11	2.78	0.37	13	77%	84%*	23%	32%*	104.8	106.1*

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Language acquisition and development for prior low attaining pupil premium / SEND children
<b>B.</b>	Wider cultural development and experience for prior low attaining pupil premium children
<b>C.</b>	Barriers relating to social and cultural integration for prior low attaining pupil premium children
<b>D.</b>	Mindset and resilience of prior low attaining pupil premium children to face the challenges of new higher curriculum expectations
<b>E.</b>	Personal, career and academic aspirations of all pupil premium children
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance
<b>G.</b>	Parental support and partnership: understanding curriculum expectations; supporting with homework; significance of attendance
2. Desired outcomes	

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<i>Pupils acquire a rich and varied vocabulary, regardless of socio-economic background</i>	<i>Shortfall in language acquisition is addressed ensuring prior lower attaining children from EYFS meet ARE by end of KS1; from KS2 meet ARE by end of KS2</i>
<b>B.</b>	<i>Cultural and social experiences contribute to wider life experience and support the development of a rich and varied vocabulary based on first hand experience</i>	<i>Cultural experiences contribute to children meeting ARE from prior low attaining starting points</i>
<b>C.</b>	<i>Social economic background does not impact upon pupil progress, attainment, or sense of self worth</i>	<i>Increased percentages of children, particularly from low attaining starting points, achieve ARE</i>
<b>D.</b>	<i>Children receiving the pupil premium have a positive view of themselves as a learner matched with high aspirations for their future.</i>	<i>Increased percentages of children, particularly from low attaining starting points, achieve ARE</i>
<b>E.</b>	<i>Pupils are self-motivated to achieve ARE and recognise academic progress and attainment as an important stepping stone in life</i>	<i>Increased percentages of children, particularly from low attaining starting points, achieve ARE</i>
<b>F.</b>	<i>Pupils are motivated to attend school regularly. Parents support their child to attend school regularly</i>	<i>Pupil premium absence and persistent absence is below the national average</i>
<b>G.</b>	<i>Parents are able to fully support their child in school</i>	<i>Parents of children receiving the pupil premium feel confident to support their child with reading, writing and maths</i>

### 3. Planned expenditure

Academic year

2019-20

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?
<p>All pupils accessing and aspiring towards meeting age related expectations by the end of the academic year/</p>	<p>Delivering curriculum through 'mastery' curriculum involving collaborative learning: breaking subject matter and learning content into units with clearly specified objectives. Learners work through each block of content in a series of sequential steps</p> <p>Mastery style curriculum delivered through increased use of collaborative learning and meta-cognitive strategies (learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development)</p>	<p><b>Mastery: moderate impact and very low cost (+5 months)</b>  <b>Evidence suggests 'learning strategy with good potential, particularly for low attaining students'.</b>  <b>Particularly effective when delivered via collaborative and or group learning.</b></p> <p><b>Collaborative learning: moderate impact and low cost (+5 months)</b>  <b>Evidence suggests structured approaches with well-designed tasks lead to the greatest learning gains.</b>  <b>Approaches which promote talk and interaction between learners tend to result in the best gains</b></p> <p><b>Metacognition: high impact and low cost (+8 months)</b> The evidence indicates that <b>teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.</b></p> <p><b>Growth Mindset: improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort (+2 months)</b></p>	<p><b>Focus to develop teachers in their support and inclusion of vulnerable children. Opportunities for team teaching, unpicking issues and reviewing impact</b></p> <p><b>CPD planned and delivered via individual subject leader school development plans. Reviewed with SLT and governors</b></p> <p><b>As above with focused CPD to support teachers and teaching assistants to implement strategies linked to collaboration, metacognition and mindset</b></p> <p><b>Half termly TA training programme to enhance knowledge and understanding of all staff</b></p>	<p>Rebecca McVittie</p> <p>Tom Jones</p> <p>Helen Sykes</p> <p>Subject leaders</p>	<p>Throughout academic year 19-20</p>

<p>To continue to raise staff awareness of different 'strands' of pupil vulnerability: academic, medical, behavioural, mental health, financial, attendance and punctuality</p>	<p>Planned delivery through wider consideration of what it means to be vulnerable at West Jesmond.</p> <p>Strategy will be delivered through pupil specific intervention and wider whole school intervention</p>	<p><b>Social and emotional learning (+4 months)</b></p> <p><b>Development of the Inclusion Team to ensure collaborative working, sharing of information and to raise the understanding and profile of vulnerable children. Regular team meetings and reviews with staff. Increased level of sharing of intervention feedback with teachers. Provision map used by all staff to track, share and evaluate all interventions. Mental Health project being undertaken within school. (3) School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.</b></p>	<p><b>Interventions are clearly linked to pupil data</b></p> <p><b>Interventions have a clear focus, timeline and expected impact</b></p> <p><b>Interventions are reviewed and progress / impact challenged through appraisal / review meetings. All evaluations are logged on Provision Map</b></p> <p><b>New admit meetings with all families to ensure smooth transition and that all needs are met</b></p> <p><b>Early help Plans to support families as appropriate</b></p>	<p><b>Inclusion Team</b></p> <p><b>All staff</b></p>	<p>Throughout academic year 19-20</p>
<p>To improve whole school assessment for learning to ensure rapid intervention to identify and address gaps in pupil knowledge and understanding</p>	<p>Use of ipads in classrooms for all members of staff to allow them to collect on going data within classroom monitor markbooks and Tapestry</p>	<p><b>Digital Technology (+4 months)</b></p> <p><b>Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months) : Technology has the potential to enable changes in teaching and learning interactions</b></p> <p><b>Feedback (+8 months)</b></p> <p><b>Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.</b></p>	<p><b>Sharing of best practice within staff meeting and CPD sessions</b></p> <p><b>Assigning specific time and resources so that TAs can input information</b></p> <p><b>Staff meetings used to review feedback and share best practice and update Feedback policy as a result</b></p> <p><b>Focus of NPQML and NPQSL projects with a focus on PP and identifying gaps</b></p>	<p>SLT</p>	<p>Throughout academic year 19-20</p>
<p>To embed healthy lifestyles, continue to raise awareness of pupil mental health and develop a culture of resilience in which pupils</p>	<p>Participating in Early Adopter of RSE curriculum to access and feedback on national resources.</p> <p>In conjunction with a</p>	<p><b>Self-regulation (+8 months)</b></p> <p><b>Managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. self-</b></p>	<p><b>Being an Early Adopter School for the Relationships 2020 curriculum to allow access to training and resources</b></p> <p><b>Membership to PSHE association</b></p>	<p>SLT</p>	<p>Throughout academic year 19-20</p>

challenge themselves through growth mindset and resilience	mastery curriculum, self-regulation will be introduced via placing emphasis on the importance of a growth mindset approach to learning.	<b>regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for currently low achieving pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.</b>	to allow support for all staff  <b>Proactive PHSCE leader who raises awareness of subject, shares best practice and delivers training</b>  <b>Class Dojo will be used as a way of sharing / explaining growth mindset at a level which is accessible by all pupils, particularly younger pupils</b>  <b>Weekly whole school assemblies and newsletters will be used to reinforce messages, to ensure consistency, with parents and pupils</b>		
Participation in the arts specifically music and art	Appointment of Director of Music position  Specific intervention led by Director of music:  Identified children selected as need some support to access the curriculum, participating effectively in class and to be able to articulate their knowledge and thoughts (in lessons and during social time) using appropriately developed language and social skills. The sessions, focus on activities which will develop concentration and listening skills, language and speaking skills, turn taking and social skills as well as development of motor skills and self-confidence.	<b>Arts participation (+2 months)</b>  <b>Defined as involvement in artistic and creative activities, such as music, painting, or sculpture. It can occur either as an additional part of the curriculum or as extra-curricular activities.</b>  <b>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners.</b>	<b>Delivery of INSPIRE music project to identified group of children</b>  <b>Weekly signing sessions for all children</b>  <b>High number of art students supporting Art Ambassador projects and whole school activities</b>  <b>Director of Music delivering Music sessions KS2 and supporting the delivery in EYFS and KS1</b>  <b>Termly evaluations of school development priorities – specific focus is given to targeting vulnerable pupils</b>	Karen Hague	Throughout academic year 19-20
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen</b>	<b>What is the evidence and rationale</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you</b>

	<b>action/approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
<p>Improved pupil aspirations particularly linked to future employment opportunities</p> <p>Improved pupil awareness of good financial management and implications for future.</p>	<p>Lucy Oades Raising Aspirations TLR</p> <p>Establishment of Raising Aspirations Lead who will support whole school via enterprise based tasks and targeted groups vulnerable pupils with small group work designed to raise aspiration and promote pupil confidence / self-esteem.</p> <p>Enterprise project to 'make £5 Grow' – giving pupils practical insight into the benefit of a good understanding of mathematics in daily life.</p>	<p><b>Aspirations interventions (+0 months)</b></p> <p><b>Aim is to change aspirations directly by exposing children to new opportunities or they make seek to develop general self-esteem, motivation or self-efficacy. Evidence base that supports 0 months gain is considered weak with further studies required according in EDF toolkit.</b></p> <p><b>To use real-world contexts when teaching maths, especially using examples related to personal finance. The aim is that this should make the subject more accessible, engaging, and relevant to real life,</b></p>	<p><b>Annual STEM week to raise profile of STEM subjects and signpost careers and routes into them</b></p> <p><b>Careers Fair for Y5 and Y6 offering opportunities to work directly with members of industry</b></p> <p><b>Enterprise workshops across school to help promote and develop broader skill set</b></p> <p><b>Ensure that activities promote skills and knowledge that enable pupils to move towards their identified aspiration</b></p> <p><b>Focus on specific needs of individual pupils and avoid generalisations about disadvantaged communities</b></p> <p><b>Projects are planned and evaluated around financial management principles. Cost / Profit evaluated around clear parameters</b></p>	Lucy Oades	End of each term

<p>Improved pupil well-being, particularly for those who have experienced trauma, loss, anxiety etc.</p>	<p>Thrive Approach School Health Services</p>	<p><b>Social and emotional interventions (+4 months)</b></p> <p><b>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. In this instance specialised programmes which are targeted at students with particular social or emotional problems.</b></p> <p><b>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</b></p>	<p><b>Thrive assessments undertaken and logged electronically. Thrive work fully embedded within whole staff team</b></p> <p><b>Staff meetings and TA training for all staff</b></p> <p><b>Additional practitioners to be trained in 19-20. Head-teacher Thrive course to be completed</b></p> <p><b>Lunch time provision restructured to include Wellbeing leader and Sports Mentor as a means of targeting vulnerability</b></p> <p><b>School Health - Initial referral forms highlight areas of difficulty / need ensuring appropriate children are selected for the sessions</b></p>	<p>Gary Wallis-Clarke</p> <p>Rebecca McVittie</p> <p>Verity Groot</p> <p>Cathy Hogan</p> <p>Jacqui Nicolson</p> <p>School Nurse</p>	
<p>Improved engagement with reading, both inside and outside of school</p>	<p>School visits to book shops Author visits Children's contributions to the Parent and child library</p>	<p><b>Parental participation (+4 months)</b></p> <p><b>A love of reading is an important precursor for engaging with the written word. Interventions often focus on academic progress. It is recognised that a love of reading is equally important, perhaps more important for those who initially struggle to read. Therefore, alongside structured phonics interventions it is recognised that stimulating a love of reading is likely to have a long term impact upon pupils' access and engagement with books. The sharing of books at home is an integral part of the programme. Improved parental engagement; listening to and sharing books is therefore an important strand of this intervention.</b></p>	<p><b>On entry baseline is completed by provider to evaluate needs; additional on entry information provided by class teacher</b></p> <p><b>Online phonics tracker used to track achievements in phonics</b></p>	<p>Rebecca McVittie</p> <p>Tom Jones</p> <p>Liz Thompson</p> <p>Ed Snelders</p>	<p>Termly</p>

Improved pupil participation in sports and physical education	Small group sports interventions with specialist sports coach	<p><b>Sports participation (+ 2 months)</b></p> <p><b>Interventions engage pupils in sports as a means to increasing educational engagement and attainment. The overall impact of sports participation on academic achievement is positive (about two additional months' progress). Participation is linked to engagement with core curriculum subjects, thus the intervention acts as a motivating factor for pupil engagement in the whole curriculum.</b></p> <p><b>Participating in sports and physical activity is likely to have wider health and social benefits.</b></p>	<p><b>Appointment and deployment of PE mentor to work across school. This role is targeted to increase the engagement of children in PE. Additional PE activities at break and lunch time. Increased number of before and after school clubs</b></p> <p><b>Weekly small group sessions of identified children to increase awareness, enjoyment and opportunity in PE</b></p> <p><b>Daily Mile activities being embedded across school</b></p> <p><b>Termly evaluations of school development priorities – specific focus is given to targeting vulnerable pupils</b></p>	Tariq Farooqi  Linzi Taylor	Funded through PE Grant
Improvement in early language acquisition, vocabulary and pupil talk	<p>Talk Boost</p> <p>Early years support worker working daily in pre lunchtime, lunchtime and post lunchtime period. To facilitate discussion and talk over lunchtime period and follow up pre and post lunch time learning with targeted pupils</p>	<p><b>Oral language interventions (+5 months)</b></p> <p><b>Emphasis on the importance of spoken language and verbal interaction in the classroom.</b></p> <p><b>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</b></p>	<p>Leader, class teacher and support assistant performance appraisal</p> <p>Early years lead termly school development plan evaluation</p> <p>Early years lead monitoring; formal and informal</p> <p>Moderation of Talk Boost delivery.</p>	Liz Thompson	
<b>Total budgeted cost</b>					

<b>iii. Other approaches</b>					
<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>
To 'poverty proof' provision to ensure equality of opportunity for all pupils	<p>Ensuring the recommendations from the Poverty proofing exercise are continued to be fully implemented.</p> <p>Funding Year 6 places for FSM pupils at Robinwood -</p> <p>Funding FSM contribution for trips in all year groups</p> <p>Nemco music lessons made available to FSM pupils £500</p> <p>Uniform costs</p>	<p><b>Data tracking suggests increasing numbers of pupils who are vulnerable. In order to understand impact of poverty within school external survey was commissioned to evaluate current practice and suggest possible improvements.</b></p> <p><b>To ensure equality of opportunity for pupil premium children to ensure money is not a barrier to wider learning such as Robinwood, Nemco etc.</b></p> <p><b>To ensure uniform is affordable for families in receipt of free school meals (determined on needs basis)</b></p>	<p><b>On-going meetings throughout process to answer questions / information.</b></p> <p><b>Staff and governor training</b></p>	SLT	Termly
To collect a comprehensive overview of all aspects of the life of a pupil deemed in some way to be vulnerable	CPOMS - child protection online monitoring system	<p><b>School communication is becoming more and more complex, particularly in a large school. Increased accountability follows for data protection and the sharing of information. It was therefore felt that a secure portal was needed to store significant information / events. The portal is used to collate and cross reference for trends information across a wide variety of different aspects of school life: behaviour, safeguarding, medical, home / school communication</b></p>	<p><b>Senior leaders 'tagged' in all posts to facilitate on going process of review and quality assurance</b></p> <p><b>Common threads evaluated and discussed during monthly SLT inclusion meeting</b></p>	<p>Rebecca McVittie</p> <p>Tom Jones</p>	Ongoing
Early intervention and tracking of vulnerable pupils from entry to EYFS	Appointment of Director of EYFS	<p><b>Early years or early childhood interventions (+ 5 months)</b></p> <p><b>Approaches that aim to ensure that young children have educationally based experiences which support early years in school and academic success</b></p> <p><b>Provision should also include staff training, rather than just simply increasing the quantity of provision or changing the physical environment of early years settings.</b></p>	<p><b>Monitoring of early years school development plans on a termly basis. Development plans covers monitoring, cpd, vulnerable pupils etc</b></p>	<p>Liz Thompson</p> <p>Verity Groot</p>	Termly

<p>Improved parental participation in school life.</p>	<p>To provide parent workshops across year groups and subjects to support parents to support their children</p> <p>Increased Attendance Officer time to support / challenge / promote good and regular attendance in pupils</p>	<p><b>Parental Involvement (+ 3 months)</b></p> <p><b>This covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills, general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</b></p>	<p><b>Parent workshops are offered at variety of times to suit needs of working parents</b></p> <p><b>The Home School Reading Record outlined the parent school contract, suggested activities and is also the key form of communication between home and school</b></p> <p><b>Clear and simple strategies given to support parents to support children – strategies / learning do not assume prior knowledge or confidence with subject areas</b></p> <p><b>Varied approaches used to improve attendance: letters, phone calls, parenting contracts etc</b></p> <p><b>Regular evaluations completed of outcomes and impact on pupil attendance</b></p> <p><b>Evaluation of parent partnership work via short on line questions</b></p>	<p>SLT</p> <p>Helen Jordan (Attendance Officer)</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£