

Cyril Jackson Primary School
Pupil Premium Strategy 2018 - 2019

Headteacher: Gillian Kemp

Chair of Governors: Sue Stollery

Pupil Premium Link Governor: Sue Stollery

Pupil Premium Profile 2018 - 2019

Number of eligible pupils: Pupil Premium is 114. FSM Ever 6 175. (Nov 2018)

Amount per pupil: £1320

Total pupil premium budget: £233,600

Cyril Jackson KS2 SATs results 2018	Reading			Writing (TA)		Mathematics	
		School 2017 - 2018	National 2017 - 2018	School 2017 - 2018	National 2017 - 2018	School 2017 - 2018	National 2017 - 2018
% of children achieving the expected standard	All	84%	75%	84%	78%	81%	76%
	Disadvantaged	75%	80%	75%	83%	75%	81%
% of children achieving high level of attainment	All	28%	28%	32%	24%	19%	24%
	Disadvantaged	29%	33%	38%	24%	25%	28%
Average Scaled Score	All	106	105	104	NA	105	104
	Disadvantaged	104	106	103	NA	104	105
Average Progress	All	+2.1		+3.1		+1.0	
	Disadvantaged	0.8		+3.5		+1.5	

		School 2017 - 2018	National 2017 - 2018
% of children achieving the expected standard in R, W & Ma	All	75%	64%
	Disadvantaged	75%	70%
% of children achieving high level of attainment in R, W & Ma	All	14%	10%
	Disadvantaged	21%	12%

Cyril Jackson KS1 SATs results 2018

		Reading		Writing		Mathematics	
		School 2017 - 2018	National 2017 - 2018	School 2017 - 2018	National 2017 - 2018	School 2017 - 2018	National 2017 - 2018
% of children achieving the expected standard	All	76%	75%	66%	70%	72%	76%
	Ever FSM	%	%	%	%	%	%
% of children Working at Greater Depth	All	24%	26%	21%	16%	19%	22%
	Ever FSM	%	%	%	%	%	%

Awaiting FSM data from ASP 2017/2018

Year 1 Phonics screening check results

		School 2017 - 2018	National 2017 - 2018
Pass	All	81%	83%
	Ever FSM	94%	%

Executive Summary

Barriers to educational achievement faced by eligible pupils at the school:

- The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of nursery.
- Many of our children arrive in the Nursery setting exhibiting a level of development which is well below national expectations (this was true of 86% of children for *Speaking* in September 2018). 82% of children have English as an additional language.
- Parental support for their children's learning is difficult. Parents are often unable to support their children's learning at home for a range of reasons, including high levels of EAL in the family, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home.
- Home visits have shown that there is a lack of English reading material in children's homes.
- Social and emotional learning: we recognise that social and emotional wellbeing is all important, not only to our children's welfare but has a direct impact on their learning.

We will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps, raising attainment and improving progress of disadvantaged pupils through:

- **Reduction in pupil/teacher ratio**
 - Three class teachers teach English and mathematics to each two-form entry cohort from Year 1 – Year 6
 - KS2 have an additional SEND teacher
 - Lower pupil:teacher ratios enables greater opportunities for specific feedback; both orally and through high quality diagnostic marking.
- **Effective intervention classes to improve achievement in English and mathematics**
 - Implementation of a range of evidence based interventions targeted at children’s specific needs
 - Targeted one to one and small group speech and language therapy
 - Further development of reading comprehension approaches to improve reading focused on learners’ understanding of the text
 - Additional professional development on teaching of phonics and early reading to raise rates of progress and improve reading and phonic check outcomes in Year 1
 - Targeted teaching in upper KS2 to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs
- **Teaching Assistants impact on raising standards**
 - Sustained professional development (alongside class teachers) to ensure high quality feedback on learning impacts on raising achievement
 - High quality professional development for TAs that mirrors that for teachers so staff work effective together to further raise the quality of teaching, leading to increases in attainment. Training to deliver one to one and small group support
- **Minimising barriers to learning and achievement**
 - Active engagement of parents in supporting their children’s learning
 - Interventions which target social and emotional learning
- **Meeting individuals’ particular needs**
 - Provision of artistic, sporting and creative extra-curricular activities, such as dance, drama, music

- **Area: Reduction in pupil/teacher ratio**

- Three class teachers teach English and mathematics to each two-form entry cohort from Year 1 – Year 6
- KS2 have an additional SEND teacher
- Lower pupil:teacher ratios enables greater opportunities for specific feedback; both orally and through high quality diagnostic marking.

Rationale: Sutton Trust-EFF Toolkit, 2015

- *“greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains the impact ... that small tuition is effective” (+4 months)*
- *“on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress” (+5 months)*
- *“when a change in teaching approach does accompany a class size reduction (... smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitude. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)*
- *“oral language interventions consistently show positive benefits on learning, including oral language skills. On average, pupils who participate in oral language interventions make approximately five months’ progress over the course of a year” (+5 months)*
- *“The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds. However, it is not a panacea and it is also important that children are successful in making progress in all aspects of reading including vocabulary development and comprehension.” (+ 4 months)*

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Assessment support (LA) <ul style="list-style-type: none"> Local Authority School Improvement Officer Professional Development Provide additional support to Senior teachers to lead on the implementation and direction of outstanding, focused interventions across their phases 	<ul style="list-style-type: none"> Early identification of children who are working at below expected. Tracking of progress for identified groups of children, especially pupil premium, to narrow gap between lowest and highest attaining children. 		<ul style="list-style-type: none"> On-going professional development for staff – developing assessment model which is fit for purpose according to new expectations 	<ul style="list-style-type: none"> Termly evaluation of progress across the school for identified groups. PPM meetings 	£2,000	
Year 1 - 6 Additional Teacher <ul style="list-style-type: none"> 3 Teachers in each year group An additional part-time class teacher for year 6 Intervention programmes to be run during assemblies 	<ul style="list-style-type: none"> Raised attainment Increase rates of progress 95%+ to make sufficient progress from end of KS1 95%+ to achieve expected standard at end of KS2 Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> Yr 1 - Y6 Responsive working with children to provide interventions as they need it Identify classes (July 2018) Review groups & adjust as needed - ongoing 	<ul style="list-style-type: none"> Lesson observations in line with school review programme Half termly tracking data review Planning and work surveys ASP data / ISDR 	7 x £20,000 £140,000	
AEN Teacher / CG Lead <ul style="list-style-type: none"> An additional KS2 teacher provides full day support to an identified group of pupils in KS2 A qualified Early Years Educator provides full day support to an identified group of pupils in the EYFS 	<ul style="list-style-type: none"> Raised attainment Increase rates of progress Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> EYFS group identified and reviewed termly Yr 3 – 5 group identified and reviewed termly Responsive working with children to provide interventions as they need it Identify classes (July 2018) Review groups & adjust as needed - ongoing 	<ul style="list-style-type: none"> 	£20,000 £10,000 = £30,000	
				Total cost for area:	£172,000	

Area: Effective intervention classes & 1-2-1 tuition to improve achievement in English & Mathematics

- **Small group tuition:** implementation of a range of evidenced based intervention programmes targeted at children’s specific needs
- **Reading comprehension strategies:** reading comprehension approaches to improve reading focused on learners’ understanding of the text
- **Raising quality of teaching of early reading:** additional professional development on teaching of phonics and early reading to raise rates of progress and improve reading and phonic check outcomes in Year 1
- **Targeted teaching in Y6:** additional interventions, targeted support and reduced class sizes to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs.
- **Speech and language:** targeted one to one and small group speech and language therapy.

Rationale: Sutton Trust-EFF Toolkit, 2015

- *“greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains the impact ... that small tuition is effective” (+4 months)*
- *“on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress” (+5 months)*
- *“when a change in teaching approach does accompany a class size reduction (... smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitude. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)*
- *“oral language interventions consistently show positive benefits on learning, including oral language skills. On average, pupils who participate in oral language interventions make approximately five months’ progress over the course of a year” (+5 months)*

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Phonics & Early Reading <ul style="list-style-type: none"> • Additional professional development to raise the quality of teaching of early reading leading to raised achievement (RWInc development day) • Model lesson, team teaching, lesson observations with feedback and follow up professional development • Additional tracking and early 	<ul style="list-style-type: none"> • Increased in % of children achieving the Y1 phonics check • Significant majority of children making sufficient progress in reading in Y1 over the course of the year • Quality of teaching of phonics and guided reading judged to be at least good in Y1 		<ul style="list-style-type: none"> • Lesson observations of phonics and guided reading (Sept 2017) • Half-termly tracking of phonics and book bands (Oct 2017 onwards) • Target groups identified & interventions put in place (Jan 2018 onwards) 	<ul style="list-style-type: none"> • Lesson observations • Book look reviews • Assessment points • Impact of interventions review (December 2018, March 2019, July 2019) • Y1 phonics check outcomes, July 2019 	£2,500	

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
intervention for target groups to raise outcomes in phonics						
External Literacy Projects <ul style="list-style-type: none"> Chatterbooks (with DfE) 	<ul style="list-style-type: none"> Increased reading for pleasure. Increased family engagement in early reading. Parents/family members trained as mentors for project thus spreading skills. As research suggests, the above will link to raised attainment for children involved. 		<ul style="list-style-type: none"> Identify target children/families for additional support Year 2 teacher and librarian to work with children who are working at below expected in Yr 3 	<ul style="list-style-type: none"> School staff involved in evaluation and monitoring process. Tracker data analysis 	£500	
Speech and Language Therapy <ul style="list-style-type: none"> Service Level Agreement (1 days per week) with NHS Targeted support for individuals and small groups Individualised programmes based on identified needs, with follow up support/work from named TAs 	<ul style="list-style-type: none"> Accelerated rates or progress Raised attainment Increase in the percentage reaching nationally expected levels Narrow gap between highest and lowest attaining pupils 	SENCO	<ul style="list-style-type: none"> Identify target individuals and groups (Sept 2018, March 2019) 8-10 week programme in place Follow up weekly support from TA 	<ul style="list-style-type: none"> Tracker data analysis On-going monitoring by Senco 	£7,500	
Head of School's Book Club <ul style="list-style-type: none"> Weekly book club with Head of School for identified Year 5 pupils 	<ul style="list-style-type: none"> Increased reading for pleasure. Accelerated rates or progress Raised attainment 		<ul style="list-style-type: none"> Identify target individuals and groups (Sept 2018, March 2019) 	<ul style="list-style-type: none"> School staff involved in evaluation and monitoring process. Tracker data analysis 	£2,000	
				Total cost for area:	£12,500	

Area: Ensuring Teaching Assistants impact on raising standards

- **Teaching Assistants:** Class teachers and teaching assistants work together effectively, leading to increases in attainment; support and training for both teachers and TAs so the quality of provision is consistently good or better; TAs to deliver one to one and small group support

Rationale: Sutton Trust-EFF Toolkit, 2015

- *“TAs can have a positive impact on academic achievement. One to one or small group support shows a stringer positive benefit of between three and five additional months on average”*

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
<p>Teaching Assistants</p> <ul style="list-style-type: none"> • Provide individualised tailored programmes to vulnerable pupils. • Provide targeted support to pupils who are disengaged/need help managing their behaviour. • Provide targeted support to address identified barriers to learning for vulnerable pupils. 	<ul style="list-style-type: none"> • Accelerated rates or progress • Raised attainment • Increase in the percentage reaching nationally expected levels • Narrow gap between highest and lowest attaining pupils • Improved learning behaviours – independence, resilience, confidence 		<ul style="list-style-type: none"> • Needs based (September 2018 onwards) • Individual and group programmes to be put in place in response to outcomes from pupil progress meetings (September 2017 onwards). • Identified individuals to be supported as needed. 	<ul style="list-style-type: none"> • Pupil progress meetings to include discussion & evaluation of outcomes (Autumn 2018 onwards) • Lesson observations to include focus on impact of additional adults (Oct 2018 onwards) • Impact of interventions review (April 2019) • Tracker data analysis ongoing 	£42,000	
				Total cost for area:	£42,000	

Area: Minimising barriers to learning and achievement:

- **Active engagement of parents** in supporting their children’s learning at school: programmes focused on parents and their skills; encouraging/enabling parents to support their child at home; and more intensive support programmes for families in crises and those facing challenging circumstances
- **Social and emotional learning:** Interventions which target social and emotional learning (SEL) to improve attainment by improving the social and emotional dimensions of learning ways in which pupils work with and alongside their peers and staff focused on more specialised programmes which are targeted at pupils with behavioural issues or behavioural and academic issues.
- **Behavioural interventions** to improve attainment by reducing challenging behaviour through implementation of more specialised programmes

Rationale: Sutton Trust-EFF Toolkit, 2015

- *“parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important” (+3 months)*
- *“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*
- *“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)*

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Parental Workshops <ul style="list-style-type: none"> • Provide targeted support to address identified barriers to learning for vulnerable pupils. 	<ul style="list-style-type: none"> • Parent workshops identified termly for whole class support • Co-ordinated programme of programmes covering English, maths and IT • 1:1 or small parent group identified to deliver training on specific programme e.g. maths strategy or phonics 		<ul style="list-style-type: none"> • Needs based following PP meetings (November 2018, March 2019 and June 2019) 	<ul style="list-style-type: none"> • Attendance of parents • Impact of interventions review (November 2018, March 2019 and June 2019) 	SLT Time	
Home School Workers <ul style="list-style-type: none"> • Identify and support families to raise levels of attendance 	<ul style="list-style-type: none"> • Attendance rates increase for identified pupils 		<ul style="list-style-type: none"> • Identified individuals to be supported as needed. 	<ul style="list-style-type: none"> • Inclusion Support Leaders to monitor attendance data and identify interventions where appropriate 	£2,000	
				Total cost for area:	£ 2,000	

Area: Meeting individuals' particular needs

- **Extra-curricular activities:** provision of artistic, sporting and creative extra-curricular activities, such as dance, drama, music, painting, including beyond the school day.

Rationale: Sutton Trust-EFF Toolkit, 2015

- *“specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also been consistently reported.”* (+2 months)

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
<p>Enrichment Theatre trips Trips</p>	<ul style="list-style-type: none"> • Accelerated rates or progress • Raised attainment • Increase in the percentage reaching nationally expected levels • Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> • Children/families identified as needing support to ensure that children can attend all enrichment activities that are offered. • Broad and varied experiences offered to encourage aspiration and ambition. • Trips to help to develop a sense of belonging and British Values. 	<ul style="list-style-type: none"> • Monitoring of family involvement. • Record of opportunities that children have had access to. • Pupil Voice • Parent Voice • Work surveys to show evidence of links between enrichment and learning. 	£500	
				Total cost for area:	£500	

Area: Monitoring & evaluation of the impact of spending

Area: Active involvement of Governors

Monitoring and evaluation will take place as detailed above

In addition to this:

- The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors
- Outcomes for Pupil Premium will be reviewed on a bi-annual basis at the main Governing Body Meeting
- An annual Pupil Premium review will take place
- Governors will undertake a learning walk focused on provision funded by the Pupil Premium
- Governors will include pupil premium as a focus for pupil voice – gathering children’s views on the provision and the impact this has had on them

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
<p><u>Head of School and the Assessment Coordinator with responsibility for Pupil Premium</u></p> <ul style="list-style-type: none"> • Head of school has responsibility to provide monitoring and evaluation of interventions for pupil premium children to ensure that they get the right support in a timely fashion. 	<ul style="list-style-type: none"> • PP children tracked across their school experience to ensure that they make at least expected progress. • Accelerated rates or progress • Raised attainment • Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> • Children identified for intervention support through regular meetings with intervention teachers and TAs. • Weekly tracking of intervention provision to identify 	<ul style="list-style-type: none"> • Pupil progress meetings • Tracking of intervention work, evaluation of individual programmes. • End of year data. 	£5,000	
Total cost for area:					£5,000	

Area	Expenditure
Reduction in pupil/teacher ratio	£172,000
Effective intervention classes & 1-2-1 tuition to improve achievement in English and mathematics	£12,500
Ensuring Teaching Assistants impact on raising standards	£42,000
Minimising barriers to learning and achievement:	£2,000
Meeting individuals' particular needs	£500
Active involvement of Governors	£0
Monitoring & evaluation of the impact of spending	£5,000
Total pupil premium expenditure:	£234,000

Impact of Pupil Premium Spending 2017/18

The following section summarises the impact of work to raise achievement and improve outcomes for Pupil Premium children in 2017/18.

A detailed account of how the grant was spent and the impact of each strategy can be found in the 2017/18 action plan below.

The school evaluates the impact on each pupil at the end of each term. The evaluation focuses on the progress the pupil has made and the levels they have achieved as a result. We also evaluate how the intervention has impacted on the pupil's confidence.

Evaluations show that additional support has impacted positively on outcomes for children:

Y1 Phonics Check

- The quality of teaching of Early Reading (phonics, guided reading, shared reading) has been judged to be consistently good or better, with some outstanding practice.
- 81% of all pupils achieved the Y1 phonics check. Pupils eligible for the Pupil Premium significantly exceeded the school and national benchmark at 94%.

Year 6: end of Key Stage 2 SATs

- Quality of Teaching and Learning – Exceptionally strong teaching team 2017 - 2018
- KS2 Groups – Pupil premium children at CJ were in line or above the national benchmarks for all subjects at the expected level. Pupil premium children significantly outperformed the national at the combined measure.

Year 2: end of Key Stage 1 SATs

- The % of disadvantaged pupils achieving the expected standard is lower than the national level for all pupils in reading, writing and mathematics. Results are below national levels in reading (-13%), writing (-6%) and mathematics (-12%).
- The % of disadvantaged pupils achieving greater depth is comparable to all pupils in reading, writing and mathematics. Results compared to national levels in reading (-1%), writing (-1%) and mathematics (-3%).