

Thames View Junior School - Pupil Premium Strategy Statement (2018-2019)

1. Summary information

School	Thames View Junior School				
Academic Year	2018	Total PP budget	£245,000	Date of most recent PP Review	28/01/2019
Total number of pupils	429	Number of pupils eligible for PP	165	Date for next internal review of this strategy	September 19

2. Current Attainment

	<i>Pupils eligible for PP (school)</i>	<i>Non PP data</i>	<i>National Data</i>
% achieving expected standards in reading, writing and maths	66%	69%	64%
% achieving expected standards in reading	81%	82%	75%
% achieving expected standards in writing	83%	85%	78%
% achieving expected standards in maths	77%	81%	76%
% achieving expected standards in science	87%	90%	82%
% achieving higher standard in reading, writing and maths	6%	11%	10%
% achieving higher standard in reading	15%	19%	28%
% achieving higher standard in writing	19%	25%	20%
% achieving higher standard in maths	32%	37%	24%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Gaps in learning preventing pupils from achieving age related expectations, particularly for children eligible for pupil premium funding.
B.	More able Pupil Premium pupils have not been targeted for accelerated progression
C.	Previously weak culture of targeted intervention, tracking groups, or support within school for disadvantaged pupils
D.	There is a history of underachievement of Pupil Premium with current Year 3 having the largest gap between Pupil Premium and Non- Pupil Premium
E.	Many Pupil Premium pupils also have additional needs.

External barriers

F.	Attendance of Pupil Premium pupils.
G.	Social difficulties experienced by families including housing, finance, family literacy and parental anxieties.
H.	Limited experience of extra-curricular opportunities for personal development.
I.	History of families' poor educational experiences.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium pupils to achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.	The percentage of pupils who reach the expected standard in their year group for Reading, Writing and Maths are in line with national. All pupil premium pupils will make at least expected progress in Reading, Writing and Maths.
Review	Pupil Premium children achieved at the 'expected standard' in the combined Reading, Writing and Maths. The Pupil Premium children have achieved slightly better than the Non Pupil Premium children in Reading. Pupil Premium children working at the 'expected standard' for Writing did not fare well as compared to their peers. Pupil Premium children working at the 'expected standard' for maths and SPAG did not achieve as well as their peers. However when compared to the National statistics, Pupil Premium children did better nationally.	
B.	More able Pupil Premium pupil are being challenged regularly and having additional input from experienced teachers.	Pupil Premium pupils achieving at Greater Depth increases. Pupil Premium pupils achieving at Greater Depth in Reading, Writing and Maths increases.
Review	Pupil Premium children working at the 'greater depth' standard in Reading, Writing, Maths and SPAG have not done as expected. Writing was the area of concern. An additional intervention to support writing was to introduce a 'Writing Club' for Pupil premium children.	
C.	Quality of teaching will be at least consistently good across the school. Gaps in learning to be filled, both in class, and by targeted interventions Leadership of Pupil Premium strengthened to ensure:	No significant gaps between PP and Non-PP pupils achieving the 'expected standard'. Number of PP pupils at 'greater depth' increases.

	<p>Pupil Premium pupils are tracked regularly, with analysis of outcomes against other groups each half term.</p> <p>Pupil Progress Meetings specifically focus on Pupil Premium pupils' progress and outcomes.</p> <p>Interventions for specifically targeted Pupil Premium pupils are run systemically, and regularly with evidence of impact.</p>	<p>Teaching staff have an in-depth knowledge of the Pupil Premium pupils that need targeted intervention.</p> <p>The profile of Pupil Premium pupils is raised within classes, and across the school. Staff are focusing on the performance of Pupil Premium pupils more than previously, and providing extra support in class for them.</p> <p>Interventions for Pupil Premium pupils are impacting on their performance.</p> <p>Improved results at all key stages.</p>
Review	<p>Assessing the quality of teaching with key focus being the Pupil Premium children is ongoing. This has been supported by the school having 2 Learning Reviews. Regular Senior Leadership Meetings, have as its regular focus, the scrutiny of the books of Pupil Premium children. Feedback is provided to teachers and appropriate actions are taken to make sure the books display work of a high standard, have the correct quantity of work and the marking and feedback policy is adhered to.</p>	
D.	<p>Pupil Premium pupils identified as SEND are monitored closely and are making progress.</p>	<p>Book scrutinies show progress.</p> <p>Analysis of the data to substantiate this progress.</p>
Review	<p>Regular Senior Leadership Meetings, have as its regular focus, the scrutiny of the books of Pupil Premium children and especially those with SEND needs.</p>	
E.	<p>Pupil Premium pupils attendance increases, and the number of Pupil Premium pupils persistent absentees decreases</p>	<p>Overall attendance rate improves to be in line with non-attendance. Tracking shows upward trends in attendance for PP children.</p> <p>The number of PP children classed as being persistently absent will improve to be in line with the rest of the school.</p>
Review	<p>Persistent absentees are monitored at school and trust level. In cases where a pupil premium child has fallen into this group, meetings have been held with parent to talk about strategies and plans for an improvement in attendance. In some cases, this has led to letters and fines being issued.</p>	
F.	<p>Social Inclusion Officer is supporting families in need, easing some of the pressure on them.</p> <p>School is providing practical workshops on key skills for parents on key areas e.g. Healthy Eating, SEMH, and Medical Needs.</p>	<p>Families feel supported by school</p> <p>Positive parental views of school increase</p> <p>Closer relationship between school and home</p>
Review	<p>The Social Inclusion Officer has supported the families with needs by hosting 'Coffee Mornings', and workshops with the school nurse. This area is to be further developed as the Social Inclusion Officer has changed.</p>	
G.	<p>Pupils have the opportunity to pursue their interest in extra-curricular activities, and experience new activities.</p> <p>Many pupils are now involved in a wide variety of extra-curricular activities, other than sport.</p>	<p>Pupils will develop skills and talents beyond the curriculum, through the use of before and after school provision.</p>
Review	<p>There has been a greater uptake of After School Clubs and the target audience was the Pupil Premium children. Music has also featured as a subject that many Pupil Premium children have shown a keen interest. Pupil Premium children have been provided educational visit to the O2 for the 'Pupil Voice' show. Many of these children have been playing their instruments with tutelage provide by external teachers.</p>	

5. Planned Expenditure

Academic year 2018-2019

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? Cost.
<p>A.</p> <p>Quality of teaching will be at least consistently good at across the school</p>	<p>Interventions by leadership in key year groups, working alongside the teachers to raise the standards of teaching.</p> <p>CPD for all staff on raising quality of teaching delivered across many weeks.</p> <p>Coaching, model lessons, team teaching alongside teachers to develop good practice.</p> <p>Drop-in surgeries with identified key SLT personnel.</p>	<p>To provide capacity within leadership to develop practice within classrooms.</p> <p>Development of staff through CPD and in class coaching, modelling etc. will raise quality of teaching, leading to improved performance of pupils.</p>	<p>QA of in-class coaching etc.</p> <p>Lesson observations</p> <p>Work scrutiny</p> <p>Data analysis</p> <p>Pupil Progress Meetings</p> <p>Teaching profile</p> <p>Pupil voice</p> <p>Learning walks</p>	<p>SLT Middle Leaders</p> <p>Pupil Premium Lead,</p>	<p>Half-termly CPD, Coaching, In-class-modelling</p> <p>£50 000</p> <p>Teaching and Learning Reviews (2) - £45 000</p> <p>Book Coaching (pm for every teacher) £1 775</p> <p>External Specialist Teacher £5500</p>
<p>B.</p> <p>Gaps in attainment are closing across the school, with work and data showing improvements in progress and outcomes for Pupil Premium pupils.</p>	<p>Teachers are given specific strategies for focusing on Pupil Premium pupils through CPD.</p> <p>Varied interventions (According to need) to be provided before (and sometimes during) school.</p> <p>Booster Lessons for Y3, Y4 and Y5 for Pupil Premium pupils.</p> <p>Dissemination of the up to date Pupil Premium list for targeted quality first teaching</p>	<p>Ensuring Pupil Premium pupils are high priority for staff, and they have strategies to target these pupils in lessons will give the pupils the best chance of succeeding in the classroom. Having CPD strategies for teaching, and then linking this to the progress and attainment of Pupil Premium pupils will give teachers extra tools to challenge and support pupils.</p>	<p>Lesson Observations</p> <p>Drop ins</p> <p>QA of strategies</p> <p>QA of CPD</p> <p>Regular reviews of Pupil Premium data</p> <p>PPM</p> <p>Book Looks</p> <p>Learning Walks</p> <p>Planning</p> <p>Data analysis</p>	<p>SLT, Middle Leaders,</p> <p>Pupil Premium Lead</p>	<p>Half –termly Head of School, Assistant Heads (2) 45 minutes per day</p> <p>£13 500.</p>

<p>C.</p> <p>Challenge for the all Pupil Premium pupils</p>	<p>CPD for teachers to provide effective stretch and challenging activities through differentiation</p> <p>Introduction of the 'White Rose' maths curriculum.</p>	<p>To change the growth mind-set (I can)</p> <p>To create a love of learning and resilience that is essential for greater accomplishment.</p>	<p>Lesson Observations</p> <p>Drop ins</p> <p>QA of strategies</p> <p>QA of CPD</p> <p>Regular reviews of Pupil Premium data</p> <p>PPM</p> <p>Book Looks</p> <p>Learning Walks</p> <p>Planning</p> <p>Data analysis</p>	<p>SLT, Middle Leaders, Pupil Premium Lead</p>	<p>External Specialist Teacher - £5 500</p> <p>Internal Specialist Training (Executive Head teacher) – £5 500</p> <p>Easter Booster Lessons £2500</p>
<p>D.</p> <p>Pupils have the opportunity to pursue their interest in extracurricular activities, and experience new activities</p>	<p>Pupil Premium pupils to engage in any extra-curricular activities once a year for free.</p> <p>Pupil Premium pupils specifically targeted for different extracurricular activities in school, which carry no charge.</p>	<p>Ensuring all Pupil Premium pupils have access to extracurricular opportunities and to develop their interests outside of the curriculum is essential to promote a positive view of school, and for their own personal development.</p> <p>Pupils are attending all educational visits and experiences outside of the curriculum</p>	<p>Class Teachers to track clubs and club registers.</p> <p>Sport and Clubs Co-ordinator to encourage the offer of more non sport clubs.</p>	<p>SLT, Middle Leaders Pupil Premium Lead,</p>	<p>Ongoing Specialist Clubs £16200</p> <p>Teachers Club Release Time £50000</p>
Budgeted cost					195,475

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	When will you review implementation?
<p style="text-align: center;">A.</p> <p>Raise the attainment of the high attaining Y6 Pupil Premium pupils who are working above the expected level in Maths</p>	<p>AHT to teach higher set maths x5 weekly.</p> <p>AHT and year 6 teachers to run booster groups after school from Dec for all targeted children until May, and June for writing.</p>	<p>This experienced teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in Mathematics.</p>	<p>AHT will manage their team to best meet the children's needs, with first reference to Pupil Premium Children.</p>	<p>SLT, Head Teacher AHT</p>	<p>Half-termly AH -£4000</p>

<p>B.</p> <p>Pupil Premium pupils are tracked regularly, with analysis of outcomes against other groups each half term in primary. Pupil Progress Meetings specifically focus on PP progress and outcomes. Interventions for specifically targeted PP pupils are run systemically, and regularly</p>	<p>Systematic tracking of assessment data to see gaps</p> <p>Pupil Progress Meetings to have a section on PP pupils and their outcomes</p> <p>Teacher's higher accountability for the progress of PP pupils.</p> <p>Document the progress on Pupil Premium pupils.</p>	<p>Pupil Progress Meetings will offer support and challenge to teachers on pupil premium outcomes, and hold teachers to account for how they are driving improvements within the classroom.</p>	<p>Lesson observations</p> <p>Work scrutiny</p> <p>Data analysis</p> <p>Pupil Progress Meetings</p> <p>Teaching profile</p> <p>Pupil voice</p> <p>Learning walks</p>	<p>SLT</p>	<p>Half Termly</p> <p>PPM release time for teachers - £4 400</p>
<p>C.</p> <p>For PP attendance to be above National average</p>	<p>PP pupils to receive free Breakfast club.</p> <p>PP PA pupils families meet with Social Inclusion Officer and the MAT Attendance Lead to set attendance targets, review targets, and monitor attendance.</p> <p>MAT Lead Social Inclusion Officer to act on targeted first day phone calls home, Rewards and incentives to improve attendance.</p> <p>Academy Trust Attendance Lead to conduct home visits of PA Pupil Premium pupils.</p> <p>SLT, Academy Trust Attendance Lead and Social Inclusion Officer track daily and weekly attendance of Pupil Premium pupils.</p>	<p>The school cannot improve attainment for children if they are not attending school. Attendance of PP pupils is still not in line with non-PP pupils.</p> <p>Regular contact home for parents regarding attendance and punctuality of pupils.</p> <p>Attendance awards for pupils weekly, termly and yearly.</p> <p>PP PA Pupils will be set targets, with Social Inclusion Officer and MAT present and working with the family throughout the year</p> <p>PP pupils to receive free breakfast to ensure they are in school punctually.</p>	<p>Increase in attendance of Pupil Premium pupils</p> <p>Reduction of PA of Pupil Premium pupils</p>	<p>SLT, Social Inclusion Officer, MAT Lead</p>	<p>Ongoing.</p> <p>Social Inclusion Officer</p> <p>2 afternoons p/w</p> <p>£5000</p> <p>Breakfast Club</p> <p>£23000</p>

<p>D</p> <p>For Pupil Premium pupils to engage mentally and emotionally with their learning, their parents need to be totally supported.</p>	<p>School to offer 'Talking Therapy' for vulnerable pupils but focussing on Pupil Premium pupils.</p> <p>School to use the Boxall Profile to help identify the strands of needs of the vulnerable Pupil Premium pupils.</p>	<p>To ensure that Pupil Premium pupils are ready to access their learning.</p> <p>Foster and build good relationships with pupils and families.</p> <p>Provide a supportive and caring ethos for parents.</p> <p>To liaise with external services after support has been targeted for vulnerable families.</p>	<p>Talking Therapy Counsellor to report their actions to SLT on a weekly basis.</p> <p>Greater number of families engaging with school and feeling supported, resulting in improved attendance</p>	<p>SLT, Social Inclusion Officer,</p>	<p>Ongoing Social Inclusion Officer 1 afternoons p/w £2500 Training for Counsellor £4000</p>
<p>E.</p> <p>Pupils have the opportunity to pursue their interest in extracurricular activities, and experience new activities</p>	<p>Pupil Premium pupils to engage in any extra-curricular activities once a year for free. Pupil Premium pupils specifically targeted for different extracurricular activities and school trips in, which carry no charge.</p>	<p>Ensuring all Pupil Premium pupils have access to extracurricular opportunities and to develop their interests outside of the curriculum is essential to promote a positive view of school, and for their own personal development.</p> <p>Pupils are attending all educational visits and experiences outside of the curriculum</p>	<p>Class Teachers to track clubs and club registers.</p> <p>Sport and Clubs Co-ordinator to encourage the offer of more non sport clubs.</p>	<p>SLT, Middle Leaders Pupil Premium Lead,</p>	<p>Ongoing See costing for Specialist Clubs</p>
Budgeted cost					42,900

iii. 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	When will you review implementation?
<p>A.</p> <p>All pupils are given the opportunity to learn a musical instrument and participate as a Choir.</p>	<p>Pupils are given the opportunity to learn instruments and singing by the Local Authority Music department.</p> <p>Year 4 pupils are taught to play the clarinet, Year 3 samba instruments.</p>	<p>Playing a musical instrument and singing as part of a choir has been shown to increase pupils' sense of self-worth and provide further opportunities in the future. Pupils are more likely to go on to learn a second instrument and learn to read music.</p>	<p>Pupil Premium Lead ensures that those entitled to PP funding receives relevant subsidies for individual music lessons.</p>	<p>NP, SLT</p>	<p>Half-termly External Music Teachers £5000</p> <p>Trips for Music events £1500</p>
<p>B.</p> <p>Pupil Premium to have high self-esteem, pride and a feeling of self-worth by being well presented physically at school.</p>	<p>To target the families who are experiencing financial difficulties and unplanned for changes to their daily life with a view to offering support.</p>	<p>As the school falls in the lower 10% Deprivation Index, supporting vulnerable Lower income families should not be penalised or excluded because of not having the capacity to implement the school's uniform policy. Children should not be missing out on their education because of lack of uniform, as this will stigmatise them socially.</p>	<p>Identify the pupil and then the family to be supported. Then to be sensitively approached and the appropriate support offered.</p>	<p>PP Lead</p>	<p>Ongoing. School Uniforms. PE and additional purchases £2500</p> <p>School Leaders £500</p> <p>School Council Trips £1000.</p> <p>Coffee Mornings £1000</p>
<p>C.</p> <p>Improve Reading, Writing, Maths and Social Skills. Also to promote a positive approach to healthy eating.</p>	<p>Provide a free and nutritious meal before the start of the school day.</p>	<p>The school is aware that Pupil Premium pupils attend school without having a nutritious breakfast and this presents a barrier towards their learning.</p>	<p>All Pupil Premium parents to be informed of this initiative by letter, text and email. Keep a register of Pupil Premium pupil attendees</p>	<p>Pupil Premium Lead, SLT</p>	<p>Ongoing</p> <p>See Costing of Breakfast Club.</p>

<p>D.</p> <p>Ensure that Pupil Premium pupils that are succeeding/ exceeding in different areas of school life and are spurred on to do greater and better.</p>	<p>Regular celebration opportunities</p>	<p>Praise and rewards will encourage 'I can and I will' Mindset.</p>	<p>Celebration lunches with SLT, Rewards and certificates, notifications sent home to parent via text/email.</p>	<p>SLT, Pupil Premium Lead, Social Inclusion Officer.</p>	<p>Half-Termly. Purchases for Values £1500</p>
Budgeted cost					13,000
Total budgeted cost					251,375

Use of the Pupil Premium Income in 2018 - 2019

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. It is allocated to schools, based on the number of children who come from low-income families – this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible.

It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

Levels of deprivation at Thames View Junior School is considerably higher than nationally and the proportion of PP pupils is considerably higher. Furthermore, a significant proportion of other children in school live in families who are just above the threshold. Even if a pupil does not have a school dinner, it is vital for the school to know if they are entitled to a free school meal.

The government compares our results against national averages, rather than against similar schools. The results are mixed and indicate at the statistical level, that the results for Disadvantaged pupils at Thames View Junior School are slowly improving, but still need to improve to close the gap on the national average for non-disadvantaged pupils.

It is for schools to decide how the Pupil Premium allocated to schools per FSM pupil is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The Pupil Premium Strategy is published to ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

At Thames View junior School, we are now intending track all groups of pupils to ensure that they make good or better progress. We are aware of the fact that we fall in the bottom 10% of the deprivation index nationally and that pupils basic needs must be met first in order to secure good or better progress in learning. By looking at the wider picture, which includes socio-economic factors, emotional well-being, familial factors and bereavement; our view is that by addressing these factors we are in a better position to encourage our pupils meet and sustain their educational potential and exude a passion for learning.