



Pupil Premium Strategy Statement – Lionwood Junior School



Summary information					
School	Lionwood Junior School				
Year	September 2018	Total PP budget £ 220,669		Date of most recent PP Review	Oct 2018
Total number of pupils	309	Number of pupils eligible for PP	122	Date for next internal review of this strategy	Oct 2019

1. Current attainment at October 2017

	<i>Pupils eligible for PP (your school)</i>				<i>Pupils not eligible for PP (national average)</i>
	Y3 28 Pupils	Y4 33 Pupils	Y5 34 Pupils	Y6 27 pupils	
% achieving expected standard in reading, writing and maths	(14) 50%	(21) 64%	(23) 68%	(14) 52%	75%
% on track to reach the expected standard at the end of the year in reading	(16) 57%	(23) 70%	(23) 68%	(12) 44%	92%
% on track to reach the expected standard at the end of the year in writing	(13) 46%	(21) 64%	(23) 68%	(15) 56%	95%
% on track to reach the expected standard at the end of the year in maths	(16) 57%	(23) 70%	(23) 68%	(12) 44%	91%

2. Barriers to future attainment

In-school barriers

- | | |
|-----------|---|
| A. | Within school variation in the standard of quality first teaching due to significant number of new and recently qualified staff. |
| B. | Within school variation in the standard of assessment for learning. |
| C. | A large number of children come from a background with a narrow vocabulary which impacts on reading and writing (particularly spelling) |
| D. | Children present a high level of need, including greater than average numbers of children on the SEN register and a significant proportion of children with social and emotional needs. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

- | | |
|-----------|---|
| E. | 17% of children who are PP compared to 5% of non-PP are considered to be persistent absentees (children who are absent for more than 10% of sessions). |
| F. | Variation between families in ability to support children to achieve at the expected standard across the curriculum. This leads to a gap between the achievement of PP and non-PP children. |

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils make rapid and accelerated progress.</p> <p>All lessons are demonstrably part of a sequence of lessons which is designed to secure accelerated progress.</p> <p>In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school.</p>	<p>All observed lessons judged to be 'good' or 'outstanding'.</p> <p>All books demonstrate that all children make at least one year's progress during the year.</p> <p>Data reflects an improvement in PP children achieving expected and exceeding.</p>
B.	<p>In all classrooms, the standard of assessment for learning and interventions and support systems is consistently good enough to ensure accelerated progress across the school.</p> <p>'Daily Arithmetic' and Maths Minutes are used to enhance children's mental maths skills. These skills are applied within lessons and across the curriculum in CLJ.</p>	<p>Improved standards in Maths.</p> <p>The gap is diminished for PP and non-PP children.</p> <p>All books demonstrate that all children are making progress in all areas of the curriculum.</p>
C.	<p>Reading comprehension skills for all children are improving rapidly.</p>	<p>STAR reading shows that both pupil premium and non-pupil premium children are closing the gap to the national expectation in reading.</p>
D.	<p>To provide well-being support for vulnerable children across the school.</p> <p>Children eligible for PP will have increased self-esteem and confidence and reduced levels of anxiety.</p>	<p>In school children will have access to both nurture and mentoring support as small groups or on a 1:1 basis. They will report that they are happier and will be making better progress in their learning with increased confidence and self-esteem</p>
E.	<p>Families have the information necessary to support children throughout KS2. School provides all children with a wide range of experiences.</p> <p>FSP records demonstrate an improvement in areas of concern including attendance, health and attainment.</p>	<p>All parents are confident they can support children throughout KS2.</p> <p>Children at Lionwood are increasingly able to make links to their reading and maths skills.</p> <p>FSPs and pastoral support are given to pupils and families in order to deal with causes of poor attainment, including attendance, CP concerns and health.</p>

4. Planned expenditure					
Academic year	From September 2018				
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?
A. Pupils make rapid and accelerated progress.	Additional teachers to reduce class sizes. £43,556 £41,242	Pupil Asset and Raise Online demonstrate accelerated progress for children in the 2017-18 cohort who had additional teacher support. EEF Research – ‘Reducing Class Size’ +3 months	Raised standards due to small class sizes. Teachers are acutely aware of the next steps for all pupils as well as building strong relationships with all members of the class. This helps to ensure accelerated progress from all starting points. Accelerated progress for targeted children to close the gap between disadvantaged pupils and other pupils and raise attainment and achievement	Hannah Kingsley Becky Adcock (support from Adam Riley)	Annually
A – C In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school.	Introduce Teacher Learning Communities AH to lead a teacher learning community focussed on improving AFL. Cost of TLC pack - £250	Teachers need to be well trained in assessment for learning techniques in order to plan and teach lessons to the needs of the children. Accurate AfL will ensure that misconceptions and gaps are addressed quickly and effectively in order for children to make accelerated progress through the curriculum.	Time will be allocated for Teacher Learning Communities to take place during staff meetings every 4 weeks. All lessons observed to be good or better by the final term of this plan.	Adam Riley Alex Henderson	Half termly

<p>A-C</p>	<p>Ongoing staff training – improving teaching, curriculum development.</p> <p>Inference training to be delivered through staff meetings.</p>	<p>EEF Research – ‘Meta Cognition and Self Regulation’ +8 months</p>	<p>Questioning skills improve enabling all children to be challenged appropriately, the curriculum enables the delivery of intended outcomes.</p> <p>Evidence at the back of English books.</p>	<p>Becky Adcock</p> <p>(with support from Adam Riley)</p>	<p>Termly</p>
<p>B - To raise the attainment of PP children in Mathematics.</p>	<p>Lead Maths teacher and TA to attend ‘Success @ Arithmetic’</p> <p>2 ½ days training</p> <p>Provides targeted use of PP allowance</p> <p>Training + resource pack £990</p> <p>£600 for supply cover (2 ½ days)</p>	<p>Evidence suggests that on average children make a number age gain of 17.5 months in 4.5 months almost 4x the expected progress</p> <p>92% of pupils achieve national expectations at the end of their school year despite not originally being predicted to do so.</p> <p>Aimed at Year 5 and 6 children, to provide intervention around arithmetic skills (to compliment First Class@Number which has been used successfully in LKS2).</p> <p>Our average scaled score in maths was lower than the national average.</p>	<p>Maths Lead to disseminate training from course through staff meetings, (due to the x5 new NQT members of staff) and follow up with lesson observations and book scrutiny.</p> <p>Year group leaders to model and hold others to account on how ‘daily arithmetic’ and maths minutes are being implemented throughout the school day.</p> <p>Monitoring progress in Maths.</p> <p>SENCO to monitor implementation and impact of maths assessment through</p>	<p>Becky Adcock</p> <p>(with support from Adam Riley)</p> <p>Hannah Hunt</p> <p>Sam Thorpe</p>	<p>Termly</p>
<p>A-C To provide targeted support for intervention from Y3-Y6 including alterations to class size.</p>	<p>Additional TAs x2</p> <p>£17,517</p> <p>£16,245</p> <p>(£33,762)</p>	<p>At LJS, support to access curriculum for small number of disadvantaged pupils shows that they make accelerated progress</p>	<p>Accelerated progress for targeted children to close the gap between disadvantaged pupils and other pupils and raise attainment and achievement</p>	<p>Lucy Finnie</p> <p>(with support from Adam Riley)</p>	<p>Annually</p>

<p>Pupils have access to a wide range of books and have always got a well-pitched book that they are reading.</p> <p>All AR bands well-resourced including access to non-fiction texts within each band. £2100</p>	<p>More books to be purchased for the library.</p>	<p>EEF Reading Comprehension Strategies +5 months</p> <p>It's imperative that we build a stronger reading culture to increase the amount of time the children spend reading.</p> <p>Currently there is an imbalance in the quantity of books available in each AR band.</p>	<p>Monitoring progress in reading.</p>	<p>Jenna Barnes</p> <p>Becky Adcock</p> <p>(with support from Adam Riley)</p>	<p>Termly</p>
--	--	--	--	---	----------------------

Total budgeted cost **£81,258**

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>E - Families have the information necessary to support children throughout KS2. FSP records demonstrate an improvement in areas of concern including attendance, health and attainment.</p>	<p>PSA's salary £26,189 £23,437 (£49,626)</p>	<p>A high number of FSM children are on 'Every Child Deserves a Champion' register.</p> <p>% of children on FSM remains above national average.</p> <p>EEF Research – 'Behaviour Intervention' +4 months; 'Social Emotional Learning' +4 months; 'Parental Involvement' +3 months</p>	<p>Outcomes for vulnerable pupils are raised through improved attendance and a range of support for families. Ongoing improvements in parental involvement, collaboration, targeted focus work with families to enable them to support their child's learning and wellbeing</p> <p>Vulnerable families are part of an FSP</p>	<p>Becky Adcock</p> <p>(with support from Adam Riley)</p> <p>Trudy Sargeant</p> <p>Gillian Sanderson</p>	<p>Termly</p>

<p>E - Families have the information necessary to support children throughout KS2. School provides all children with a wide range of experiences. FSP records demonstrate an improvement in areas of concern including attendance, health and attainment.</p>	<p>Independent Social Worker</p>	<p>Specialist support means that staff are able to identify appropriate courses of action and make detailed referrals that</p> <p>Fulfil safeguarding criteria</p>	<p>Improved safeguarding through specialist support by qualified social worker</p> <p>Safeguarding audit shows that appropriate referrals and support are in place for children at risk</p>	<p>Maria Cornish</p> <p>Becky Adcock</p> <p>(with support from Adam Riley)</p>	<p>Termly</p>
<p>A lower proportion of lessons to be disrupted by behaviour.</p>	<p>A Pastoral Team to be employed to work with children whose behaviour can be disruptive, including LAC. £17,110 £16,720</p>	<p>EEF Behaviour intervention +4 months</p> <p>Disruptive behaviour cannot be allowed to slow down progress across the school. Key individuals have been identified during the summer and pastoral/behaviour support plans have been put around them. These children are in both upper and lower key stage 2. The plan is to use the pastoral team to check in on key individuals and manage any behaviour that is disruptive, ensuring that (as far as possible) all children are in lessons, on task and learning.</p>	<p>Performance management of staff member and regular review of the role.</p> <p>Weekly meetings with pastoral staff to ensure changing needs are being met.</p>	<p>Becky Adcock</p> <p>(with support from Adam Riley)</p>	<p>Weekly</p>
Total budgeted cost					£83,456

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>D-E To provide well-being support for vulnerable children across the school. Children eligible for PP will have increased self-esteem and confidence and reduced levels of anxiety.</p>	<p>After school clubs £5000</p>	<p>Children's life opportunities are increased and this impacts on their wellbeing and progress. Children are able to access enrichment activities that they may not be able to outside of school due to money/time constraints.</p>	<p>A wide range of clubs will be offered to children each term. These will be run by teachers, TAs and outside agencies. Where possible free taster sessions to be accessed to allow pupils to shape what is provided).</p>	<p>Becky Adcock (with support from Adam Riley)</p>	<p>Termly</p>
<p>Families have the information necessary to support children throughout KS2. School provides all children with a wide range of experiences. FSP records demonstrate an improvement in areas of concern including attendance, health and attainment.</p>	<p>Educational Visits £3000</p>	<p>Children's life opportunities are increased and this impacts on their well-being and progress. Children are not disadvantaged/ access the same as other children, consequently raising their self-esteem and confidence.</p>	<p>Each year group will have at least one day trip per year that compliments their learning (theme/topic based). As many free trips will be accessed as possible (including cinema trips). Visits from outside agencies (e.g. Owl Sanctuary).</p>	<p>Lucy Finnie (with support from Adam Riley)</p>	<p>Termly</p>

<p>D</p> <p>To provide well-being support for vulnerable children across the school.</p> <p>Children eligible for PP will have increased self-esteem and confidence and reduced levels of anxiety.</p> <p>Children to gain more experience of practical problem-solving.</p>	<p>Forest Schools provision for every child in Y3.</p> <p>Employment of Forest School Lead to support and monitor new staff.</p> <p>£2883</p>	<p>EEF</p> <p>Outdoor Adventure Learning +4 months</p> <p>Forest schools is highly engaging and develops children's understanding of the world around them. Forest school activities develop personal safety, cooperation, problem solving and independence as well as language/communication skills and self-esteem.</p>	<p>Performance management of staff member and observations as well as work scrutinies.</p> <p>Develop methods of recording evidence from forest schools sessions.</p> <p>Write case studies for some individual PP children.</p>	<p>Lucy Finnie</p> <p>(with support from Adam Riley)</p> <p>Zoe Wishart</p>	<p>Termly</p>
Total budgeted cost					£216,839

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils make rapid and accelerated progress.	Additional teachers to reduce class sizes.	Pupil Asset data highlights rapid progress made by children with additional adult in the year group to support.	This approach has allowed productive and more personal relationships to be formed with the children on a wider scale.	£84,798
In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school.	Introduce Teacher Learning Communities AH to lead a teacher learning community focussed on improving AFL.	Due to paternity leave, and other scheduled maternity leave, the teaching and learning communities were not clearly established during the summer term. This has been put forward for the 2019 – 20 academic year.	When a project of this nature is reliant on one person, that person's absence can impact across the school. Moving forward there needs to be clear links between project leaders and regular updates with SLT.	
To raise the attainment of PP children in Mathematics.	Lead Maths teacher to attend external CPD.	Daily Arithmetic and 'Problem Solving Friday's' were implemented across the whole school. Evidence from lesson observations and from book scrutinies evidenced that this was being consistently delivered by teachers.	The CPD has raised standards across the school (see Pupil Asset) but the approach has not specifically been designed for Pupil Premium children as opposed to all children. More specialist teaching designed to improve outcomes for Pupil Premium children will be researched next academic year.	£2190
To provide targeted support for intervention from Y3-Y6 including alterations to class size.	Targeted support using TA's during lesson time	All pupils able to access the National Curriculum at an appropriate age and ability level.	Without this additional support several pupils would not have been able to access the curriculum. This needs to be continued to ensure pupils do not disengage from their learning.	£33,762
Pupils have access to a wide range of books and have always got a well-pitched book that they are reading.	Additional books purchased for the school library.	Pupils actively engage with reading at Lionwood Junior School. Books are changed weekly and there is an extensive range of books for the children to choose.	Due to the success of reading within the school – including the engagement of children with Accelerated Reader, a new library was also installed at a cost of £14,500	£2100 on books

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Families have the information necessary to support children throughout KS2. FSP records demonstrate an improvement in areas of concern including attendance, health and attainment.	Pastoral Support Staff are employed full time to support pupils and parents.	Safeguarding procedures at the school are robust. The additional support offered to parents through more formal FSP's to a dedicated member of staff available to provide support and advice has been invaluable for the local community.	With the raised thresholds from Social Services the number of FSP's led by the school has increased steadily over the academic year. Without this support from schools there would be no emotional support for the local community and children we serve.	£49,626
A lower proportion of lessons to be disrupted by behaviour.	A Pastoral Team to be employed to work with children whose behaviour can be disruptive, including LAC.	During the academic year the school has adapted to meet the needs of a changing school community. Rooms within the school have been adapted to meet the needs of children whose behaviour would impact on the learning of the majority of children within the classroom. Additional CPD was introduced to all staff from trauma Informed Schools and the scripts used by staff and manner of approach used has been reviewed.	Adults are used effectively to de-escalate situations that could potentially impact on learning. Without this additional support in the school standards would be affected.	£33,830
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide well-being support for vulnerable children across the school. Children eligible for PP will have increased self-esteem and confidence and reduced levels of anxiety.	After School Clubs Educational visits	Pupils were given access to a wide variety of After School Clubs giving them access to a range of activities they may not have access to outside of school. All children who had wanted to take part in the Educational Visits were able to attend (including residential visits) with the cost of the visits not being a barrier to them engaging and enjoying an out of school experience.	This approach has been popular at the school for a number of years and will continue to support the local community and the families we support.	£8000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

Full detailed breakdown of pupil groups and progress is available via Pupil Asset.