



Pupil Premium Strategy Statement – Lionwood Junior School



Summary information					
School	Lionwood Junior School				
Year	September 2019	Total PP budget £157,080		Date of most recent PP Review	Oct 2019
Total number of pupils	315	Number of pupils eligible for PP	127	Date for next internal review of this strategy	Oct 2020

1. Current attainment at October 2019						
	Pupils eligible for PP (your school)				2019 National	
	Y3 33 Pupils	Y4 29 Pupils	Y5 30 Pupils	Y6 35 pupils	Disadvantaged	Pupils not eligible for PP
% achieving expected standard in reading, writing and maths	6%	38%	13%	40%	51%	69%
% on track to reach the expected standard at the end of the year in reading	21%	41%	27%	54%	62%	76%
% on track to reach the expected standard at the end of the year in writing	24%	69%	47%	54%	68%	82%
% on track to reach the expected standard at the end of the year in maths	30%	48%	33%	54%	67%	82%

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.	46% of children who are PP compared to 54% 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.
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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 demonstrable 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 'frontloading' are used to enhance children's mental maths skills. These skills are applied within lessons and across the whole curriculum.</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, Rising Stars and Accelerated Reader 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 'Trauma Informed' practice and mentoring support as small groups or on a 1:1 basis. Pupils will report that they able to regulate their emotional state and behaviour (using the Zones of Regulation) 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. 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 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?
A. Pupils make rapid and accelerated progress.	<p>Additional teachers to reduce class sizes.</p> <p>£27,494 (from Jan '20)</p> <p>Additional capacity offered from Acting Head of School during the Autumn Term</p> <p>£17,471</p>	<p>Pupil Asset and Raise Online demonstrate accelerated progress for children in the 2018 -19 cohort who had additional teacher support.</p> <p>EEF Research – ‘Reducing Class Size’ +3 months</p> <p>EEF Research: Reinforce Social and Emotional Learning skills through whole-school ethos and activities</p>	<p>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. Additional support offered from school Inclusion Champion and Director of Achievement and Teaching from the Inclusive Schools Trust.</p> <p>Through a clear and articulated vision, the whole school community is clear about expectations and desired outcomes for pupils.</p>	<p>Maria Cornish</p> <p>(support from Head of School and Deputy Headteacher)</p> <p>Alex Henderson</p> <p>Simon Davis</p>	Annually

<p>A – C</p> <p>In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school.</p>	<p>Re-introduce Teacher Learning Communities</p> <p>AH to lead a teacher learning community focussed on improving AFL and quality of education.</p> <p>Supply teacher costs: £3500</p>	<p>Teachers need to be well trained in assessment for learning techniques in order to plan and teach lessons to the needs of the children.</p> <p>Accurate AfL will ensure that misconceptions and gaps are addressed quickly and effectively in order for children to make accelerated progress through the curriculum.</p>	<p>Time will be allocated for Teacher Learning Communities to take place during staff meetings every 4 weeks.</p> <p>All lessons observed to be good or better by the final term of this plan.</p> <p>Half termly time allocated to staff meetings.</p>	<p>Maria Cornish</p> <p>Alex Henderson</p>	<p>Half termly</p>
<p>A – C</p> <p>In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school.</p>	<p>Ongoing staff training – improving teaching, curriculum development.</p> <p>VNET Curriculum support</p>	<p>EEF Research – ‘Meta Cognition and Self-Regulation’ +8 months</p>	<p>Questioning skills improved enabling all children to be challenged appropriately, the curriculum enables the delivery of intended outcomes.</p> <p>Knowledge based curriculum.</p> <p>Time allocated to Year Leaders to monitor standards and provide regular support through daily marking.</p> <p>Marking Policy reviewed during Autumn 2019 to include ‘Live marking’ for immediate AfL.</p>	<p>Maria Cornish</p> <p>(with support from Head of School)</p>	<p>Termly</p>

<p>B - To raise the attainment of PP children in Mathematics.</p>	<p>Lead Maths teacher to engage with cluster.</p> <p>2 days training (£340 for supply cover)</p> <p>Provides targeted use of PP allowance</p> <p>Review of the maths curriculum and professional development delivered around calculation policy.</p>	<p>Moderation</p> <p>Maths network – attendance to share best practice.</p> <p>Consistency of policy will ensure all children are given access to quality education that will ensure progress over time and preparation for high school.</p>	<p>Maths Lead to disseminate information from cluster through staff meetings.</p> <p>Year group leaders to model and hold others to account on how 'daily arithmetic' and maths calculation policy are being implemented throughout the school day.</p> <p>SENCO to monitor implementation and impact of maths assessment through baseline data and documented progress.</p> <p>NFER testing x4 times during academic year.</p>	<p>Maria Cornish</p> <p>(with support from Head of School)</p> <p>Hannah Hunt</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 Maria Cornish, Alex Henderson, Simon Davis)</p>	<p>Annually</p>

<p>Pupils have access to a wide range of books and have always got access to appropriate and engaging reading material.</p> <p>All AR bands well-resourced.</p> <p>New library stocked during the summer 2019.</p>	<p>Additional £1400 towards the purchase of new books to stock the new library.</p> <p>Rising Stars reading scheme £640</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>Direct correlation between reading ability and progress in writing and understanding of vocabulary.</p>	<p>Tight focus during Pupil Impact meetings on progress in reading.</p> <p>Annual stock take of books available.</p> <p>Pupil perceptions questionnaire.</p>	<p>Mark Reeve</p> <p>Maria Cornish</p> <p>(with support from Head of School and Deputy Headteacher)</p>	<p>Termly</p>
Total budgeted cost					£131,663
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.</p> <p>FSP records demonstrate an improvement in areas of concern including attendance, health and attainment.</p>	<p>PSA's salary £26,189 £23,437</p> <p>(£49,626)</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>Maria Cornish</p> <p>(with support from Head of School and Deputy Headteacher)</p> <p>(PSA) Gillian Sanderson</p>	<p>Termly</p>

<p>Pastoral Designated Safeguard Lead</p> <p>Those vulnerable children are given access to Social and Emotional support by trained professionals.</p>	<p>£26,189</p>	<p>EEF Research – ‘Behaviour Intervention’ +4 months; ‘Social Emotional Learning’ +4 months</p> <p>EEF: Reinforce SLE skills through whole-school ethos and activities</p>	<p>Pupils will safe and cared for by the school. The culture adopted by all will ensure children are able to thrive in a nurturing environment.</p> <p>Time out of class will be reduced and timetables organised for more vulnerable children to access the support they need on a regular allocated basis.</p> <p>Use of Trauma Informed Schools practice.</p>	<p>Trudy Sargeant (PDSL)</p> <p>Kerry Didwell</p> <p>Maria Cornish</p> <p>With support from teaching staff, teaching assistants and SLT.</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.</p> <p>£49,626</p> <p>£1500 to Trauma Informed School (Chris Davis) to offer additional support for staff and children during the academic year.</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. The most vulnerable children will have one-to-one support</p> <p>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>Children suffering from trauma to be offered professional help via trained staff.</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>Maria Cornish</p> <p>(with support from Head of School and Deputy Headteacher)</p>	<p>Weekly</p>
Total budgeted cost					£51,126

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.</p> <p>Children eligible for PP will have increased self-esteem and confidence and reduced levels of anxiety.</p>	<p>After school clubs £5000</p> <p>Alternative provision provided at break and lunch times.</p> <p>Pastoral support available with skilled professionals in dedicated spaces.</p>	<p>Children's life opportunities are increased and this impacts on their wellbeing and progress.</p> <p>Children are able to access enrichment activities that they may not be able to outside of school due to money/time constraints.</p> <p>Opportunity for small group work to focus on social skills with inclusion at the heart of what we do.</p>	<p>A wide range of clubs will be offered to children each term. These will be run by teachers, TAs and outside agencies.</p> <p>Where possible free taster sessions to be accessed to allow pupils to shape what is provided).</p> <p>Allocated spaces will be dedicated to pastoral support and not be used as a curriculum teaching area.</p>	<p>Maria Cornish</p> <p>(with support from SLT and Pastoral Team).</p>	Termly
<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</p>	<p>Educational Visits £3000</p> <p>Links made to the local community and signposted via newsletters and parent support groups.</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).</p> <p>As many free trips will be accessed as possible (including cinema trips).</p> <p>Visits from outside agencies (e.g. Owl Sanctuary).</p> <p>Links made to: local community centre at Pilling Park, St</p>	<p>Faye Herron</p> <p>(with support from Head of School, Parent Support Advisor, Year Leaders).</p>	Termly

attendance, health and attainment.			Matthew's church and within the Thorpe area.		
<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 targeted children.</p> <p>Additional one-to-one support during activities. £13,254</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>Becky Gale</p> <p>(with support from additional TA for support)</p>	<p>Termly</p>
Total budgeted cost					£21,254
TOTAL AMOUNT: £156,987					