

Pupil premium strategy statement

1. Summary information					
School	Four Lanes Community Junior School				
Academic Year	2018-19	Total PP budget	£54,390	Date of most recent PP Review	Dec 2018
Total number of pupils	323	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Nov 19

2. Current attainment		
Year 6	<i>Pupils eligible for PP (13)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	46%	70%
% achieving the higher standards in reading, writing and maths	0%	12%
% achieving ARE in reading	69%	80%
% achieving ARE in writing	77%	83%
% achieving ARE in maths	46%	81%

3. Barriers to end of KS2 attainment (for pupils eligible for PP, including high ability)	
High percentage of SEN (31% at the end of KS2)	
Late arrivals in to Year 6 (8%)	
Social, emotional and mental health needs / challenging home environmental (69%)	
Barriers to future attainment (for pupils eligible for PP, including high ability) In-school barriers	
A.	Trauma/Challenging home environments
B.	Low prior attainment/SEN
C.	Social, emotional and mental health needs
External barriers	
D.	LAC / Post-LAC
E.	Medical needs
F.	Additional family support and associated SEMH external agencies to meet specific needs
G.	Persistent late/ persistent absence (under 95%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To narrow the gap in achievement between PP and non-PP pupils across the school	<ul style="list-style-type: none"> The gap between PP and non-PP children closes across the school (with the exception of children with a specific learning need in that area) At least 70% of PP children achieve ARE combined (R, W,M) at the end of KS2
B.	To ensure PP children progress well over time from their relative starting points	<ul style="list-style-type: none"> Lower ability PP children with SEN will show progress through achieving in at least 3 domains in Reading, Writing and Maths each term
C.	Raise percentage of children who are working at greater depth in Reading, GPS and Maths in line with KS1 results	<ul style="list-style-type: none"> At least 12% of Pupil Premium children achieve greater depth in R,W,M combined

5. Planned expenditure					
Academic year		2018-19			
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 £54,390					
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?
To narrow the gap in achievement between PP and non-PP pupils across the school	<ul style="list-style-type: none"> Regularly review and revise interventions to ensure children's needs are met in a timely manner, identified on the SEN tracker and IEPs 	Analysis shows that the school's SEN tracking system is pivotal in identifying specific next steps allowing interventions to match precisely the needs of the individual.	Inclusion Manager to monitor planning and assessments half termly to ensure impact is maximised.	Inclusion Manager	After each milestone data drop: Nov, Feb, July
	<ul style="list-style-type: none"> Monitor books, planning and lessons to ensure appropriate differentiation/challenge is being accessed for all PP (SEN, ARE &GDS) 	All children have access to the right level of challenge but some PP children can find difficulty challenging themselves without additional support from an adult.	HT observation of lessons along with SLT team teaching logs will identify differentiation/challenge techniques.	SLT	Termly
	<ul style="list-style-type: none"> Pupil Progress meetings for SEN and PP children to ensure their continued progress 	The impact of professional discussions between teachers, Inclusion Manager and HT have been instrumental in plugging gaps in children's learning. As a result the gap narrowed in each year group across the school in 2017-18.	Intervention log monitoring and data analysis	HT	After each milestone data drop: Nov, Feb, July

<p>To ensure PP children progress well over time from their relative starting points</p>	<ul style="list-style-type: none"> • Develop independent learning skills by planning support and resources that scaffold learning according to the skills and abilities of each child e.g. LSA support, concrete apparatus, learning aids, writing frames • LSAs support PP children across the range of abilities using clear objectives, differentiated where required and using higher order questions where appropriate • Continuous monitoring to identify further support for children to achieve ARE or GDS from relative starting points and review interventions in and out of class. • Year group and Intervention meetings timetabled to focus on PP children • Daily Review sessions focusing on skills and strategies covered in the Maths and English sessions earlier in the day. 	<p>Evidence shows that too much support from an adult leads to learned helplessness from children. From Year 3 onwards, children need a variety of strategies to support development of independent learning.</p> <p>Nationally it is found that Pupil Premium children perform less well than others' educationally. This school's data shows that due to appropriate support, PP children do at least as well as other children as they progress through the school due to individualised support.</p> <p>School analysis shows that there are a range of reasons that prevent children from achieving their targets. Interventions needed may include learning or emotional support, confidence building or test technique. The interventions must be reviewed regularly to ensure maximum impact.</p> <p>Year group/SLT and intervention meetings ensure regular triangulation of evidence to ensure good progress happens as a result of strategies implemented</p> <p>Ensuring children have an additional opportunity to consolidate understanding to enable rapid progress across the week.</p>	<p>Lesson observations, planning and book scrutiny by SLT throughout the year will show appropriate scaffolds for individuals to become independent learners.</p> <p>Tracking and monitoring of pupil progress data. Lesson and intervention observations</p> <p>PP tracking documents. Assessment records</p> <p>Governor meetings to report on findings</p> <p>Children feel confident in their learning and ready for next steps. Book scrutiny shows evidence of understanding.</p>	<p>SLT</p> <p>Inclusion Manager</p> <p>LSAs/Inclusion Manager</p> <p>HT/Inc M</p> <p>LSAs/CTs</p>	<p>Regularly according to monitoring timetable</p> <p>After formal termly observations. After each milestone data drop: Nov, Feb, July</p> <p>Termly – PP meetings and data drop</p> <p>Termly – PP meetings and data drop</p> <p>Termly PP meetings and regularly through HT discussions with CTs</p>
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Raise percentage of children who are working at greater depth in Reading, GPS and Maths in line with KS1 results	<ul style="list-style-type: none"> Continuous assessment through daily marking, and AFL of children's understanding to making sure gaps are filled daily rather than leaving any learning gaps 	Continuous assessment is highly effective in enabling CTs to plan focus groups in class to ensure all children make rapid progress.	Regularly throughout the term by SLT monitoring, LSA Intervention group records	Inclusion Manager/SLT	Half termly
	<ul style="list-style-type: none"> Children and parents fully involved in their children's targets, progress and learning by reviewing and revising the IEP system to ensure all are involved in the target setting process. 	The Code of practice 2014 outlines that children make the best progress when parental involvement occurs. Children who have a clear understanding of their targets are more motivated to achieve in incremental steps.	Parents report targets given on IEPs are clear and pupils are aware of them in all lessons. Inclusion Manager conducts regular learning walks.	Inclusion Manager	At least termly
	<ul style="list-style-type: none"> Half termly drop-in sessions for parents with the Inclusion Manager so that staff and parents can work together to support the children to achieve their best 	Research shows that school and parents working together ensures the best educational outcomes for children. As a school, we believe that working together is crucial to ensure children achieve their best	Drop in sessions with Inclusion Manager Regular reviews after drop-in sessions with HT. Questionnaire to parents who have attended sessions	Inclusion Manager	Monthly and questionnaire at the end of the academic year

Total budgeted cost

£23,788

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?
To narrow the gap in achievement between PP and non-PP pupils across the school	<ul style="list-style-type: none"> Targeted support and interventions ensure children working below ARE are making at least 3 domains of progress on SEN trackers at each milestone (Nov, Feb, May) 	Internal and external data over previous years shows that specific interventions are having a positive impact on pupils' progress. However, the gap between PP children's progress when SEN and non-PP children has not closed	Regular monitoring of SEN trackers and scrutiny of evidence to support judgements	Inclusion Manager	After formal termly observations. After each milestone data drop: Nov, Feb, July

<p>To narrow the gap in achievement between PP and non-PP pupils across the school</p>	<ul style="list-style-type: none"> • Training of an additional ELSA to offer specific emotional and behavioural support across the school 	<p>Second ELSA trained previously which impacted on waiting list decreasing to zero. More children benefitted from supported intervention. This member of staff has now left, requiring another staff member to be trained.</p>	<p>Evidence seen of emotional stability of identified children Behaviour incidents of identified children decrease Boxall profile shows improvements in emotional development after programme of support</p>	<p>Inclusion Manager/ HT</p>	<p>Termly and annually</p>
	<ul style="list-style-type: none"> • Two trained LSAs to offer specific emotional and behavioural support. 	<p>Boxall profiles show children's targeted needs are being met and social skills are developing.</p>	<p>Boxall on identified children</p>	<p>Inclusion Manager</p>	<p>Half termly in line with IEP reviews</p>
	<ul style="list-style-type: none"> • ELSA supervision sessions with an EP to improve and support ELSA practice 	<p>Children's behaviour and attitude to learning, as evidence by OFSTED, indicates that children's emotional needs are being met.</p>	<p>ELSA reports to HT and Inclusion Manager on impact of training</p>	<p>ELSA</p>	<p>After each session</p>
	<ul style="list-style-type: none"> • ELSA to provide family support to identified parents after school 	<p>A number of identified families require low level parenting support from a trained worker (Threshold 1 Universal)</p>	<p>Children present as happy and engaged in learning.</p>	<p>HLTA</p>	<p>After each family support sessions have ended</p>
	<ul style="list-style-type: none"> • Investment in new reading schemes to target low ability readers. 	<p>Engagement in age appropriate books at a targeted level increase both reading and writing ability and build stamina</p>	<p>SEN trackers evidence progress in reading and writing.</p>	<p>LSAs/ELSA, Inclusion Manager</p>	<p>After each milestone data drop: Nov, Feb, July</p>
	<ul style="list-style-type: none"> • Lunchtime Friendship Club for those children finding relationship building challenging 	<p>Some identified children find difficulty in sustaining friendships and problem solving independently for a sustained period of time. This can lead to behavioural difficulties over lunch.</p>	<p>Behaviour logs show individual incidents decrease over time. The Boxall profile for identified children shows an improvement in social skills</p>	<p>LSAs</p>	<p>Termly</p>
	<ul style="list-style-type: none"> • Identified PP SEMH children, additional support as required 	<p>PP SEMH children have been successfully integrated in to the classroom and access the majority of the learning.</p>	<p>Children are working in class consistently without disruption</p>	<p>LSAs/Inclusion Manager</p>	<p>Formally with observations</p>
	<ul style="list-style-type: none"> • Bug Club access at home and school 	<p>Additional support for reading at home independent of an adult has shown to impact progress</p>	<p>Regular monitoring by class teachers and English lead to ensure it is being used effectively</p>	<p>CT</p>	<p>After each milestone data drop: Nov, Feb, July</p>
	<ul style="list-style-type: none"> • Language link testing and support for identified children 	<p>Baseline testing on language link shows that children make appropriate progress</p>	<p>Inclusion Manager observations (at least termly)</p>	<p>Incl manager</p>	<p>After each milestone data drop: Nov, Feb, July</p>
<ul style="list-style-type: none"> • Resilience groups with DHT to increase belief in selves to achieve 	<p>One of the biggest barriers to achievement seen is children's lack of confidence in their own abilities</p>	<p>Data drops termly show children are achieving well</p>	<p>DHT</p>	<p>After each milestone data drop: Nov, Feb, July</p>	

Total budgeted cost £16,912

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>New Inclusion Manager appropriately trained in all areas of Inclusion</p>	<ul style="list-style-type: none"> Inclusion Manager championing all vulnerable groups Inclusion Manager completes the National Award for SENCOs PP network meetings and additional courses Inclusion Manager meetings with Admin staff for census and budget 	<p>Outcomes for disadvantaged groups shows high impact of Inclusion Manager</p> <p>Understanding of best practice and maximum impact strategies.</p> <p>Ensuring effective use of PP funding on pupil progress, monitoring and evaluations</p> <p>The Inclusion Manager is accountable for the spending of the PP funding</p>	<p>PM objectives met for PP</p> <p>Successful completion of NASENCO</p> <p>Networking and training results in high impact of strategies in place for all PP children</p> <p>Evaluation of the PP strategy document</p>	<p>Inclusion Manager</p>	<p>Impact of training will be evaluated after each course</p>
<p>PP children achieve well over time in relation to relative starting points</p> <p>- Opportunities for extra-curricular activities leading to improved educational outcomes</p>	<ul style="list-style-type: none"> Payments for holiday sports courses Payments for children to take part in after –school clubs Subsidising Breakfast and after school club Payment for identified children to participate in off-site visits/residential visits Payments for identified children to take part in peripatetic music tuition Team teach training for identified staff to support those children who display more challenging behaviours 	<p>Opportunities to develop new skills, increase confidence and improve resilience and team skills</p> <p>Ensure attendance remains high – previous evidence through attendance records</p> <p>Development of self-confidence shown through previous identified children. Important first -hand learning opportunities increased pupil engagement and educational outcomes</p> <p>Increased opportunities outside of the curriculum Research shows benefits including increased memory; mathematical ability; reading skills; organisational skills; team skills; perseverance; co-ordination; concentration; happiness and reduces stress</p> <p>Staff who have team teach training have a greater skill base in which to handle children who display challenging behaviours, using de-escalation techniques and approaches</p>	<p>Monitor registers and on-going funding from PP spreadsheets</p> <p>Monitor PP attendance</p> <p>Pupil progress data shows good progress of PP groups against non-PP</p> <p>Children showing skills of ‘secondary ready’</p> <p>Approaches used are in line with those used by other team teach trained members of staff. De-briefing by HT, DHT or Inclusion Manager</p>	<p>Business Manager/HT</p> <p>Senior Admin Officer/HT</p> <p>SLT</p> <p>SLT</p>	<p>Termly</p> <p>Termly / Gov reports</p> <p>Termly and final in July '19</p> <p>After each milestone data drop: Nov, Feb, July</p> <p>Review after each incident and in line with Boxall profiles</p>

Total budgeted cost

13,690

6. Review of expenditure

Previous Academic Year

2017-18 £45,760

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	
Closing of gap in achievement between PP and non-PP pupils across the school	<ul style="list-style-type: none">Termly Pupil Progress Meetings with a focus on PP children	<ul style="list-style-type: none">The gap narrowed in each year group across the school with PP doing better than non-PP without SEN in yr5 and 6.Internal whole school data shows that 87% of Non-SEN PP children met ARE in combined RWM, this was a 22% increase from baseline PP data for KS1. <p>Pupil progress meetings ensured gaps in learning were precisely targeted to meet needs.</p>	<p>Due to well targeted support PP children who were not SEN achieved well</p> <p>PP with SEN need additional support to enable them to make the progress required.</p> <p>Increased tracking of test competence in comparison to TA is required.</p> <p>This approach has clearly made an impact in progress throughout lesson and will need to be extended to include question level analysis of tests.</p>	

<p>% children achieving combined Rd, Wr, Ma ARE at least matches that nationally at end of KS2</p>	<ul style="list-style-type: none"> • Year group, SLT and intervention meetings timetabled to focus on PP children • Focused interventions during afternoons and in class support • Personalised CPD for all staff with greater responsibility for their own development • Parent briefings throughout the year starting with how to hear children read, e-safety and UNCRC. • Parent information packs on how to help children with reading at home • Daily Review sessions focusing on skills and strategies covered in the Maths and English sessions earlier in the day. • Growth mindset principles continued and consistent use of 'Learning to learn' principles 	<ul style="list-style-type: none"> • Percentage of chdn achieving at ARE at end of KS2 was 24% lower than national average not eligible no PP. • Triangulation of evidence shows that TAs were accurate and that pupils made good progress in their classwork. However test results did not reflect their abilities or progress made in the classroom. • LSA records and intervention logs show that targets were met through targeted support throughout the year. • All staff achieved or exceeded the PM objectives due to individual CPD needs being met. E.g. through peer observations, individual coaching and support, staff meeting and external training. • OFSTED conferencing showed pupils could clearly articulate how they can be safe online • Parent briefing on reading was well attended, however e-safety and UNCRC were not popular. • Parental awareness has improved regarding the importance of regular reading once pupils are fluent. • Conferencing and books show children feel confident in their learning and ready for next steps due to the daily review sessions. • Evidence in pupil conduct and behaviour for learning, evidenced by OFSTED, has clearly impacted on achievement. 	<ul style="list-style-type: none"> • Comparisons indicates that the 2017-18 cohort does not fit the PP data pattern for the whole school. • This is also reflected in the 2016/17 end of KS2 results. • Targeted support is a valuable strategy to be continued next year. • All staff to continue to have a range of opportunities to support their CPD needs. • Dissemination of information is most effective when sent by parent mail or put on the website. Further strategies to engage parents are required. • Seek as many opportunities as possible to promote VIPERS and other reading strategies to ensure parents regularly read with their child regardless of their ability. • This approach is valuable and will continue. • Weekly sessions on applying Growth Mindset principles to their learning with DHT clearly showed impact on achievement for those children requiring further resilience. This will continue alongside the consistent use of L to L principles by CTs. 	
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<p>% children achieving combined Rd, Wr, Ma ARE at least matches that nationally at end of KS2</p>	<ul style="list-style-type: none"> Continued focus on learning statements and weekly learning reviews 	<ul style="list-style-type: none"> Book scrutinies show pupils have a greater understanding of their achievements during lessons and can independently identify their next steps in learning. 	<ul style="list-style-type: none"> This is most effective as children move through the school. Focus has been required on the quality of these statements in Year 3 as this strategy has to be specifically taught. This will continue. 	
<p>PP children achieve well over time in relation to their KS1 results</p>	<ul style="list-style-type: none"> Pre-teaching and review groups each day Tracking of progress throughout year with regular reviews through team meetings Weekly intervention meetings with all year team staff with a focus on progress of children receiving interventions SLT monitoring of provision and expectations 	<ul style="list-style-type: none"> Chdn show increased confidence in lessons when pre-teaching has happened first. This consequently has an impact on achievement in lessons. HT/IM analyse progress at each phase and regular review LSA intervention records. Intervention meeting minutes show evidence of high quality communication regarding progress of identified children between LSAs and CTs. SLT continue to review provision through book scrutinies, intervention logs and data. 	<ul style="list-style-type: none"> Regularly review pre-teaching throughout the school to ensure that this is targeted to those children who will benefit most from this approach. LSA intervention data is analysed at least termly by inclusion manager. Intervention meetings with specified agenda items each week to continue. 	
			<p>Total budgeted cost</p>	<p>£27,600</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	
<p>Closing of gap in achievement between PP and non-PP pupils across the school (identified children)</p> <p>PP children achieve well over time in relation to their KS1 results</p>	<ul style="list-style-type: none"> • Training of an additional ELSA to offer specific emotional and behavioural support across the school • Two trained LSAs to offer specific emotional and behavioural support. • ELSA supervision sessions with an EP to improve and support ELSA practice 	<ul style="list-style-type: none"> • Second ELSA trained which impacted on waiting list decreasing to zero. • More children benefitted from supported intervention • Boxall profiles show children's targeted needs are being met and social skills are developing. • Children's behaviour and attitude to learning, as evidence by OFSTED, indicates that children's emotional needs are being met. • Programmes were highly effective in supporting children to achieve positive outcomes. 	<ul style="list-style-type: none"> • ELSAs reported increased understanding of how to support identified children through joint problem solving and through support of EP • ELSA support and interventions have a positive impact on pupil outcomes evidenced by Boxall profiles and the tracking. 	
	<ul style="list-style-type: none"> • Language link testing and support for identified children • Bug Club access at home and school • Homework support in school 	<ul style="list-style-type: none"> • Baseline testing on language link shows that children make appropriate progress • Identified pupils who have regularly accessed and used Bug Club made significant progress in reading through the year. • Those chdn who access homework club felt more confident when completing their homework and completed to an appropriate standard. 	<ul style="list-style-type: none"> • Re-subscribe to language link next year. • Increased monitoring of Bug Club for impact of this intervention. • Homework club to continue 	
	<ul style="list-style-type: none"> • Additional LSA lunchtime support for specific SEMH PP pupils • Targeted group support in Y3 for identified PP SEMH children 	<ul style="list-style-type: none"> • Behaviour incidents decreased significantly over the year through targeted support of this chdn. • Identified children in receipt of PP with SEMH were able to be fully or partly integrated on to the playground due to specified needs being met. 	<ul style="list-style-type: none"> • Through LSA support at lunchtime, children are able to learn skills which enable them to integrate with the whole school on the playground. This will continue. • 	

		<ul style="list-style-type: none"> PP SEMH children have been successfully integrated in to the classroom and access the majority of the learning. 		
Total budgeted cost				£7,200

i. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	
New Inclusion Manager appropriately trained in all areas of Inclusion	<ul style="list-style-type: none"> Inclusion Manager championing all vulnerable groups Support from previous role holder PP network meetings and additional courses 	<ul style="list-style-type: none"> Registers and vulnerable group list consistently updated and information disseminated to all staff, therefore all staff champion children in receipt of PP. IM attends all PPM and monitoring meetings IM fully inducted into her role and able to produce, analyse and evaluate data to ensure children have specific targets and needs are met. Training has enabled IM to support whole school CPD with best practice in supporting the needs of identified children with attachment disorders and other SEMH needs. 	<ul style="list-style-type: none"> Continued championing from all staff lead by IM and SLT IM to continue to monitor chdn in receipt of PP as this means chdn with precise targets have been able to make appropriate progress. IM to continue to attend course to support her own and whole staff CPD needs. 	
PP children achieve well over time in relation to their KS1 results - Opportunities for extra-curricular activities leading to improved educational outcomes	<ul style="list-style-type: none"> Payments for holiday sports courses Payments for children to take part in after – school clubs Payments for identified children to take part in peripatetic music tuition 	<ul style="list-style-type: none"> Chdn were engaged and were able to work collaboratively, increase their confidence, and learn life-long skills. Chdn who learned new skills were engaged in whole school life e.g. choir, clubs, events. As identified by OFSTED this gives them a sense of pride in themselves and their school. 	<ul style="list-style-type: none"> Chdn who are provided with opportunities beyond the national curriculum become confident learners, engage in school life and make progress. Children are secondary school ready. 	

	<ul style="list-style-type: none"> • Subsidising Breakfast and after school club • Payment for identified children to participate in off-site visits/residential visits 	<ul style="list-style-type: none"> • Attendance at the school is above national. • Feedback from secondary schools indicates that children have confidently transitioned and integrated fully in to the school. 	<ul style="list-style-type: none"> • A valuable approach to continue 	
Total budgeted cost				£11 000