

Iver Village Junior School

Pupil Premium 2018 - 2019

1. Summary information					
School	Iver Village Junior School				
Academic Year	2018	Total PP budget		Date of most recent PP Review	July 2017
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	July 2019

2. Current attainment (Summer 2017)				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	2017	2018	2017	2018
% achieving in reading, writing and maths	50%		71%	
% at ARE in reading	65%		77%	
% at ARE in writing	60%		77%	
% at ARE in maths	69%		85%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Maths skills across the Year groups are lower for pupils eligible for PP than for other pupils.
B.	Number of PP children who have SEN is significant
C.	Poor emotional resilience, self-regulation skills and limited aspiration impact on many pupil's ability to work collaboratively
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The percentage of pupils with attendance below 90% is much higher for PP pupils than non-PP. Home factors are inhibiting good attendance in some cases.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the proportions of PP pupils working at and above expected levels in maths	Pupils eligible for PP across the school make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Maths. 80% of pupils will reach expected standard.

B.	SEN pupils who are also eligible for pupil premium make progress in line with their cohort.	Clear differentiation in lessons. Provision maps are in place and children are supported through a range of approaches. These are monitored and assessed appropriately. Assessment shows that these pupils make average/above average progress. LSAs use clear interventions to support these children.
C.	Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum and our learning philosophy	Individual personalised plans are in place for high risk pupils. Monitoring outcomes show that success criteria for these have been met.
D.	Improve attendance figures for PP pupils. Ensure that there are fewer PP pupils with less than 90% attendance than in previous years.	Attendance for PP pupils improves and will be at least in line with the school average. The percentage of PP pupils with attendance below 90% is reduced.

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?
SEN pupils make good/above average progress	Feedback Whole staff training CPD training for individual staff Differentiated activities and resources SEN interventions	SEN pupils are making progress – although still needs to improve. We have started training our LSA's through the MITA project and want to continue this. Training started last year and is ongoing especially as we have some new LSAs starting.	Lead LSA's to support new LSAs SENDCo to monitor interventions and tracking SENDCo to organise CPD for LSAs and teachers	SENDCo	December 2018 / July 2019
Increase the proportions of PP pupils working at and above expected levels in maths	CPD for staff New marking system for maths Use of PIXL resources for interventions Focus on arithmetic skills Focus on timetables	From data, gap between PP and non PP is the widest in maths especially in Year 3 and 4. Total 74% PP are making related expectations.	Half term monitoring from the PP coordinator. Maths coordinator to monitor / observe maths lessons.	Maths Coordinator	December 2018 / July 2019
Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum and our learning philosophy	Project days Use of Power of reading P4c questions APPs and Resources Food technology curriculum developed Use of outdoor classroom Develop independent learning Investigate big questions	There is a growing evidence base surrounding the impact of emotional literacy in schools and evidence for mindfulness in adults is well established. It is well documented that children's basic and emotional needs are paramount to achieving their full potential. Maslow's (1943) Hierarchy of needs. A number of our disadvantaged pupils have emotional needs that are barriers to learning. This includes anxiety, anger management, poor social communication or impulse control	Pupil survey Lesson observations Children will show more independence in their learning Children are making good progress	HT Deputy SENDCo	December 2018 / July 2019
Total budgeted cost					£30,000

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?
SEN pupils make good/above average progress	1:1 LSA support – working with small groups of children in class or to lead a specific intervention programme. Additional staff to run booster groups Purchase of specific resources	“Closing the Gap’ (August 2017) states that many forms of SEND affect children’s progress in school and require additional support to enable children to access education. We want to try and diminish the gap between SEND and non-SEND and rise the percentage of PP children working at or above expected.	SENDCo observations of interventions Lead LSA’s to monitor and support new LSA’s in team Monitor the use of resources	SENDCo	Ongoing throughout the year. December 2018 / July 2019
To improve the outcomes for specific pupils at risk of not making expected levels in reading, writing and maths in Year 6	Targeted 1:1 and small group interventions using PIXL resources run by the Deputy and LSA.	Assessments from Year 5 and clear analysis of the data show clear gaps in children’s learning.	Individual and small group teaching in regular sessions – deputy planned timetable. Regular feedback and monitoring to assess impact of sessions	Deputy head and SENCo and Year 6 class teachers	Ongoing throughout the year. December 2018 / July 2019
Total budgeted cost					£20,000
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?
To minimise external barriers to pupils’ attainment and progress	Work alongside vulnerable families to get children in school. Target persistent absentees and work with the children to want to come to school through use of house-points and special events.	Pupils’ progress and attainment will be improved by minimising the external barriers for vulnerable pupils e.g. improving attendance.	Attendance officer, learning mentor and SENCo to focus on key children. Regular updates to SENCo will enable the progress of these pupils to be tracked. Attendance officer to target and support families of persistent absentees to improve attendance	SENCo and attendance Officer	December 2018 / July 2019
Provide and resource a wide, creative curriculum	Provide funding for pupils in each year group to	Providing children with high quality experiences to support the curriculum will	Evidence collected after each trip to monitor impact on pupils’ learning and	Head and Deputy	December 2017 / July 2019

enriched through trips and experiences which engage and motivate learners	subsidise high quality trips and experiences to support the curriculum and improve pupil engagement.	lead to pupils' improving their understanding, engagement and enjoyment of the curriculum.	engagement.		
To improve the quality of interventions delivered by LSA's to ensure that pupils receive good/outstanding teaching	Provide training and support for LSAs through the use of the MITA project. Develop training in high quality resources to support children.	High quality training enables LSA's to provide high quality support to all children they are supporting.	Regular training for TA's, observations and clear monitoring of the intervention groups – half termly monitoring. Clear induction of new LSAs	SENCo	December 2017 / July 2019
To develop children's love of learning and participation in extra-curricular activities in and outside of school	Become part of Children's University in Years 5 and 6.	Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school and build self-confidence and resilience.	Member of SLT to lead and manage Children's University. Training for staff in Year 5 and 6	SLT	December 2017 / July 2019
Total budgeted cost					£25,000

6. Review of expenditure				
Previous Academic Year		2017- 2018		
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
Progress in reading across the school will show that the gap between PP and NPP is diminished	Training for staff in Guided Reading sessions and P4c. Adapting Literacy to the use of Power of Reading – focusing all writing around a theme of a book. Develop reading intervention groups	Literacy coordinator trained in the power of reading – has developed a clear Literacy plan for teachers to follow. Literacy coordinator to monitor and evaluate guided reading sessions in classrooms and provide clear training to all. Below Average 9% Expected or above average 91%. Power of reading has made a clear difference in Literacy lessons.	Guided Reading is to link directly with Power of Reading text. Guided Reading to be planned using key skills to show progression and features of reading. Continue to use Power of Reading in Literacy lessons. Continue clear reading comprehension groups that include speed reading and the use of PIXL resources.	£10000 (approx.)
Improved language and communication outcomes for all children	All staff to be trained in Philosophy for children Level 1. Staff meetings to discuss impact and approaches to Philosophy for Children.	P4c coordinator monitors the development of P4c and supports teachers in the classroom. Continuous staff training throughout the year to continue development and understanding. All teachers trained in P4C. The school has achieved the Bronze Award.	P4c to now become part of lessons and not be a standalone lesson. P4c coordinator to work towards Silver. Any new teachers to be trained in Level 1	£10000 (approx.)
Progress in maths for PP children will diminish the difference between PP and NPP reaching ARE	SLT member trained as a Maths Mastery teacher. Organise and develop the maths curriculum. Support NQT's in teaching and planning maths. Develop maths intervention groups	Numeracy coordinator and PP coordinator has monitored maths teaching and maths interventions – which links more to arithmetic questions. Maths coordinator has disseminated training to staff and then completed learning walks. There has been a clear improvement in Maths across the year groups and children are more enthused to improve their arithmetic scores.	Continue to develop maths across the school with focus on timetables practice in Year 3 and Year 4 ready for next year. Arithmetic intervention groups to continue with Year 5 and 6 focus with PIXL groups.	£10000 (approx.)

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
To improve the reading for all children including high achievers across the school	Implement the power of reading in Literacy lessons and develop the teaching of Guided Reading sessions. Develop reading intervention groups The power of reading throughout the year – including inviting an author, Library visit and various reading events.	Literacy coordinator has monitored quality of guided reading sessions and the impact of the new Literacy curriculum – Power of reading using the books purchased – there has been a real improvement and children enjoying the books. Reading interventions including reading gladiators has been a real success and children developing from the sessions.	Ongoing provision for key focus children for small group interventions focusing on reading skills. Continue to be involved with Reading Gladiators in Year 4 and 6.	£5000 (approx.)
To improve the outcomes for specific pupils at risk of not making expected levels in reading, writing and maths in Year 6	Targeted 1:1 and small group interventions using PIXL resources run by the Deputy and LSA.	Deputy and LSA have had clear interventions. Use of PIXL resources has made a clear difference and improvement in ability. 1:1 and small group has really improved and children have valued the support. An improvement in our results for reading, writing and maths.	To continue this intervention next year to support children at risk.	£10000 (approx.)
To support pupils in school and at home to develop their maths skills.	Resources to support targeted 1:1 and small group sessions. Develop cracking maths and cracking facts with children and parents	Maths lead launched Maths Mastery at school and key skills. Maths lead also held a maths evening to get children thinking about maths. Maths interventions have developed focusing on arithmetic scores and cracking maths.	Maths coordinator to support maths teaching across the school as well as develop children's timetables practice and arithmetic. 121 and small group support is showing progress is being made – more focus on different types of questions in arithmetic papers Experienced teacher to provide extra support in Year 5 focusing on maths.	£5000 (approx.)

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 minimise external barriers to pupils' attainment and progress	Work alongside vulnerable families to get children in school. Target persistent absentees and work with the children to want to come to school through use of house-points and special events.	An Attendance officer has been appointed who monitors attendance. Learning mentor and SENCo focuses on key children alongside the Family Link worker who has made a difference to key children's attendance. Emotional Literacy Support Assistant also supports children who are struggling and works with everyone. Focus on attendance during parents evening and 5 week letters to key families. We have also involved the GRT link worker.	To continue with: Attendance Officer Family Link worker to change to 2 days Play Therapist to change to 2 days ELSA to continue to work with key children SENDCO to continue to monitor key children's attendance.	£5000 (approx.)
Provide and resource a wide, creative curriculum enriched through trips and experiences which engage and motivate learners	Provide funding for pupils in each year group to subsidise high quality trips and experiences to support the curriculum and improve pupil engagement.	Funding has been given to support children attend PGL and school trips as well as the ability to invite many people into the school. Pupils are engaged and value the experience which is then used to support writing and other areas of the curriculum. Funding has also been provided for breakfast and afterschool club for children who are PP.	To continue to fund trips, visits and companies to come in and support children's experiences and engage learning in a creative curriculum.	£5000 (approx.)
To improve the quality of interventions delivered by LSA's to ensure that pupils receive good/outstanding teaching	Provide training and support for LSAs through the use of the MITA project. Develop training in high quality resources to support children.	Ongoing support from MITA. A clear structure has been developed and a clear monitoring of interventions. Training has been provided to LSA's by SALT, OT, and Literacy and Numeracy teachers.	To continue to develop the MITA project including a clear handbook and use of scaffolding approach. Further training to be given to support LSAs A lead LSA (Upper and Lower) to support and guide our new LSAs and support them in clear interventions and to monitor the progress.	£5000 (approx.)
To provide more opportunities for pupils to engage in a variety of sports activities	Provide more extra-curricular sporting opportunities, including the involvement of local clubs, leagues and groups.	We have provided clear clubs for children in a range of areas. We have achieved our GOLD Sports Award which involved local and team competitions as well as house competitions which children have really enjoyed.	To continue to involve as many children as possible in sporting activities through clubs, leagues, local competitions and house competitions.	£5000 (approx.)

7. Additional detail

Our current Pupil Premium profile is shown below (July 2018).

	Year 3	Year 4	Year 5	Year 6	Whole School Roll
Total	18	14	14	16	62
Girls	8	10	8	9	35
Boys	10	4	6	7	27
G and T	0	0	1	1	2
FSM	10	6	7	5	28
Ever 6s	8	8	6	11	33
In care	0	1	0	0	1
PLAA	2	2	1	0	5
Traveller Background	2	0	1	3	6
White British	12	11	7	9	39
Any other background	4	3	6	4	17
SEN	5	5	3	5	18