

# Iver Village Junior School

## Pupil Premium 2019 - 2020

1. Summary information					
School	Iver Village Junior School				
Academic Year	2019	Total PP budget	£79,160	Date of most recent PP Review	July 2017
Total number of pupils	220	Number of pupils eligible for PP	57	Date for next internal review of this strategy	July 2019

2. Current attainment				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	2018	2019	2018	2019
% achieving in reading, writing and maths	57%	70%	86%	79%
% at ARE in reading	79%	70%	89%	87%
% at ARE in writing	71%	80%	89%	95%
% at ARE in maths	79%	90%	89%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Maths skills (reasoning 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
<b>External barriers</b> ( <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>B.</b>	SEN pupils who are also eligible for pupil premium make good personal progress in line with their cohort and need	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.
<b>C.</b>	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. Support emotional need through play therapy/family link worker/learning mentor
<b>D.</b>	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

2019- 2020

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	Majority of SEN pupils are making progress – although still needs to improve. We have had some new LSA's start and would like to develop and support them through the MITA approach and train them appropriately. Training started last year and is ongoing. SALT/OT to come in and train LSAs. Develop a clear area for children with SEN to complete targeted interventions.	Lead LSA's to support new LSAs SENDCO to monitor interventions and tracking SENDCO to organise CPD for LSAs and teachers Develop resources and provision to aid children's learning Adapt curriculum to meet their needs through clear SMART targets	SENDCo	December 2019 / July 2020
Increase the proportions of PP pupils working at and above expected levels in maths	CPD for staff Use of PIXL resources for interventions Focus on reasoning skills Focus on timetables through times table mastery Develop arithmetic skills	From data, gap between PP and non PP is the widest in maths especially in Year 4 and 5. Total 79% PP are making related expectations.	Half term monitoring from the PP coordinator. Maths coordinator to monitor / observe maths lessons. Half termly progress meetings to focus on PP children and progress in meetings.	Maths Coordinator	December 2019 / July 2020
Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum and our learning philosophy	WOW days Use of Power of reading P4c questions APPs and Resources Food technology – develop dining experience and growing curriculum Use of outdoor classroom Develop independent learning Investigate big questions Family link worker Play therapist	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 2019 / July 2020

<b>Total budgeted cost</b>					£30,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
SEN pupils make good/above average progress	<p>LSA support – working with small groups of children in class or to lead a specific intervention programme.</p> <p>Additional staff to run booster groups</p> <p>Purchase of specific resources to develop fine and gross motor skills</p> <p>Emotional Literacy programme</p>	<p>“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.</p> <p>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.</p>	<p>SENDCo observations of interventions</p> <p>Lead LSA’s to monitor and support new LSA’s in team</p> <p>Monitor the use of resources</p> <p>LSA’s trained in key areas to support children from SALT and OT</p>	SENDCo	Ongoing throughout the year. December 2019 / July 2020
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 2019 / July 2020
<b>Total budgeted cost</b>					£20,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To minimise external barriers to pupils’ attainment and progress	<p>Work alongside vulnerable families to get children in school.</p> <p>Family support worker</p> <p>Target persistent absentees and work with the children to want to</p>	<p>Pupils’ progress and attainment will be improved by minimising the external barriers for vulnerable pupils e.g. improving attendance.</p>	<p>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</p>	SENCo and attendance Officer/ DH	December 2019 / July 2020

	come to school through use of house-points and special events.		persistent absentees to improve attendance		
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.	Providing children with high quality experiences to support the curriculum will lead to pupils' improving their understanding, engagement and enjoyment of the curriculum.	Evidence collected after each trip to monitor impact on pupils' learning and engagement.	Head and Deputy	December 2019 / July 2020
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 and other agencies. Develop training in high quality resources to support children. LSAs to be trained in specific areas of need	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 Appraisals 3 x a year LSA's assessed against LSA standards	SENCo	December 2019 / July 2020
<b>Total budgeted cost</b>					£25,000

6. Review of expenditure				
Previous Academic Year		2018- 2019		
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
SEN pupils make good/above average progress	Feedback Whole staff training CPD training for individual staff Differentiated activities and resources SEN interventions	PP children with SEN 50% made expected / above expected in reading 57% made expected / above expected in writing and maths. Ongoing training and support continues to happen to train LSAs in specific areas and the resources available.	Continue to develop the provision for children with SEN especially those who are PP as well. New LSAs have started this year so continued training in all areas of need and interventions. New interventions to start including Word shark and Number Shark.	£10000 (Approx)
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	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. Overall 94% achieved expected in SATS.	Continue to develop maths across the school with focus on timetables practice in Year 3 and Year 4 ready for next year. Arithmetic / reasoning intervention groups to continue with Year 5 and 6 focus with PIXL groups and groups lead by DH.	£10000 (Approx)
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	Power of reading texts are really developing children's writing and creativity. We are continuing to develop P4c within the curriculum and working towards our silver.  Key children were given support through Play therapy and a Family Link Worker.  Our vast range of clubs have developed over the year and engage children's interest.  Developing our food curriculum and growing curriculum.	Ongoing focus. P4c to be developed within the curriculum and guided reading lessons. Develop our food curriculum and environment around food in the diner. Continue to use the Play Therapist and Family Link Worker to support vulnerable children.	£20000 (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															
<p>SEN pupils make good/above average progress</p>	<p>1:1 LSA support – working with small groups of children in class or to lead a specific intervention programme.</p> <p>Additional staff to run booster groups</p> <p>Purchase of specific resources</p>	<table border="1" data-bbox="689 296 1077 496"> <thead> <tr> <th colspan="3">Summer Term 2</th> </tr> <tr> <th>SEN</th> <th>Non SEN</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>7.4</td> <td>6.4</td> <td>+1.0</td> </tr> <tr> <td>6.8</td> <td>6.6</td> <td>+0.2</td> </tr> <tr> <td>6.6</td> <td>6.5</td> <td>+0.1</td> </tr> </tbody> </table> <p>Data shows children with SEN are making good/above average progress and is making more progress than non-SEN children.</p>	Summer Term 2			SEN	Non SEN	Diff	7.4	6.4	+1.0	6.8	6.6	+0.2	6.6	6.5	+0.1	<p>Continue with the interventions this year. Look at the ends of the children and the support required. Look into more resources specifically focusing on focus, attention as well as fine and gross motor skills.</p> <p>Continue to provide training to LSAs from outside agencies as well as in house through the use of the MITA scaffolding approach.</p>	<p>£10000 (Approx)</p>
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7.4	6.4	+1.0																	
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<p>To improve the outcomes for specific pupils at risk of not making expected levels in reading, writing and maths in Year 6</p>	<p>Targeted 1:1 and small group interventions using PIXL resources run by the Deputy and LSA.</p>	<p>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.</p>	<p>To continue this intervention next year to support children at risk.</p>	<p>£500 (Approx)</p>															

### 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.	Attendance officer continues to monitor attendance and contact parents. Clear links have been made. 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 2 days Play Therapist 2 days Look at training another member of staff for ELSA  SENDCO to continue to monitor key children's attendance and link with parents	£10000 (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.	£1000 (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. MITA project has provided a framework to supporting LSAs	To continue to use the MITA project idea and the idea of a scaffolding approach. LSAs to have a handbook of standards and expectations. Further training to be given to support LSAs	£1000 (Approx)
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.	We have provided clear clubs for children in a range of areas. Unfortunately we did not become part of children's university. We are now providing more clubs from outside agencies developing a wider range of opportunities for children.	To continue to involve as many children as possible in sporting activities through clubs, leagues, local competitions and house competitions. To continue to develop other areas including art, computing	£10000 (Approx)

## 7. Additional detail

Our current Pupil Premium profile is shown below (September 2019).

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Whole School Roll</b>
<b>Total</b>	14	13	17	13	57
<b>Girls</b>	7	4	7	8	26
<b>Boys</b>	7	9	10	5	31
<b>FSM</b>	13	6	9	7	35
<b>Ever 6s</b>	1	7	8	6	22
<b>In care</b>	0	0	0	1	1
<b>PLAA</b>	1	1	1	0	3
<b>Traveller Background</b>	3	1	2	1	7
<b>White British</b>	8	7	12	8	35
<b>Any other background</b>	3	5	3	4	15
<b>SEN</b>	4	3	6	6	19