



## Pupil Premium Strategy Statement: Park Junior School

| 1. Summary information |                    |                                  |          |  |               |
|------------------------|--------------------|----------------------------------|----------|--|---------------|
| School                 | Park Junior School |                                  |          |  |               |
| Academic Year          | 2019/20            | Total PP budget                  | £95,000  | Date of most recent PP Review                  | July 2019     |
| Total number of pupils | 202                | Number of pupils eligible for PP | 60 (30%) | Date for next internal review of this strategy | November 2019 |

| 2. Current attainment   |  |   |   |                             |   |  |  |
|---|--|---|---|-----------------------------|---|--|--|
| <i>The KS2 SATs results are provisional at this point in time (July 2019)</i> |  |   |   |                             | <i>Children eligible for PP funding</i>         |  |  |
|   | KS2 SATs 2019 – Park Junior School       |   |   | National Figures 2019 (All) | Whole school data: Park Junior School July 2019 |  |  |
|   | All Disadvantaged Children<br>9 children | Disadvantaged Children Non SEND<br>4 children | Disadvantaged Children SEND<br>5 children |                             | All Disadvantaged Children<br>52 children       | Disadvantaged Children Non SEND<br>32 children | Disadvantaged Children SEND<br>20 children |
| % achieving at least 'Expected Standard', in reading, writing and maths       | 27%                                      | 75%   | 0%  | 65%                         | 29%   | 44%  | 5%   |
| % achieving at least 'Expected Standard', in reading.                         | 27%                                      | 75%   | 0%  | 73%                         | 50%   | 66%  | 25%  |
| % achieving at least 'Expected Standard', in writing.                         | 45%                                      | 75%   | 20%                                       | 78%                         | 39%   | 50%  | 18%  |

|   |     |     |      |     |     |     |     |
|---|-----|-----|------|-----|-----|-----|-----|
| % achieving at least 'Expected Standard', in maths. | 36% | 75% | 0%   | 79% | 52% | 66% | 30% |
| % achieving at least 'Expected Standard', in SPaG.  | 36% | 50% | 20%  | 78% | 42% | 54% | 20% |
| % making progress in reading                        | 56% | 25% | 60%  |     | 69% | 69% | 65% |
| % making progress in writing                        | 78% | 50% | 100% |     | 75% | 75% | 65% |
| % making progress in maths                          | 56% | 75% | 40%  |     | 81% | 75% | 90% |

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

|           |   |
|-----------|---|
| <b>A.</b> | The difference between disadvantaged and Non-disadvantaged attainment in reading and writing at the end of KS1 is high (Reading: 36%; Writing 35%; Maths 19%)                     |
| <b>B.</b> | 71% of our SEND (Special Educational Needs and Disabilities) pupils are also part of the disadvantaged group. Approximately 1 in 3 disadvantaged pupils are on the SEND register. |
| <b>C.</b> | Our underachieving disadvantaged pupils have a limited vocabulary in relation to their peers.   |
| <b>D.</b> | Pupils struggle to transfer knowledge and skills to their long term memory.   |
| <b>E.</b> | The psychological needs of our underachieving PP children are high.   |

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

|           |  |
|-----------|--|
| <b>F.</b> | Lower attendance rates than their peers. |
|-----------|--|

### 4. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
|-----------|---|---|
| <b>A.</b> | Pupils making <b>better than expected progress</b> in reading, writing and maths in order to diminish the difference with their peers in these subjects.<br><b>Measure:</b> The tracking of teacher assessment and testing throughout the year. The provision mapping of interventions. | All underachieving disadvantaged pupils without SEND make above expected progress from their KS1 results by the end of Key Stage 2.<br>More disadvantaged children are at GDS (Greater Depth Standard) at the end of KS2 than there were at the end of KS1. |
| <b>B.</b> | Disadvantaged pupils with <b>SEND</b> make strong progress from their starting point.<br><b>Measure:</b> The tracking of teacher assessment and testing throughout the year. The provision mapping of interventions.  | Disadvantaged pupils with SEND achieve their challenging personalised Key Stage 2 targets by the end of KS2.  |
| <b>C.</b> | <b>VOCABULARY RICH CURRICULUM:</b> Pupils confidently and articulately explaining their learning using appropriate vocabulary<br><b>Measure:</b> Teacher assessment, lesson observations, book monitoring and pupil conferencing will evidence improvement over time.                   | Pupils' spoken and written work (across the curriculum) demonstrates an increasingly broad and varied vocabulary.   |

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|------------------|---|---|
| <p><b>D.</b></p> | <p><b>'MAKING IT STICK' CURRICULUM:</b><br/>Pupils are able to recall their learning and use and apply their acquired knowledge across the curriculum.<br/><b>Measure:</b> Teacher assessment, lesson observations, book monitoring and pupil conferencing will evidence improvement over time.</p> | <p>Pupils can confidently recall their learning and use and apply their knowledge and understanding across the curriculum by the time they leave KS2.</p>   |
| <p><b>E.</b></p> | <p>Pupils' psychological barriers to learning are removed.<br/><b>Measure:</b> Provision mapping of the impact of this support.</p>   | <p>Pupils feel happy at school and are ready to learn so they can reach their full potential.</p>   |
| <p><b>F.</b></p> | <p><b>Increased attendance rates</b> for pupils eligible for PP.<br/><b>Measure:</b> attendance data.</p>   | <p>The gap between disadvantaged and non-disadvantaged pupils' attendance is reduced by at least 1.5% so their attendance is closer to that of their 'other' peers by the end of the current academic year.</p> |

| 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 and support   | When will you review implementation?                       |
| <p><b>Writing</b></p> <p>A. Pupils making better than expected progress in writing in order to diminish the difference with their peers (including moving children from EXS - Expected Standard - to GDS).</p> <p>B. SEND: Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p> | <p><b>Writing CPD (Continuing Professional Development):</b> Teachers and TPs (Teaching Partners) to receive training so they can deliver high quality teaching and learning within the classroom. CPD to be provided by subject lead and external professionals, where appropriate.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child ratio and to raise attainment, where appropriate.</p> <p>This approach will benefit all learners (including SEND, GDS and potential GDS)</p> | <p>Investing in our staff and their CPD will ensure that the Pupil Premium funding has a longer term impact on the success of our disadvantaged children.</p> <p>The T4W programme has a proven track record of success with schools that have similar demographics to ours. It was developed to target schools that have higher levels of disadvantage children to skilfully scaffold learning, with the ultimate aim of creating independent writers.</p> <p>Disseminating the skills we have within school will ensure we are able to play a strong role in our own improvement.</p> <p>30% of our children are disadvantaged and so nearly a third of every classroom (on average). Funding TP support in the classroom frees (where appropriate) up the teacher to support a wider range of ability disadvantaged children within the classroom on a more regular basis. Therefore, providing high quality teaching to more children on a smaller teacher to child ratio. Our TP staffing not only provides our children with extra support during the core subjects but also means that we are able to provide support beyond the core subjects enabling <b>all</b> our children to access a broad and balanced curriculum. <b>EEF (Education Endowment Foundation) Toolkit - states 1 month impact for TAs but does not acknowledge impact of reduced Teacher/ child ration through high quality teaching).</b></p> | <p>By ensuring:</p> <ul style="list-style-type: none"> <li>that the training provided is of a high quality.</li> <li>the subject lead has the time to plan and deliver high quality training through the provision of non-contact time.</li> <li>the subject lead is receiving high quality training to enable them to deliver the training.</li> <li>we use highly skilled external trainers, where appropriate i.e. T4W consultants.</li> </ul> | <p><b>Lead:</b> KS (Writing Lead)</p> <p><b>Support:</b> RG/LR (SLT) LR (SENDCo)</p> | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |

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| <p><b>Vocabulary Rich Curriculum</b></p> <p>C. Pupils confidently and articulately explaining their learning using appropriate vocabulary.</p> <p>B. SEND: Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p>                      | <p><b>Vocabulary Rich Curriculum CPD:</b></p> <p>CPD: Teachers and TPs (Teaching Partners) to receive training so they can deliver high quality teaching and learning within the class room. CPD to be provided by subject leads.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child ratio and to raise attainment, where appropriate.</p> <p>Developing and extending vocabulary will benefit all learners (including SEND, GDS and potential GDS)</p>               | <p>The rationale for Investing in our staff and their CPD is outlined above.</p> <p>From September 2019 we are implementing our 'Making it Stick' curriculum. This is based upon the Chris Quigley approach and is an evidence based approach to learning. <a href="https://www.chrisquigley.co.uk/product/makin-g-it-stick/">https://www.chrisquigley.co.uk/product/makin-g-it-stick/</a></p> <p>Within our curriculum design there is a strong focus on expanding our pupils' vocabulary. By focusing on this we are supporting the children who did not develop this foundational knowledge before they start school to catch up.</p> <p>Closing the vocabulary gap (The Word Gap) and building cultural capital is crucial for all disadvantaged children and we know our children have a limited vocabulary and so this is a whole school focus.</p> <p>The rationale for additional TP support is explained above.</p> | <p>By ensuring:</p> <ul style="list-style-type: none"> <li>the training provided is of a high quality.</li> <li>the subject lead has the time to plan and deliver high quality training through the provision of non-contact time.</li> <li>the subject lead is receiving high quality training to enable them to deliver the training.</li> </ul>  | <p><b>Leads:</b></p> <p>KS (Writing Lead)</p> <p>CJ (Reading/SPaG Lead)</p> <p><b>Support: LL</b> (History and Geography Lead)</p> <p>LR (SENDCo)</p>   | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |
| <p><b>The 'Making It Stick' Curriculum</b></p> <p>D. Pupils are able to recall their learning and use and apply their acquired knowledge across the curriculum.</p> <p>B. SEND: Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p> | <p><b>The 'Making It Stick' Curriculum CPD:</b></p> <p>CPD: Teachers and TPs to receive training so they can deliver high quality teaching and learning within the class room. CPD to be provided by subject leads.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child ratio and to raise attainment, where appropriate.</p> <p>The <b>'MAKING IT STICK'</b> approach will provide support and challenge for all learners (including SEND, GDS and potential GDS)</p> | <p>The rationale for Investing in our staff and their CPD is outlined above.</p> <p>From September 2019 we are implementing our 'Making it Stick' curriculum because we know that our children struggle to retain their learning. This curriculum is designed and delivered in a way to support our children to commit their learning to their long term memory. This is based upon the Chris Quigley approach and is an evidence based approach to learning. <a href="https://www.chrisquigley.co.uk/product/makin-g-it-stick/">https://www.chrisquigley.co.uk/product/makin-g-it-stick/</a></p> <p>The rationale for additional TP support is explained above.</p>   | <p>By ensuring:</p> <ul style="list-style-type: none"> <li>the training provided is of a high quality.</li> <li>the subject lead has the time to plan and deliver high quality training through non-contact time.</li> <li>the subject lead is receiving high quality training to enable them to deliver the training.</li> </ul> <p>By funding trips and visitors so the curriculum is enriched, providing the cultural capital disadvantaged children can lack.</p> | <p><b>Leads within their areas of responsibility:</b></p> <p>KS (Writing Lead)</p> <p>CJ (Reading/SPaG Lead)</p> <p>EL (Geography and History Lead)</p> | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |

| <p><b>Maths Mastery</b></p> <p>A. Pupils making better than expected progress in Maths in order to diminish the difference with their peers.</p> <p>B. SEND: Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p> | <p><b>Maths Mastery</b></p> <p>CPD: Teachers and TPs to receive training so they can deliver high quality teaching and learning within the class room. CPD to be provided by subject leads.</p> <p><b>Staffing:</b> Additional TP support within classes during lessons to reduce the adult / child ratio and to raise attainment, where appropriate.</p> <p>The <b>MATHS MASTERY</b> approach will provide support and challenge for all learners (including SEND, GDS and potential GDS)</p> | <p><b>Maths Mastery</b></p> <p>The rationale for Investing in our staff and their CPD is outlined above.</p> <p>The rationale for the decision to follow the maths mastery is outlined in the link below:<br/> <b>NCETM: The Essence of Maths Mastery</b><br/> <a href="http://www.glowmathshub.com/uploads/7/0/2/3/70232199/ncetm_theessenceofmathsteachingfor_mastery_june2016.pdf">http://www.glowmathshub.com/uploads/7/0/2/3/70232199/ncetm_theessenceofmathsteachingfor_mastery_june2016.pdf</a></p> <p>The rationale for additional TP support is explained above.</p>   | <p>By ensuring:</p> <ul style="list-style-type: none"> <li>the training provided is of a high quality.</li> <li>the subject lead has the time to plan and deliver high quality training through non-contact time.</li> <li>the subject lead is receiving high quality training to enable them to deliver the training.</li> <li>we use highly skilled external trainers, where appropriate i.e. The Glow Maths Hub – Steve Lomax.</li> </ul>                     | <p><b>Lead:</b> NL (Maths subject Lead)</p> <p><b>Support:</b> LR (SENDCo)</p> | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |
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| <b>Total budgeted cost</b>   |  |   |  |  | £65,000  |
| <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>                |
| <p>A. <b>Reading:</b></p> <p>Pupils making better than expected progress in reading in order to diminish the difference with their peers.</p> <p>B. Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p>          | <p><b>Reading Interventions:</b></p> <p>Running highly effective catch up programmes for those children underachieving or falling behind.</p> <p>Running highly effective extension programmes to move children from EXS to GDS.</p>   | <p><b>Reading:</b></p> <p>‘Through reading pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised’. (National Curriculum).</p> <p>Some of our children need additional input beyond the lesson in order to close the gap between them and their peers and so it is important that opportunities are provided for</p> | <p>By ensuring:</p> <ul style="list-style-type: none"> <li>high quality resources are in place to support and run the interventions.</li> <li>adults have the support, training and skills needed to run the intervention successfully.</li> <li>There is training for additional staff in these interventions and support their development.</li> <li>the interventions are undertaken in line with the expectations of that interventions (time and</li> </ul> | <p><b>Lead:</b> CJ (Reading/SPaG Lead)</p> <p><b>Support:</b> LR SENDCo</p>    | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |

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|  | <p>Accelerated Reader in place to accelerate the progress of underachieving disadvantaged children.</p> <p>Phonics sessions timetabled for targeted children.</p> <p>Dancing Bears (Synthetic phonics) for targeted individuals</p> <p>Precision teaching</p> <p>Reading Comprehension: Cracking Comprehension. Rapid reading. Project Code X. These schemes were undertaken last year and will continue this year and the impact monitored</p> | <p>them to catch up in a safe and supportive way.</p> <p>In order to raise the attainment of children who are underachieving it is important that they are taught to both read and to understand what they are reading. Therefore, we have a range of approaches to meet the different needs of our learners. These are outlined, in brief, below:</p> <p>Accelerated Reader is a Promising Project funded by the EEF (Result pending Autumn 2019).</p> <p>Phonics teaching to be timetabled to develop learners' phonemic awareness. The aim is to systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.<br/>(Phonic teaching: EEF 4 months' progress)<br/>This approach will support our children in order to close the gap by raising attainment and therefore progress.</p> <p>One of the most effective <b>teaching</b> strategies for ensuring high levels of fluency and accuracy is <b>Precision Teaching</b>. <b>Precision Teaching</b> involves short one minute tasks to build skills by practising them regularly.<br/><a href="https://www.sendgateway.org.uk">https://www.sendgateway.org.uk</a></p> <p>(EEF states reading Comprehension strategies add +6 months' progress).</p> | <p>frequency) and accurately delivered.</p> |  |  |
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|  | <p>rigorously through provision mapping.</p> <p>GDS</p> <p>CPD for staff so they are skilled at delivery the interventions undertaken within the school.</p>  | <p>Additional provision for potential GDS children who are reluctant readers.</p>  |  |   |  |
| <p><b>Writing: Spelling</b></p> <p>A. Pupils making better than expected progress in writing in order to diminish the difference with their peers.</p> <p>B. Disadvantaged pupils with SEND pupils make strong progress from their starting point.</p> | <p><b>Spelling:</b></p> <p>Running highly effective catch up programmes for those children underachieving or falling behind.</p> <p>Precision teaching</p> <p>Apples and Pears</p> <p>CPD for staff so they are skilled at delivery the interventions undertaken within the school.</p>   | <p><b>Spelling:</b></p> <p>Additional support is required for those children that are falling behind their peers so the gap between them and their non-disadvantaged peers.</p> <p>The rationale for precision teaching is outlined above.</p>   | <p>By ensuring:</p> <p>high quality resources are in place to support and run the interventions.</p> <p>adults have the support, training and skills needed to run the intervention successfully.</p> <p>there is training for additional staff in these interventions and support for their development.</p> <p>the interventions are undertaken in line with the expectations of that interventions (time and frequency) and accurately delivered.</p> | <p><b>Lead:</b><br/>CJ<br/>(Reading/SPaG Lead)</p> <p><b>Support:</b><br/>LR SENDCo</p> | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |
| <p>E. Pupils' psychological barriers to learning are removed.</p>  | <p><b>Emotional Literacy Support</b></p> <p>ELSA (An Emotional Literacy Support Assistant) to work with targeted children to support their social and emotional well-being and prepare them to be ready to learn.</p> <p>Funding the salary of one ELSA.</p> <p>Funding the training of an additional Teaching Partner to become an ELSA.</p> | <p><b>Emotional Literacy Support</b></p> <p>Many of our children are not ready to learn because they struggle to self-regulate; have low self-esteem; struggle to form positive friendships with their peers, have complex family situations or lack confidence and resilience. We need to proactively address these issues if our children are to be happy and successful in school.</p> <p>EEF TOOLKIT states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> | <p>By:</p> <ul style="list-style-type: none"> <li>meeting regularly with the ELSA to review support and the data tracking impact.</li> <li>providing time and resources to ensure it can be implemented effectively.</li> <li>ensuring all stakeholders are supportive of the intervention and provide quality assessment to increase the success of the approach.</li> </ul>  | <p><b>Leads:</b> LR<br/>(SENDCo)<br/>BM (ELSA)</p> <p><b>Support:</b> BL (New ELSA)</p> | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |

|   | <p>Funding the salary of a Family Support Worker (FSW) to work with parents and children.</p> <p>To support non-contact time for teachers so they can work with the ELSA to ensure the work from this intervention can be embedded in classroom practice.</p>   | <p>If children's psychological needs (Maslow's Hierarchy of Need) are being met then they will be ready to learn.</p>   | <ul style="list-style-type: none"> <li>ensuring teachers support and develop the practice within the classroom.</li> </ul>  |   |  |
|---|---|---|---|---|--|
| <b>Total budgeted cost</b>                                |   |   |   |   | £25,000  |
| <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>                |
| F. Increased attendance rates for pupils eligible for PP. | <p>Fund breakfast club.</p> <p>Fund a Family Support Worker (FSW) to work with parents to overcome barriers to non-attendance.</p> <p>Fund non-contact time for the attendance Lead to work alongside the FSW.</p> <p>To track the attendance percentages of disadvantaged; disadvantage SEND and disadvantaged girls and boys separately so patterns and trends can be identified to help raise attendance levels.</p> | <p>If children are to succeed in school, they need to be in school. Investing time in working with parents to raise their children's attendance and helping them to understand the importance of education will ensure their children reach their full potential.</p> | <p>By:</p> <p>Ensuring the FSW has time to work with the parents to build relationships and offer advice and support.</p> <p>Ensuring the FSW and Attendance Lead to work together so that there is an increased chance of success.</p> | <p><b>Leads:</b> EF (FSW)<br/>SR (Attendance Lead)</p> <p>Support:<br/>LR (PP Lead)</p> | <p>November 2019</p> <p>January 2020</p> <p>April 2020</p> |
| <b>Total budgeted cost</b>                                |   |   |   |   | £5,000   |

| 6. Review of expenditure  |   |  |   |                         |
|---|---|--|---|-------------------------|
| Previous Academic Year  |   | 2018 to 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:<br><b>£70,000</b> |
| <p><b>A.</b><br/><b>Reading:</b><br/>Pupils making better than expected progress in reading in order to diminish the difference with their peers.</p> | <p><b>Reading:</b><br/>Daily whole class guided reading sessions across the school. Children have access to higher texts and reading and comprehension skills are explicitly taught.</p> <p>Cracking Comprehension scheme of work to support the teaching and learning of reading comprehension skills as well as provide an ongoing accurate assessment of pupils' attainment and progress.</p> <p>CPD focus: Teaching and learning during whole class guided reading.</p> | <p><b>Reading measure of success:</b><br/><b>At least all underachieving disadvantaged children without SEN make above expected progress from their KS1 results by the end of Key Stage 2.</b></p> <p><b>Disadvantaged:</b><br/><b>Reading:</b><br/><b>Whole school analysis:</b> 42% (5 out of 12 children) who were working below EXS at the end of KS1 are now at least EXS. 1 of the 5 has moved to GDS. These children are on track to meet the desired outcome.</p> <p><b>End of KS2 2019 (Year 6):</b> At the end of KS1: 50% EXS (2 children) and 50% GDS (2 children). At the end of KS2: 75% EXS and 25% WTS.</p> <p><b>The GAP between disadvantaged and non-disadvantaged has been reduced from 36% (End of KS1) to 25% during the academic year 2018 to 2019.</b></p> <p><b>Partially met</b></p> | <p><b>Reading:</b></p> <p>When disadvantaged children start at Park Junior School they have embarked on a 4-year journey with us. Due to the complexities of their lives and their educational needs it is important that we develop the whole child in order for them to be successful and that we build sustainable improvement over time rather than 'quick' fixes. However, it is also important that we treat children as individuals and know when to challenge and stretch and when to support each child. Targets for these children, therefore, need to be refined. Tracking of their progress, as a group, against targets is complex as they can all face such different combinations of barriers to learning and so their targets need to be very individual to them.</p> <p>In the academic year, 2019 to 2020, we will continue to develop the whole class guided reading teaching and learning for all children as this is having the desired impact for us as a school. It is crucial that all children take part in these lessons as they are supported to access high quality texts and to build upon their comprehension skills. Teachers skilfully use targeted questioning and additional adult support to ensure all children can access the learning.</p> <p>However, in 2019 to 2020, in order to continue to improve outcomes for reading and to promote strong progress there is a need for additional targeted support to be the focus for the PP funding so gaps can be closed between disadvantaged children and their peers,</p> <p>Therefore, although the 'desired outcome' will remain the same the 'chosen action/approach' will be different for 2019 to 2020.</p> |                         |

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| <p><b>A.</b><br/><b>Writing:</b><br/>Pupils making better than expected progress in writing in order to diminish the difference with their peers.</p> | <p><b>Writing:</b><br/>Staff training on the Talk for Writing (T4W) process, explicitly 'Reading as a Reader' and 'Reading as a Writer'.<br/>Staff CPD: Guided Write.</p> <p>Staff training:<br/>Accelerating the progress of underachieving children. T4W external consultant to review current practice and support initial staff CPD.<br/>Visit other schools to observe good practice with regards to the support of children falling behind in writing and those needing early writing support.<br/>Share best practice within school.</p> | <p><b>Writing measure of success:</b><br/><b>At least all underachieving disadvantaged children without SEN make above expected progress from their KS1 results by the end of Key Stage 2.</b></p> <p><b><u>Disadvantaged NON SEND:</u></b><br/><b>Writing:</b><br/><b>Whole school analysis:</b><br/>7% (1 out of 14) of those underperforming at KS1 have made above expected progress at the end of 2018 to 2019.</p> <p><b>End of KS2 2019 (Year 6):</b> 100% (1 child) of those underperforming at KS1 have made above expected progress at the end of KS2 in the academic year 2018 to 2019</p> <p>Not met</p> | <p><b>Writing:</b><br/>Improving writing outcomes is complex and takes time. Having a 4 year, robust improvement plan, will be key if we are to ensure they are ready to start secondary school by the time they leave us. As outlined above, for most of these children there are not any 'quick fixes'.</p> <p>Therefore, In the academic year 2019 to 2020 writing needs to be a continued focus for us. Therefore, the use of PP funding to support the development of high quality teaching and learning of writing within the classroom has remained this year. The writing action plan will reflect the actions to be taken to ensure we move closer to achieving our desired outcome for writing and meeting the success criteria.</p> <p>In 2019 to 2020 additional PP funding will be used to support the development of writing, providing targeted support to help us achieve our aims. Spelling will be the area of focus for this targeted support as this has been identified as an area of development for the coming academic year.</p> |  |
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| <p>B. SEND pupils make strong progress.</p> | <p><b>Reading:</b><br/>Guided Reading Sessions: SEN children to receive targeted support during these sessions to accelerate their progress.</p> <p>CPD: Subject leads, teachers and TAs to visit other schools to observe good practice with regards to the support of children with SEN and accelerating progress.</p> <p>Progress tracked robustly with PM benchmarking and used to inform planning for these children.</p> | <p><b>Reading measure of success:</b><br/>All pupils with SEN to achieve their challenging Key Stage 2 targets by the end of KS2.</p> <p><b>Reading:</b><br/><b>Whole school analysis:</b><br/>Children with EXS target: 3 out of 6 children (50%) are on track.<br/>Children with GDS target: 1 out of 2 children (50%) are on track.</p> <p><b>End of KS2 2019 (5 children)</b><br/>60% met their target<br/>20% exceeded target<br/>20% did not achieve their targets.<br/>Targets were set in line with their KS1 data and FFT Aspire.</p> <p>Partially met (I.e. for children working towards EXS and GDS targets and for the Year 6 children).</p> | <p>This approach will be continued within school, however, will not be funded by the PP funding.</p> <p>The use of the PP fund with regard to improving outcomes in reading for disadvantaged children has already been outlined above and will be explained in greater detail in the 2019 to 2020 strategy.</p> <p>Measuring progress for SEND pupils can be complex and so therefore the targetsoften require additional differentiation to meet their personalised needs and do not always involve moving from one assessment point to another i.e. WTS (Working Towards the Standard) to EXS (At Expected Standard), EXS and GDS (Greater Depth Standard). In light of this we are constantly reflecting upon the ways we can develop and improve our tracking for ALL children. Therefore,, from September 2019 our assessment procedures have been refined so we can capture the small steps of progress more precisely for those children working significantly below their year group. We will continue to make progress through porvisio mapping for those children erquirign additional support.</p> |
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| <p>B.SEND pupils make strong progress.</p> | <p><b>Writing:</b><br/>CPD: Guided Write</p> <p>CPD: Work accurately differentiated to meet the needs of SEN children, so they can make strong progress. T4W external consultant to review current practice and support initial staff CPD.</p> | <p><b>Writing measure of success:</b><br/>All pupils with SEN to achieve their challenging Key Stage 2 targets by the end of KS2.</p> <p><b>Writing:</b><br/><b>Whole school data:</b><br/>Children with EXS target: 3 out of 7 children (42%) are on track.<br/>Targets are set in line with KS1 data and FFT Aspire and using these parameters no children currently have a GDS target.</p> <p><b>End of KS2 2019 (5 children)</b><br/>83% met their target which was set in line with their KS1 SATs results.<br/>17% did not achieve their target.</p> <p>Partially met (I.e. for children working towards EXS and GDS targets and for Year 6 children).</p> | <p>Progress is made and measured in many different ways for children with SEN. This can be in an identical way to their non-SEN peers or in a way that demonstrates progress from their particular starting point as it may be widely different to that of their peers. At Park Junior we take all that in to account when demonstrating strong progress. This is why only progress against EXS and GDS targets have been quoted here. For children who are working significantly below their peers a different target setting approach is being adapted and refined ready for September 2019 (as explained above). We will continue to make progress through porvisio mapping for those children erquirign additional support.</p> <p>As outlined previously in this document, writing continues to be a particular focus for us and so PP funding will continue to be used to support high quality teaching both in class and with interventions. This is reflected in the new PP strategy for 2019 to 2020.</p> |
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| <p><b>C.</b><br/>In their written work and when articulating themselves orally pupils using a broad vocabulary.</p> | <p>CPD: focusing on the development of a vocabulary rich curriculum.</p> <p>Introduce and embed P4C across the school.</p> <p>Develop a curriculum which promotes discussion and debating.</p> <p>Provide sentence stems to scaffold children's articulation.</p> | <p><b>Measure of success:</b> Pupil's spoken and written work (across the curriculum) demonstrates an increasingly broad and varied vocabulary.</p> <p>Teaching and learning practice has been developed in 2018 to 2019 to help support the development of vocabulary i.e. to close the WORD GAP. However, this is a long term investment for us as 'quick fixes' do not work with the vast majority of our disadvantaged children.</p> <p><b>Not met.</b></p> <p><b>P4C was not introduced as we decided to explore the Chris Quigley 'Making It Stick' approach further instead.</b></p> | <p>Extending and developing children's vocabulary is crucial if they are to reach their full potential. To obtain this outcome and meet the success criteria the decision was made to continue to further develop this approach across the school in the academic year 2019 to 2020.</p> <p>From September 2019 we are launching our 'Making It Stick' curriculum which has been designed to meet the needs of our children both to develop their long term memory and to extend their vocabulary; the PP funding will be used to support this.</p> |
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| <p>D.<br/>Interactions between adults and pupils encourage pupils to work independently; challenge themselves to achieve more and have the confidence to have a go.</p> <p>Feedback from adults and peers develops pupils' self- belief and I can't (yet) attitude to learning.</p> | <p>Staff CPD focusing on the quality of talk between adults and peers.</p> <p>PM targets for teaching assistants to focus on this element of their practice.</p> <p>Develop feedback between adults and pupils and between pupils and pupils across the curriculum.</p> <p>Develop growth mindset approach across the curriculum. (I can't yet. FAIL – First attempt at learning)</p> | <p><b>Measure of success:</b><br/>All pupils to achieve their Key Stage 2 targets year on year for reading and writing. The target for combined reading, writing and maths across the school for PP children is also met.<br/>Books across the curriculum demonstrate progress.</p> <p>As highlighted above the reading and writing outcomes have been partially met</p> <p><b>Partially met with regards to the meeting of targets. However, observations of classroom practice demonstrated the high quality support teaching assistants were providing to children with a wide range of abilities with an increased focus on developing the independence of children who are working at a lower level to their peers.</b></p> | <p>Focusing on interactions between adults and children and upon feedback is going to continue to be a focus for us as a school and will form part of the CPD package of support for staff in 2019 to 2020. This remains important as we are about to embark on our new 'Making it Stick' curriculum where the importance of adult pupil interactions will be crucial to its success i.e. through the quality of questioning within the classroom as well as through the impact of individual and collective feedback.</p> |
| <p><b>ii. Targeted support</b></p>  |   |  |  |

| 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<br><b>£25,000</b> |
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| <p>A. Pupils making better than expected progress in reading and writing in order to diminish the difference with their peers.</p> <p>B. SEND pupils make strong progress.</p> | <p><b>Reading Interventions:</b><br/>Running highly effective catch up programmes for those children underachieving or falling behind.</p> <p>Cracking Comprehension: sessions targeted at children underachieving or falling behind.</p> <p><b>Writing:</b><br/>Pre-teaching and overlearning introduced across the school.</p> | <p><b>Reading measure of success:</b><br/>At least all underachieving disadvantaged children without SEN make above expected progress from their KS1 results by the end of Key Stage 2.</p> <p><i>Partially met (see evidence above)</i></p> <p><b>SEND Reading measure of success:</b><br/>All pupils with SEND to achieve their challenging Key Stage 2 targets by the end of KS2.</p> <p><i>Partially met (see evidence above)</i></p>  | <p>Dancing Bears and comprehension interventions have demonstrated good progress for the children targeted in 2018 to 2019 and so will be continued in 2019 to 2020.</p> <p>Pre-teaching is at the 'developing stage' and so needs to be further embedded in practice in the coming academic year.</p> <p>In 2019 to 2020, we will broaden the range of interventions that we provide so we can maximise the impact we have on outcomes for children.</p>   |                        |
| <p>E. Pupils' psychological barriers to learning are removed.</p>  | <p>Train a Teaching Partner to become an ELSA (An Emotional Literacy Support Assistant).</p> <p>ELSA to work with targeted children to support their social and emotional well-being and prepare them to be ready to learn.</p>  | <p><b>ELSA: Measure of success:</b> Pupils feel happy at school and are ready to learn so they can reach their full potential.</p> <p>All the children that took part in this intervention benefitted from it emotionally, this is demonstrated in the robust tracking of this support. Teachers, staff and parents were involved in this process which helped contribute to its success.</p> <p><i>Partially met as some children will require on-going support and some children will need support for the first time. It is crucial that we are able to provide this support for these children if they are to be ready to learn.</i></p> | <p>This initiative was undertaken with an action research approach and so was constantly being reviewed and adapted in order to meet the outcome and success criteria. All stakeholders contributed to the success of the ELSA and robust and rigorous monitoring was undertaken throughout the year, along with thorough provision mapping.</p> <p>This approach will continue in academic year 2019 to 2020. Such was the success of this approach that another TP will be trained as an ELSA this year to further strengthen this area of support.</p> |                        |

| iii. Other approaches                                     |  |  |      |  |               |                   |     |              |       |       |      |               |       |       |      |  |  |
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| 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 £2,000   |                   |     |              |       |       |      |               |       |       |      |  |  |
| F' Increased attendance rates for pupils eligible for PP. | <p>Develop the attendance lead role.</p> <p>Create reports to track trends in attendance.</p> <p>Work with parents to build trust.</p> | <p><b>Measure of success:</b> Pupils' attendance to be in line with their peers by the end of the current academic year.</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2017 to 2018</td> <td>93.61</td> <td>96.63</td> <td>3.02</td> </tr> <tr> <td>2018 to 2019:</td> <td>94.63</td> <td>97.11</td> <td>2.15</td> </tr> </tbody> </table> <p>The gap between the attendance of disadvantaged and non-disadvantaged children has reduced from 3.02% to 2.15% and so the target has been <b>partially met</b>. However, they are not in-line with their peers yet.</p> |      | Attendance   | Disadvantaged | Non-disadvantaged | Gap | 2017 to 2018 | 93.61 | 96.63 | 3.02 | 2018 to 2019: | 94.63 | 97.11 | 2.15 | <p>As a school we still need to focus on raising the attendance as there is still a gap between disadvantaged and non-disadvantaged attendance. As attending for 4½ days a week i.e. 90% attendance is the same as missing 4 weeks of school every year it is crucial this remains a focus for us so our children are in school and accessing high quality teaching on a daily basis.</p> <p>He outcome will stay the same but the actions for 2019 to 2020 will be outlined in the new PP strategy.</p> |  |
| Attendance  | Disadvantaged  | Non-disadvantaged  | Gap  |  |               |                   |     |              |       |       |      |               |       |       |      |  |  |
| 2017 to 2018  | 93.61  | 96.63  | 3.02 |  |               |                   |     |              |       |       |      |               |       |       |      |  |  |
| 2018 to 2019:   | 94.63  | 97.11  | 2.15 |  |               |                   |     |              |       |       |      |               |       |       |      |  |  |

### 1. Additional detail

A wide variety of sources of information were used to assess the impact of the choices made with regard to the use of the PP funding in 2018 to 2019. Some of this information can be shared above but some is extremely confidential and cannot be published publically in the event that it might support the identification of individual children within the school. Data, both quantitative and qualitative, has been used to assess impact but so has the knowledge of individual children with regards to their personal circumstances as well as their individual educational needs.

SEND children, in particular, can have very complex needs and so if their data is analysed as a group this can lead to generalisations about the impact of the support in place. As a school, we intend to continually develop the targets for SEND children so their individual needs are taken into account and precisely planned for i.e. through high quality support within the classroom; through the provision of interventions and through the implementation of My Plan (+) / EHCP (Educational Health Care Plans) actions.

As outlined in the 2018 to 2019 PP strategy, 1 in 3 of the disadvantaged children at our school also have SEN. When this group is split into disadvantaged SEND and disadvantaged NON-SEND then we have been able to gain a clearer picture of the provision and support that is required.