

Ludlow Junior School

Pupil Premium Strategy – 2018/19

At Ludlow Junior School we believe in 'Achievement by All' and we are dedicated in providing the very best for every pupil. Through our pastoral care and by tracking the progress of all pupils carefully, we monitor children who are at risk of not making the expected progress. This leads to us planning and providing support so that all children can reach their full potential.

Barriers to Learning

The main barriers to educational achievement at Ludlow Junior School have been identified as follows:

Special Educational Needs (SEND)	SEND pupils have a learning difficulty or disability which calls for special educational provision to be put in place for them. 30% of Pupil Premium pupils at Ludlow Junior School are registered as SEND learners. A small proportion of these SEND learners also have an EHCP
Emotional Literacy	Emotional literacy refers to a child's ability to recognise, understand, handle and appropriately express emotions. Due to a range of factors such as low self-esteem and life circumstances, emotional and behavioural needs can restrict pupil progress and lead to disengagement from school life.

Attendance / punctuality	Current attendance records show that 41.5% of Pupil Premium pupils have an attendance of 95% or below, 24% an attendance of 90% or below and 12.5% an attendance of 85% or below.
Communication and Language	Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.
Low prior attainment	Low prior attainment requires rapid progress in order to meet age related expectations. Additional learning opportunities are required.

Pupil Premium Grant 2018/19 - £261,360.00

Spend of Pupil Premium for 2018/19

Intervention/ Resource	Intended Outcome	How will this address barriers to learning?	How will the school measure the impact?
Pupil Premium lead – Director of Coaching and Teaching	<p>Overview of standards with a focus on achievement and progress of PP pupils.</p> <p>Monitor and evaluate impact of interventions and pupil premium provision.</p> <p>Analyse data and identify key priorities.</p> <p>Provide support and training for all staff.</p>	<p>Interventions impact on standards for PP pupils.</p> <p>Teachers and staff are supported and feel confident in the provision they are providing for PP pupils.</p> <p>Raise in attainment for PP pupils.</p>	Data and gap analysis

<p>Monitoring progress of PP pupils and action planning as a result</p> <ul style="list-style-type: none"> - Testing materials - Senior leaders to complete learning walks, book scrutiny and data analysis with a focus on PP pupils. 	<p>All class /set teachers have a clear overview of the attainment and progress of PP pupils they teach with clear actions to address under-achievement. Close monitoring of the impact of these actions.</p>	<p>Raise in attainment for PP pupils.</p>	<p>Data and gap analysis Scrutiny of test outcomes Book scrutiny Classroom visits</p>
<p>Quality first teaching</p>	<p>There to be a shared agreement about the importance of quality first teaching and its significance for children from disadvantaged backgrounds (Sutton Trust 2011) Intervening in a timely fashion to ensure daily learning intentions are met by all to reduce any gaps.</p> <p>Staff training, support with planning and in class to with a focus on PP pupils and their learning experience.</p>	<p>Reduction in attainment gap between PP pupils and all other children.</p>	<p>Data and gap analysis</p>
<p>Interventions</p> <ul style="list-style-type: none"> - Maths basic skills - Spelling / handwriting - Y6 Aspire groups 	<p>Personalised support and small group intervention to address misconceptions and gaps in learning provide support and extend pupils' learning in and out of class.</p>	<p>Raise in attainment for PP pupils</p>	<p>Data and gap analysis</p>

<p>Additional, specialist intervention Wellbeing lead</p>	<p>Wellbeing lead oversees wellbeing of PP pupils, meets with external agencies, plans and monitors support, feeds back to teachers / senior leaders.</p>	<p>Greater pupil engagement in the curriculum. Greater pupil wellbeing. Improved parental engagement.</p>	<p>Data and gap analysis Observation of PP pupils in classroom Pupil records</p>
<p>Additional, specialist intervention ELSA work</p>	<p>ELSA support for Pupil Premium children- both planned times and reactive work based on need.</p> <p>Meet and greet for vulnerable pupils as they come to school in the morning</p>	<p>Increased pupil wellbeing, leading to settled day in school.</p>	<p>Data and gap analysis Observation of PP pupils in classroom Pupil records</p>
<p>Additional, specialist intervention Speech and Language</p>	<p>Pupils receive regular, additional support from designated LSA and this is fed back to class teachers so that strategies can be implemented in class.</p>	<p>Support received and increased ability of pupils to successfully access learning.</p>	<p>Data and gap analysis Observation of PP pupils in classroom Feedback from teachers</p>
<p>Additional, specialist intervention Learning Mentors</p>	<p>Learning mentors to support pupils in school who have barriers to their learning. Pupils to be taught strategies through weekly targets to break down these barriers.</p> <p>Other RAMP roles in place to motivate and engage pupils in school life, giving additional responsibilities.</p>	<p>Pupils are inspired, motivated and engaged in their learning.</p> <p>Pupils take pride in the additional responsibilities they have been given, leading to motivated learners.</p>	<p>Data analysis Pupil interviews Impact on pupil outcomes Attendance figures</p>

	CFK Crew – Lunchtime roles Playground Pals – supporting friendships on the playground Site Squad – helping the site team, around the school		
Additional, specialist intervention RAMP at lunch	Identified children to spend time in a nurturing environment at lunchtime, learning social skills through fun activities.	Pupils have a settled lunchtime and are ready to learn in the afternoon. Pupils develop social interaction skills.	Afternoon classroom visits CPOMS behaviour entries Pupil interviews
Review of reading provision	Introduction of richer learning tasks based on carefully chosen texts to promote deeper understanding. Focus on PP pupils and their ability to access this learning, actions planned accordingly.	Increase in pp pupils achieving the high mark in reading test	Data analysis Test scrutiny
Breakfast provision	Identified children invited to come for breakfast before the start of the school day, sharing this time in a nurturing environment.	Pupils have a settled start to the day and have opportunities to share worries or concerns.	Attendance figures CPOMS – behaviour entries
External services Speech and language Ed Psych SAOS	Appropriate external agencies are bought in to support the needs of vulnerable pupils.	Vulnerable pupils and their families are well-supported. Vulnerable pupils are accessing their learning positively	Attendance figures Pupil records

<p>Attendance lead Attendance working party</p>	<p>Attendance lead monitors pupil attendance closely, communicating with parents when necessary and putting in actions in place to lead to improvements.</p> <p>Attendance working party meet regularly to review pupil attendance and plan action accordingly.</p>	<p>Attendance figures improve and this impacts positively on pupil outcomes.</p>	<p>Attendance figures</p> <p>Pupil outcomes – data analysis, book scrutiny etc.</p>
<p>Coaching programme</p>	<p>Coaching for teachers / support staff with a focus on provision for PP pupils.</p>	<p>Teacher / support staff confidence in delivery of provision with a focus on PP pupils.</p>	<p>Data and gap analysis Classroom visits with a focus on PP pupils Book scrutiny with a focus on PP pupils.</p>

Pupil Premium data – impact of funding

2018 – KS2 outcomes

	Ludlow Junior PP pupils	Ludlow Junior All pupils	Gap	National PP pupils	Gap – Ludlow Junior PP / National PP
	At expected / High mark				
Reading (test), Writing (TA), Maths (test)	67.3%	75%	-7.7%	50.9%	+16.4%
	5.8%	9.3%	-3.5%	4.4%	+1.4%
Reading (test)	80.8%	81.4%	-0.6%	64.3%	+16.5%
	17.3%	32.1%	-14.8%	17.8%	-0.5%
Writing (TA)	82.7%	87.1%	-4.4%	67.7%	+15.0%
	13.5%	21.4%	-7.9%	11.3%	+2.2%
Maths (test)	82.7%	85.7%	-3%	64.1%	+18.6%
	15.4%	19.3%	-3.9%	13.8%	+1.6%

Closing of the gap – 2016/17 2017/18

	Gap between PP pupils ALL pupils and 2017	Gap between PP pupils ALL pupils and 2018	Close in gap?
Reading (test), Writing (TA), Maths (test)	-15%	-7.7%	Yes – 7.3%
	-8%	-3.5%	Yes – 4.5%
Reading (test)	-11.7%	-0.6%	Yes – 10.5%
	-7.7%	-14.8%	No +7.1%
Writing (TA)	-14.9%	-4.4%	Yes – 10.5%
	-8.5%	-7.9%	Yes – 0.6%
Maths (test)	-8.3%	-3%	Yes -5.3%
	-6.5%	3.9%	Yes -2.6%

2017 – KS2 outcomes

	Ludlow Junior PP pupils	Ludlow Junior All pupils	Gap	National PP pupils	Gap – Ludlow Junior PP / National PP
	At expected / High mark				
Reading (test), Writing (TA), Maths (test)	47.3%	62.3%	-15%	47.6%	-0.3%
	3.6%	11.6%	-8%	3.6%	0%
Reading (test)	63.6%	75.3%	-11.7%	60.0%	+3.6%
	21.8%	29.5%	-7.7%	14.3%	+7.5%
Writing (TA)	76.4%	83.6%	-14.9%	66.0%	+10.4%
	7.3%	15.8%	-8.5%	10.0%	-2.7%
Maths (test)	69.1%	77.4%	-8.3%	63.5%	+5.6%
	23.6%	30.1%	-6.5%	12.9%	+10.7%