

Pupil premium strategy statement (primary)

1. Summary information					
School	Ludlow Junior School				
Academic Year	2017 2018	Total PP budget for 2017 20178 predicted	£266,640	Date of most recent internal PP Review	October 2017
Total number of pupils	573	Number of pupils eligible for PP	189 (33%)	Date for next internal review of this strategy	July 2018

End of Key Stage 2 data summary 2016 2017

DISADVANTAGED NOT DISADVANTAGED

LA = local L = Ludlow D = Disadvantaged ND = Not Disadvantaged							
Area	SS	100-109	110-114	115-120	100+	% High	Avg SS
Reading (test)	N D				59.3%	14%	101.3
	N ND				76.6%	29%	105.3
	L D				63.6%	21.8%	103.4
	L ND				82.4%	34.1%	105.8
Gap	N D				+4.3	+7.8	+2.1
	L ND				-18.8	-12.3	-2.4
Grammar, Punctuation & Spelling (GPS)	N D				66%	20.5%	103.6
	N ND				81.5%	35.1%	106.9
	L D				78.2%	30.9%	105.6
	L ND				87.9%	40.7%	108.2
Gap	N D				+12.2	+10.4	+2
	L ND				-9.7	-9.8	-2.6
Maths (test)	N D				63%	12.7%	101.6
	N ND				79.8%	26.7%	105.2
	L D				69.1%	23.6%	103.3
	L ND				82.4%	34.1%	105.9
Gap	N D				+6.1	+10.9	+1.7
	L ND				-13.3	-10.5	-2.6
Writing (teacher assessed)	N D				65.4%	9.8%	
	N ND				80.7%	20.9%	
	L D				76.4%	7.3%	
	L ND				87.9%	20.9%	

Gap	N D				+11	-2.5	
	L ND				-11.5	-13.6	

Headlines disadvantaged/ Non disadvantaged:

Strengths:

- Percentages of disadvantaged achieving at expected and the high mark is higher than national in reading, SPAG and maths
- Percentage of FSM achieving at the expected in writing is higher than national.
- Percentage increase at the expected and the high mark in reading and SPAG for disadvantaged compared to 2016.
- Percentage increase at the high mark for maths and writing for disadvantaged compared to 2016.

Focus areas:

- Percentage of disadvantaged achieving greater depth in writing compared to national
- Percentage of disadvantaged achieving at the expected in maths and writing compared to 2016 results.

2. 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.	Current accommodation restrictions and the impact on Quality First Teacher and impact for additional adults
B.	Maths – basic skills across the school.
C.	Writing – higher percentage of pupil premium achieving greater depth

D.	Reading, writing, SPAG for lower Key Stage 2 – progress and attainment needs to be accelerated (Year 3 cohort larger number of children than expected at pre key stage or working towards for reading and writing).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for Pupil Premium pupils – boys 94.1 girls 95.8 (whole school 96.9) This reduces school hours and could have an impact on learning and progress	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	With relation to accommodation restrictions – standard of Quality First Teaching maintained for all pupils. This will be measured through QPR (quality of provision reviews) and learning walks.	Pupil premium pupils and all pupils have access to quality first teaching, including use of AFL and cutaway so they can meet age related expectations
B.	Higher rates of attainment and progress for lower and middle achieving children eligible for pupil premium in maths. . This will be measure by the 2018 end of Key stage data.	Pupils eligible for pupil premium identified as lower ability and middle ability make as much progress as other pupils identified as middle/high ability in maths. As a whole school focus we want to see accelerated progress for all children in maths identified as lower and middle ability. Teaching is assessed regularly through termly Quality of Provision reviews, regular in class coaching and regular pupil progress meetings, learning walks, book scrutiny. Focus INSET on maths to be held Autumn term.
C.	Higher percentage of pupil premium achieving greater depth in writing. This will be measure by the 2018 end of Key stage data.	Percentage of pupils eligible for pupil premium will meet or exceed national data for pupil premium children achieving greater depth in writing. As a whole school we want to see higher percentage of children achieving greater depth in writing by the end of the year.
D.	Higher rates of attainment and progress across lower key stage for all pupils with relation to reading, writing SPAG. This will be measured through internal tracking and QPR.	Pupil eligible for pupil premium in lower key stage will make accelerated progress in the areas of reading, writing and SPAG. This will be measured through termly Quality of Provision reviews, regular in class coaching, regular pupil progress meetings, learning walks, book scrutiny.
E.	Attendance rates for Pupil Premium pupils – especially boys. This will be measured through half termly attendance data analysis.	Pupils will achieving improved attendance which is ideally inline or above our school target of 96.1% for all pupils.

4. Planned expenditure					
Academic year	2017 2018				
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?
Higher rates of progress for lower and middle achieving children eligible for pupil premium in maths	<p>Staff INSET with focus on maths</p> <p>Targeted coaching maths</p> <p>Learning walks</p> <p>Book Scrutiny</p> <p>Marking and feedback review</p> <p>Additional Teacher in Year 6</p> <p>HLTA upper and lower school</p> <p>Learning Support Assistants in the majority of classrooms</p> <p>Deployment of assistant heads to deliver basic maths skill interventions to targeted pupils across the school.</p>	<p>We want to invest pupil premium money in longer term change which will help all pupils.</p> <p>End of Key stage data 2016 2017 would suggest that maths progress and attainment for lower and middle ability children pupil premium and no pupil premium needs to be accelerated as there was a significant dip from 2016 results.</p> <p>Smaller set sizes in Year 6 and increased levels of personalisation. It is also a greater core subject resource to support non-moving pupils and secure greater levels of expected progress.</p> <p><u>Sutton Trust reducing class size + 3 months</u></p> <p>Our Learning Support Assistants receive high levels of training/coaching and through learning walks/Quality Provision Reviews and have shown within our school context that LSAs have good impact and are good value for money</p>	<p>Coaching and feedback</p> <p>Focus in staff meetings and INSET</p> <p>Learning walks</p> <p>Book and planning scrutiny</p> <p>Quality of Provision Reviews</p> <p>Pupil progress meetings</p>	Assistant head teachers and maths subject lead	January and July 2018
Review July 2018 – IMPACT	<ul style="list-style-type: none"> SATs outcomes in Maths for all children in 2018 have risen significantly, with further analysis of this data for Pupil Premium children to follow. <p>Maths at expectations 2017 – 77% Maths at expectations 2018 – 85.7%</p>				

<p>Higher rates of progress for lower key stage relating to reading, writing and SPAG</p>	<p>Planning support to ensure pitch is appropriate for the greater percentage of pre key stage and working towards on entry to year 3.</p> <p>Targeted coaching in lower school focusing on pre key stage children</p> <p>Learning walks Book Scrutiny</p> <p>Employment of HLTA in lower school to work in the mornings to support small groups</p> <p>Deployment of assistant heads to deliver basic skill interventions to targeted pupils across the school.</p>	<p>On analysis of KS1 data, it has become evident that there is a higher percentage of children who are pre key stage or working towards in writing and reading.</p> <p>With the demands of the new curriculum it is vital that we put in earlier intervention for all pupils in lower key stage ensure that they are meeting the expected standard ready to move to upper key stage 2.</p>	<p>Coaching and feedback</p> <p>Assistant heads overseeing planning to make sure pitch meets the needs for all children.</p> <p>Focus in staff meetings and INSET</p> <p>Learning walks</p> <p>Book and planning scrutiny</p> <p>Quality of Provision Reviews</p> <p>Pupil progress meetings</p>	<p>Assistant Heads</p>	<p>January and July 2018</p>
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**Review July 2018 –
IMPACT**

<p>Higher percentage of pupil premium achieving greater depth in writing. This will be measure by the 2018 end of Key stage data.</p>	<p>Staff training on writing moderation and independence in writing</p> <p>Targeted coaching focusing on HA in English</p> <p>Staff training of spelling</p> <p>Learning walks Book Scrutiny</p> <p>Additional Teacher in Year 6</p> <p>HLTA upper and lower school</p> <p>Learning Support Assistants in the majority of classrooms</p> <p>Deployment of assistant heads to deliver basic skill interventions to targeted pupils across the school.</p>	<p>End of Key stage data 2016 2017 shows that our percentage of pupil premium children achieving greater depth in writing is lower than national.</p> <p>Spellings was a key focus coming out of internal and cross school writing moderation. In some cases preventing the more able from achieving greater depth.</p> <p>Smaller set sizes in Year 6 and increased levels of personalisation. It is also a greater core subject resource to support non-moving pupils and secure greater levels of expected progress.</p> <p><u>Sutton Trust reducing class size + 3 months</u></p> <p>Our Learning Support Assistants receive high levels of training/coaching and through learning walks/Quality Provision Reviews and have shown within our school context that LSAs have good impact and are good value for money</p>	<p>Coaching and feedback</p> <p>Assistant heads overseeing planning to make sure pitch meets to the needs for all children.</p> <p>Focus in staff meetings and INSET</p> <p>Learning walks</p> <p>Book and planning scrutiny</p> <p>Quality of Provision Reviews</p> <p>Pupil progress meetings</p>	<p>Assistant head</p>	<p>Jan 2018</p>
<p>Review July 2018 – IMPACT</p>					
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Early intervention with any difficulties displayed in reading, writing, phonics – support children to make expected progress in lower key stage and any children who transfer mid year who may be in upper key stage</p>	<p>Fischer Family Trust Literacy intervention</p>	<p>There are children in lower Key stage who need individual targeted support – early identification of need based on in school assessments</p>	<p>Quality of Provision reviews of interventions by Aiming High Teacher and Senior Team – Termly Half termly progress reports</p>	<p>Assistant Head of wellbeing and inclusion</p>	<p>January 2018</p>
<p>Review July 2018 – IMPACT</p>					
<p>Early intervention with any difficulties displayed in reading, so children are supported to make expected progress in lower key stage and any children who transfer mid year who may be in upper key stage</p>	<p>1 to 1 and group targeted reading</p>	<p>Reading is identified as an area for accelerated progress in the school</p>	<p>Quality of Provision reviews of interventions by Aiming High Teacher and Senior Team – Termly Half termly progress reports</p>	<p>Assistant Head of wellbeing and inclusion</p>	<p>January 2018</p>
<p>Review July 2018 – IMPACT</p>					

Early intervention with any speech and language needs in order to remove barriers to learning as quickly as possible	Speech and Language and SALSA	There are a number of children in lower key stage who need support for Speech and Language, oral rehearsal skills to support academic progress. This will also include Narrative therapy groups and attention and listening groups.	Quality of Provision reviews of interventions by Aiming High Teacher and Senior Team – Termly Half termly progress reports	Assistant Head of wellbeing and inclusion	January 2018
Review July 2018 – IMPACT					
Higher rates of progress and attainment for Maths and SPAG in upper school	SPAG and maths Aspires during school day and after school (HLTA and teacher led) Year 6	Maths and SPAG are areas identified as needing accelerated progress	Quality of Provision reviews of interventions by Senior Team – Termly Half termly progress reports	Assistant Heads Year 6 Team Leader	January 2018
Review July 2018 – IMPACT					
Early intervention to support any mathematical gaps and basic skills.	Catch up Numeracy	To accelerate mathematical progress for those children who are currently not working within their year group curriculum	Quality of Provision reviews of interventions by Senior Team – Termly Half termly progress reports	Assistant Heads	January 2018
Review July 2018 – IMPACT					

Curriculum demands on cursive script handwriting	Hand gym/handwriting and touch typing	Identification through learning walks, book scrutiny and QPR of a group of children needing additional support with their handwriting	Quality of provision reviews Learning walks Book scrutiny	Assistant Heads	Jan 2018
Review July 2018 – IMPACT					
Children have the tools to become more self-reflective about their learning needs including their own behaviours for learning	Learning Mentors	<p>There has been a need identified to support children with the following areas:</p> <ul style="list-style-type: none"> • organisational skills • confidence • motivation • focus and attention span • behaviours for learning <p>We want children to be able to be more self reflective about their own needs and support them to develop strategies to manage these</p>	Quality of Provision reviews of interventions by Aiming High Teacher and Senior Team – Termly Termly progress reports	Assistant Heads	Jan 2018
Review July 2018 – IMPACT					
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?
Our nurture group offers a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in	Nurture Group: Our Sunrise Nurture group is a small group of 6 to 10 children staffed by two supportive, highly skilled adults.	There are children who we have identified who are in need of extensive support with their social and emotional needs and these needs are presenting at barriers to these children reaching their full potential	Quality of Provision reviews termly Nurture Group Network – Educational Psychology Team review	Assistant head of Wellbeing and inclusion	January 2018

<p>an inclusive, supportive manner.</p> <p>We want to ensure that the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. Ultimately learning behaviours improve and attainment and progress is increased</p> <p>Sutton Trust + 4 months</p>	<p>Our nurture group runs four afternoons a week.</p>				
<p>Review July 2018 – IMPACT</p>					
<p>Significant positive impact on the emotional wellbeing of our children. This will also impact progress and attainment. 'If you feel good, you learn good.' Sutton Trust + 4 months</p>	<p>Emotional Literacy Support Assistants (ELSAs) We have two ELSAs within the school. Their aim is to support the social and emotional needs of our children which could be any of the following; anxiety, shyness, low self-confidence, sadness, angry feelings or friendship problems. Family engagement is also a key part of the role.</p>	<p>We want to ensure that all our children have the emotional support they need to access quality first teaching.</p>	<p>Teacher feedback Observations Regular supervision</p>	<p>Assistant head of Wellbeing and inclusion</p>	<p>January 2018</p>
<p>Review July 2018 – IMPACT</p>					
<p>That all pupils attend school regularly and on time in order to achieve their full potential</p>	<p>Attendance Officer and buying into EWO service Attendance rewards</p>	<p>Attendance of pupil premium children is below the schools desired 96.1%</p>	<p>Two weekly Attendance Audit – key actions drawn up for each child with particular highlighting of Pupil Premium children</p>	<p>Assistant head of Wellbeing and inclusion</p>	<p>January 2018</p>

