

Ludlow Junior School

Pupil premium – key drivers – 2019 – 2020

Our funding - £249,980

The following areas have been identified as having a key impact on the attainment and progress of pupil premium pupils:

1. High quality teaching – there will be a conspicuous effort to raise the quality of teaching so that all pupils attain well and make strong progress from their starting points. There will be a distributed approach to this to maximise the impact of leadership and management at all levels
2. Engagement – we will focus on developing the engagement and enthusiasm of pupil premium pupils and will endeavour to support families in feeling part of the school community and able to support their children in making progress and raising attainment
3. Support for wellbeing – we are committed to ensuring a strong support network is in place for pupils and families in order to meet their needs around SEMH, including those factors which are prevalent in our locality
4. Opportunities – ensuring that there are many varied and diverse opportunities for pupils to further themselves, develop their skills set and make a positive contribution to school life
5. Attendance – we will ensure that there is a robust system for monitoring and supporting high levels of attendance with a focus on driving down persistent absence and improving both attendance and punctuality and rewarding improvements

<b>Desired outcome</b>	<b>Action/Approach</b>	<b>Implementation</b>	<b>Responsible</b>	<b>Review</b>
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Regular monitoring of lessons, learning and pupil outcomes by team leaders to consider effective planning leading to high quality pitch/pace/progress and increasing percentage of attainment at expected or higher	Team leaders to receive directed leadership time to monitor lesson delivery, pupil engagement and outcomes – reports to be provided to SLT	Team leaders SLT	Termly in line with quality of provision review (QPR) Outcomes reported to governors
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Team leaders to regularly review planning and pupil books through scrutiny leading to reports and action points	Team leaders to receive directed time to sample pupil books, review planning and critique outcomes	Team leaders SLT	Reports to be viewed by SLT on completion of directed time
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Team leaders to complete pre QPR briefing for SLT to inform the QPR process	Team leaders to work jointly with SLT to complete the pre QPR discussion and tasks	Team leaders SLT	Compare the pre QPR and work and critique with QPR outcomes
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	QPR – termly full day visit to year group to inspect and develop core and foundation teaching as well as daily routines	Termly QPR cycle established and delivered in all year groups	SLT	Review QPR outcomes with the next steps action planning and keep development points in focus

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Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Ensure the QPR process leads to a detailed action plan to secure next steps improvements in teaching and learning	QPR action plans developed by the SLT post QPR, shared with team leaders and teams	SLT	Ongoing review with team leaders, teams and governors
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Ongoing review of action plans by SLT and team leaders to identify progress and impact	Action plans used to inform directed leadership time, learning walks, planning and book scrutinies	SLT Team leaders	Ongoing reviews fed back to teams and governors by SLT
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Focused and individualised coaching plan for teachers based on QPR outcomes and learning walks	Weekly coaching timetables for all members of SLT and team leaders	SLT Team leaders	All coaching notes shared and used to develop individualised CPD for teachers
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	NQT coaching schedule	NQTs and NQT plus 1 to have an additional coaching schedule based on need to accelerate their progress and enhance teaching and learning	SLT coaches	All NQTs shown to be making at least good progress towards their personal and professional targets

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Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Weekly CPD via high quality staff meeting workshops focused on teaching and learning development priorities	Staff meetings used as weekly CPD opportunity with high quality input from team leaders, subject leaders, SLT and visitors	SLT based on analysis of development priorities	Termly linked to QPR and identified needs
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Regular release for pupil progress meetings to interrogate data, link to identified priorities and track individuals and groups	Regular use of pupil progress tracking meetings to analyse performance and improvement needs	SLT Team leaders Subject leaders Teachers	Termly linked to internal data timelines
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	High quality INSET training	Ensure that all INSET days have a CPD focus linked to high quality teaching	SLT	Review impact of the training via the use of QPR, learning, walks, book scrutinies, report to governors
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Continued input on the effective use of AfL to establish pupil starting points, learning needs and to ensure high levels of personalisation	All learning ealks and coaching to include focus on AfL	SLT Team leaders Subject leaders Coaches	Ongoing review of effective AfL and links to action plans

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Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Use visits to high quality partner settings to keep high quality teaching under review	Identify partner schools to undertake visits with and ensure they are quality assured by senior team	SLT	Report to governors on the impact of partners
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Ensure school continues to provide Q of T and AfL support to colleges and university	SLT to ensure that planned inputs are of high quality and impact positively on internal Q of T	SLT Staff providing input	To governors and providers (university)
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Critical look at all aspects of timetabling to ensure maximisation of input for pupils and the dedicated time to develop core skills	Timetable reviews, planning and analysis linked to action plan priorities	SLT Team leaders	SLT linked to action plans
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Cross referencing by SLT to confirm the needs of SEND and pupil premium pupils	Pupil tracking and provision maps identify pupils and their needs/opportunities	SLT SENDco Subject leaders	Termly linked to pupil progress meetings

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Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Target the use of additional adults, including volunteers with training, to meet the needs identified via pupil progress analysis	Plan of deployment for additional adults in order to meet need matched to quality provision	SLT Team leaders Subject leaders	In line with QPR and supplemental QPRs
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Targeted use of recognised external training, including for the NQT's via appropriate body	Target teachers for inclusion on specific external training and cover accordingly	SLT	Via subject leader updates
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Subject leaders provide high quality input based on external training and plan monitoring of impact	Regular training leading to CPD for the wider staff	Subject leaders SLT	CPD reported to governors
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Ensure good quality ICT available to teachers for planning, recording and teaching	IWbs in al rooms, new laptops for teachers, improved WiFi. Include teacher training sessions	SLT Subject leaders	SLT via QPR and reported to governors

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Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Effective use and deployment of additional adults in the classroom	Training and support for additional adults in relation to AfL, assessment, next steps planning, lapping the room, identifying groups and providing feedback	SLT SENDco	Via QPR and feedback to individuals
Close match of tasks and challenge to expectations and data points	All staff aware of the now and next position for all pupils to target high expectations and challenge	Training and support to link data to planning and expectation	SLT Team leaders	SLT
Ensure high quality teaching in all lessons including effective use of AfL, personalisation, differentiation and good pitch/pace/progress	Suitable testing and assessment materials in place	Implement effective materials	SLT	Termly data reviews
			<b>Planned costs</b>	<b>£165,000</b>

<b>Desired outcome</b>	<b>Action/Approach</b>	<b>Implementation</b>	<b>Responsible</b>	<b>Review</b>
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Ensure key units of work have exciting hooks to learning and are resourced accordingly	Subject leaders to review unit planning and ensure hooks are embedded and resourced	SLT Subject leaders	SLT
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Ensure lessons are engaging, limit teacher talk, improved pupil activity and task design	Regular coaching and training for staff on task and lesson design and how to identify engagement levels/outcomes	SLT Team leaders Subject leaders	Include in QPR reports Report to governors
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Continue to talk to pupils about their learning and interview them to consider outcomes	Pupil interviews linked to engagement and motivation	SLT Team leaders Subject leaders	Via QPR
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Through coaching and training ensure a consistent and positive approach to praise and reward in the classroom to promote engagement	Regular support and input for staff linked to policy, implementation and session design to promote engagement	SLT Team leaders Coaches	QPR Learning walks Book Scrutiny Pupil interview



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To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Monitor and develop curriculum content to ensure it is accessible and engaging for pupils	Via QPR and team leader monitoring/planning consider task design and content for engagement and motivation	Team leaders Subject leaders SLT	SLT
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Provide particularly targeted opportunities in the core and wider curriculum e.g. boys into books, vocal groups, Pe and sports	Regular targeted opportunities for pupils to excel in across the school curriculum	SLT Subject leaders	QPR
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Ensure a good range of high quality performance sports opportunities are in place across the school	Ensure the opportunity map is rich and varied	SLT Subject leader	Termly analysis of uptake
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Provide a wide range of voluntary opportunities for pupils to develop their skills, interests, talents and to make a positive contribution	Review and keep in focus the wide range of opportunities for the engagement of premium pupils e.g rampees, prefects, librarians, newshounds, playground pals, sports leaders	SLT Subject leaders Wellbeing team RAMP	Termly review of roles and responsibilities profiling the PP uptake

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To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	To ensure a wide range of parent friendly events bring parents into school, into contact with the team and engage them with learning	The school calendar reflects a broad range of opportunities for parents to get involved in school life, look at learning, celebrate pupil attainment and progress/talents	SLT Team leaders Subject leaders	Report to governors Parent questionnaires
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	To ensure teaching and learning focus events attract PP parents	Consider the timing and planning of events to make them accessible to target parents e.g reading evening	SLT Subject leaders	SLT
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Ensure high quality opportunities for PP pupils to be actively engaged with the curriculum e.g. reading to an adult, peer reading, class novel time, foundation skills etc	Ensure that well planned and matched opportunities exist for PP pupils to engage their interests and skills across the curriculum	SLT Subject leaders Team leaders Teachers	SLT

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To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	To ensure that there are a range of engaging ICT based opportunities for pupils to gain from	Continued review of Bug club, times tables software etc	SLT Subject leaders	SLT report to governors
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Ensure that there are opportunities for PP pupils to be rewarded and celebrated e.g. via the RAMP programme, mentors, trips/visits	Continue the RAMP rewards programme	SLT Mentors	SLT SIO Governors
To promote high levels of engagement and enthusiasm from premium pupils and their families in order to promote aspiration and ambition	Ensure focused training and development opportunities for parents e.g. reading, emotional first aid,	Regular provision for parents to engage with the school over pupil development	SLT	Report to governors
			<b>Planned costs</b>	<b>£12,500</b>

<b>Desired outcome</b>	<b>Action/Approach</b>	<b>Implementation</b>	<b>Responsible</b>	<b>Review</b>
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Meet and greet in place every morning for the most vulnerable pupils to support home-school transition	Meet and greet staff in place and visible to parents to support transition	SLT Wellbeing lead	SLT report to governors
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Daily breakfast provision in place for the most vulnerable pupils	Invited targeted provision in place and supporting wellbeing, attendance and SEMH	SLT Wellbeing lead	Report to governors
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Wellbeing lead targets the time of the ELSA to provide high quality well being support to identified pupils	ELSA timetable and provision for her supervision and training is in place and effective	SENDco Well being lead	Report to governors
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Wellbeing lead has clear case load of pupils with support needs identified and met	Wellbeing lead timetable in place and provides effective support	SENDco Wellbeing lead	Report to governors

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Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Wellbeing sessions available for identified parents to best meet their needs and those of the family	Weekly wellbeing sessions available to parents	SENDco Well being lead	Report to governors
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Break and lunch time fun club provision in place to support those pupils who would be vulnerable on the playground	Break and lunch clubs run daily through the sun room	SENDco Well being lead	Report to governors
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Well being lead supports safeguarding and child protection with meeting attendance, internal updates on PPNs and links to social care	Clear schedule in place to support and cover all meetings and to keep the internal spreadsheet up to date	Exec head Well being lead	Report to governors
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Well being lead liaises effectively with external agencies as required e.g. health, social care	Clear professional network in place and meet pupil needs/family needs	SENDco Well being lead	Report to governors

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Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Support for families provided and targeted over time e.g. Emotional First Aid EFA	Rolling programme in place for EFA	SENDco Well being lead Senior mentor	Report to governors SIO
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Clear referral pathways in place to external provision	Monitor family needs and refer as required	Well being lead	Report to SLT
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Provide wellbeing support and advice to the teaching team in relation to pupils	Wellbeing lead timetables and delivers staff sessions	Wellbeing lead	SLT

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Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Raising attainment mentor programme in place and has positive impact on pupils RAMP	Senior mentor to plan and implement RAMP for targeted pupils – in class support and target setting	SLT Senior Mentor	SLT SIO
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	RAMP radar in place to monitor and identify particular pupils and their needs	Senior mentor to liaise with SLT over the monitoring and provision	Senior mentor	SLT SIO
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	RAMPees volunteer scheme in place to encourage and motivate pupils	RAMP team identify roles/responsibilities and encourage pupils to take up the wide range of opportunities	Senior mentor	SLT
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Rewards linked to target achievements in place for RAMP pupils	Schedule of reward trips and visits available to pupils for meeting targets	Senior mentor	SLT

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Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Focused tracking of the RAMP data and pupil attainment / progress	Tracking and review procedures in place and inform planning	Senior mentor	SLT
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	RAMP provide support and feedback to teachers linked to pupil targets and profiles	Regular feedback from RAMP to staff and good quality 2 way feedback	Mentor team	SLT
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Regular meetings with parents to identify and celebrate pupil progress	Mentor team to schedule in liaison time with parents/carers, share targets and agree approaches	Mentor team	SLT
Targeted and effective support for the wellbeing of PP pupils and their families is in place and leads to improvements in self-esteem, confidence, attendance, outcomes	Training and support for parents/carers on what is RAMP, the RAMP approach and target setting/rewards	Mentor team to meet with parents to explain RAMP and get families onboard	Mentor team	SLT
			<b>Planned costs</b>	<b>£42,500</b>



Desired outcome	Action/Approach	Implementation	Responsible	Review
<p>Opportunities – ensuring that there are many varied and diverse opportunities for pupils to further themselves, develop their skills set and make a positive contribution to school life</p>	<p>Ensure that a broad range of opportunities exist for pupils to make a positive contribution and to encourage their sense of belonging, self esteem and confidence</p>	<p>Pupils to be bale to explore the benefits of volunteering and participating:</p> <ul style="list-style-type: none"> <li>- Head boy / girl</li> <li>- Prefects</li> <li>- Librarians</li> <li>- Sports leaders</li> <li>- Playground pals</li> <li>- Cuisine for Kids</li> <li>- Site Squad</li> <li>- Garden Guardians</li> <li>- Sports team members</li> </ul> <p>Clear need for training, development and monitoring of these roles and their impact and the related resources</p>	<p>Mentor team PE team</p>	<p>SLT</p>
			<p><b>Planned costs</b></p>	<p><b>£5,000</b></p>

<b>Desired outcome</b>	<b>Action/Approach</b>	<b>Implementation</b>	<b>Responsible</b>	<b>Review</b>
To have clearly established routines to monitor attendance, improve attendance and punctuality, drive down PA	AHT to have a clear remit to monitor and improve attendance with clear targets set and agreed	AHT to set up the procedures for monitoring and tackilg attendance/punctuality/PA (A/P/PA)	AHT Admin SLT	SLT termly to governors
To have clearly established routines to monitor attendance, improve attendance and punctuality, drive down PA	Clear daily and weekly procedures for the monitoring and responses to A/P/PA	AHT to have clear plan with admin and teachers for roles and responsibilities	AHT Admin SLT	SLT termly
To have clearly established routines to monitor attendance, improve attendance and punctuality, drive down PA	Devolved responsibility for teachers to be in contact with families to help drive up attendance	All teachers with regular prompts on the families to contact and invite in	Teachers AHT SLT Admin	SLT termly
To have clearly established routines to monitor attendance, improve attendance and punctuality, drive down PA	Clear hierarchical response to absence with agreed letters and timescales in place	Letters sent out promptly as thresholds met	Aht Admin	SLT termly
To have clearly established routines to monitor attendance, improve attendance and	Involvement of the EWO as each case meets the threshold	Regular meetings with the EWO to identify and tackle caseload	AHT Admin EWO	SLT termly

punctuality, drive down PA				
<b>Desired outcome</b>	<b>Action/Approach</b>	<b>Implementation</b>	<b>Responsible</b>	<b>Review</b>
To have clearly established routines to monitor attendance, improve attendance and punctuality, drive down PA	Regular rewards in place to celebrate attendance and improvements	Agreed rewards schedule in place and communicated to parents/carers. Pupil views sought	SLT AHT Admin	SLT
To have clearly established routines to monitor attendance, improve attendance and punctuality, drive down PA	Good habits newsletter to parents and carers supporting home routines and good attitudes to attendance and punctuality	Newsletter and attendance reminders out regularly	SLT AHT	SLT Governors
To have clearly established routines to monitor attendance, improve attendance and punctuality, drive down PA	Regular reminders about the impact of odd days off, impact of term time holiday	Newsletter reminders	AHT Admin	SLT
			<b>Planned costs</b>	<b>£25,000</b>