

# Wirksworth Juniors Pupil Premium Strategy Statement 2019-2020



1. Summary information					
School	Wirksworth Junior School				
Academic Year	2019/2020	Total PP budget	£27100	Date of most recent PP Review	Jan19
Total number of pupils	148	Number of pupils eligible for PP	22	Date for next internal review of this strategy	July 2020

2. Current attainment (2019 KS2 data)		
	Pupils eligible for PP (17pupils)	Pupils not eligible for PP
% achieving expected + standard in reading, writing and maths	59 %	83%
% achieving the expected + standard in reading	71 %	83 %
% achieving the expected + standard in writing	65 %	96 %
% achieving the expected + standard in maths	65 %	96 %

### 3. Barriers to future attainment (for pupils eligible for PP)

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

A	Some pupil premium pupils have SEND issues for cognition and learning.
B	Some Y5/6 pupil premiums are not moving on quickly enough in their writing to make good progress.
C	Some Pupil Premium eligible children have poor understanding of key mathematical concepts.
D	Some Pupil Premium children have a reading ability below that of their peers. (45%)
E	Very few pupils achieve greater depth in reading, writing and maths and combined, at the end of KS1 and KS2

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

F	A lack of life experiences impacts on writing and understanding of science and other foundation subjects.
G	Attendance rates for pupil premium pupils are below school targets.
H	For a large % of pupil premium pupils social/emotional difficulties and home circumstances have a detrimental effect on learning. Many are on the ACES scale

4. Desired outcomes and how they will be measured		Success criteria
<b>A.</b>	Pupil premium pupils with SEND issues for cognition and learning make more than expected progress across the year and receive the individual support needed. (Progress steps Dec 1 +, Mar 2+ and Dec 3+)	SEND pupils have access to support which enables them to meet IEP targets and make good progress compared to non-pupil premium SEND pupils.
<b>B.</b>	Y5/6 pupil premiums are moving on quickly in their writing to make good progress.	Pupil premium pupils making more than expected progress of 3steps.
<b>C.</b>	Pupil Premium eligible children have access to extra maths interventions to ensure they meet end of year expectations. (Progress steps Dec 1 +, Mar 2+ and Dec 3+) Maths targets for expected for pp is: Year 3= 71% year 4= 60% year 5= 60% year 6= 78%.	The gap between pp and others in every class begins to diminish in maths.  Maths Targets met for each year group.  Pupil premium pupils have the basic maths skills and interventions are having an impact on attainment in class.
<b>D.</b>	Through targeted interventions, pupil premium children have a good phonics knowledge that they use whilst reading.	The gap between pp and others in every class begins to diminish in reading. Phonics tests show pupils now know more sounds.
<b>E.</b>	Pupil premiums are targeted to meet their full potential so some pp achieve greater depth in reading, writing, maths and combined.  Maths GTS Targets set are: Year 3= 42% year 4=20% year 5= 50% year 6= 11% Writing GTS Targets set are: Year 3= 29% year 4= 20% year 5= 50% year 6= 11% Reading GTS Targets set are: Year 3= 29% year 4= 20% year 5= 50% year 6= 22%	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.  Measured in Y3, Y4, 5 and 6 by teacher assessments and tests.
<b>F.</b>	Opportunities are provided to enhance life experiences, which will also improve rates of progress in writing, science and other foundation subjects.	Pupils given opportunities to attend school trips, and activities. Improved rates of progress in reading and writing, compared to non-pupil premiums
<b>G.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.  Overall PP attendance to increase from 93.55% to 95%

<b>H</b>	PP pupils with social/emotional difficulties are given access to tailored support in school to improve their self-esteem and resilience.	Nurture support offered to pupils and Boxall profiles show evidence of improvements for key pupils.
----------	--	---

## 5. Planned expenditure 2019 to 2020

### 5a. Quality of teaching for all – improving classroom pedagogy

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?
A. SEND pupils have access to support which enables them to meet IEP targets and make good progress compared to non-pupil premium pupils	Smart targets on IEPs  Work with other agencies- SSEN, Ed Pys, MAT workers	A high proportion of PP are SEND (33%) therefore monitoring them more regularly by SENCO will ensure they are continuously making progress.	Smart targets to run for 6 weeks then to be reviewed by SENCO to ensure good progress is being made.  Reports to Governors	<ul style="list-style-type: none"> <li>Helen Taylor</li> </ul>	Oct 2019/December 2019/Feb 2020/March 2020/July 2020
B. Y5/6 pupil premiums are moving on quickly in their writing to make good progress.	Smaller class sizes, extra teacher employed.  Staff training on sequencing lessons.  Higher expectations of writing outcomes for pupils.  Pupils given 1:1 support to address misconceptions or edit work when needed.	First class teaching is effective at moving pupils on quickly and training staff to ensure sequencing work and they understand the end of year expectations.	Pupil premium progress meetings.  Book trawls weekly.  Lesson observations.  Reports to Governors.	<ul style="list-style-type: none"> <li>Isabel Webb</li> </ul>	Oct 2019/December 2019/Feb 2020/March 2020/July 2020
C. The gap between pp and others in every class begins to diminish in maths. Targets met from KS1.	Pre and post teaching by the class teacher and small group interventions given by the teacher whilst teaching assistants teaches the class.	Research shows teachers are more effective at moving pupils on, especially when input is bespoke to the needs of the pupils.	Pupil premium progress meetings.  Book trawls weekly.  Lesson observations.  Reports to Governors	<ul style="list-style-type: none"> <li>Isabel Webb</li> <li>Sharon Hytch</li> </ul>	Oct 2019/December 2019/Feb 2020/March 2020/July 2020
D. The gap between pp and others in every class begins to diminish in reading. Phonics tests show pupils	Whole class teaching focussing on specific areas of reading to be taught	Research shows teachers are more effective at moving pupils on, especially when input is bespoke to the needs of the	Pupil premium progress meetings.  Book trawls weekly.  Lesson observations.	<ul style="list-style-type: none"> <li>Isabel Webb</li> <li>John LeGood – county support</li> </ul>	Oct 2019/December 2019/Feb 2020/March 2020/July 2020

now know more sounds.	Training form county advisor on teaching reading areas.	pupils.	Pupil conferences. Reports to Governors.		
-----------------------	---	---------	---	--	--

**Total budgeted cost £5799**

### 5b. Targeted support

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?
c. The gap between pp and others in every class begins to diminish in maths. Targets met from KS1.	'Success@arithmetic' and 'First class in number' to be run as interventions.	Both interventions have proven track records of accelerated progress, based on external and internal data.	Close monitoring of the impact. Number age measured before and after interventions are run. Pupils assessed 5 times a year. Pupil progress reviews held.	Mandy Fentem Sharon Hytch	December 2019/March 2020/July 2020
D. The gap between pp and others in every class begins to diminish in reading. Phonics tests show pupils now know more sounds.	Extra phonics sessions taught in group size of 3 pupils. TAs used. Training form county advisor on teaching phonics and monitoring of this intervention.	Phonics taught to groups using letters and sounds. To be monitored rigorously and frequently in order to ensure this small minority group make accelerated progress. Support form county given.	Close monitoring of impact, through observations, learning walks, pupil progress meetings, pupil interviews, looking at home-school-link books. Phonics tests	Isabel Webb	December 2019/March 2020/July 2020

**Total budgeted cost £9544**

### 5c. 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?
H. Increased attendance rates	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Breakfast club	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.  Providing a free breakfast club has proved an effective enticement, it encourages pupils to attend school and to arrive promptly. They also benefit from a warm welcome from our Nurture staff and have a healthy start to the day.	Thorough briefing of learning mentor about existing absence issues.  PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.  Attendance reports written every half term. Actions taken to support pupils with attendance issues recorded on My Concern. Reviewed by governors and head-teacher and discuss the next course of action- i.e. referrals.	Sue Spencer	December 2019/March 2020/July 2020

I. Improved self-esteem and resilience	Nurture support is provided at lunchtime to support pupils with behaviour, emotional and social issues. This is a supportive provision which is use when pupils need support at dinnertime	Pupils have an opportunity to discuss friendship issues, supporting them activities such as circle of friends, discussions about actions they have taken and ways in which they can prevent negative behaviour happening again.		Sue Spencer Mandy Fentem	December 2019/March 2020/July 2020
<b>Total budget £11,760</b>					



# Wirksworth Juniors Pupil Premium Impact Statement 2018 to 2019

Review of expenditure for previous academic year 2018 to 2019 (Total £36,960)

6a. Quality of teaching for all				
Desired outcomes	Chosen action/approach	Estimated impact	Lesson learnt	Cost
A. Pupil premiums with SEND make good progress compared to	Smart targets on IEPs.  In class support addressing errors when needed  Work with other agencies- SSEN, Ed Pys, MAT workers	Reading and writing showed more than expected progress in SEND attainment.  Maths results do not show this as well for SEND pupil premiums	Support was very effective when it worked on the needs of the pupils immediate after work in class.  We need to look at research which supports SEND pupils in Maths and achieving the basics- Embedding Mastery maths next year.	£6418
B. Improved progress for high attaining pupils	Small group work for higher attaining pupils half termly by a teacher.	In reading 24% of year 6 achieved GD, and across the school despite no more GD pupils made accelerated progress compare their peers last year.	It was very effective to have a higher ability reading group to focus on reading in year 5/6. Could this happen in year 3/4?	£3510
6b. Targeted support				
Desired outcomes	Chosen action/approach	Estimated impact	Lesson learnt	Cost
C. Accelerated progress in mathematics	'Success@arithmetic' and 'First class in number' to be run as interventions.	Maths intervention showed improved in maths age, however this was not always seen in the classroom.	Make sure the intervention is run consistently for 10 weeks and teachers are aware of what the pupils should now know. Work to completed in maths books which the teacher sees.	£4078
D and E. Boys make accelerated progress in reading.	Extra guided reading weekly. TAs used. Booster sessions.	Boys' progress in the writing groups had accelerated.	Again intervention should be in books so teacher can reinforce learning on the classroom	£3510
F. Year 6 pupil premiums reduce the gap with non-pupil premiums	Support in class and pupil premium plans written.	Pupil premiums made more progress than non-pupil premiums. In places it did not occur there was inconsistency in teaching throughout the year.	Consistent teaching is needed in classes.	£4053
6c. Other approaches				
Desired outcomes	Chosen action/approach	Estimated impact	Lesson learnt	Cost
G. Opportunities are provided to enhance life experiences, which will also improve rates of progress in writing, science and other foundation	Subsidies for school trips as required.	Pupils accessed sailing, trip to the Birmingham think tank as well as drumming lessons.	Pupils were extremely engaged.	£3718

subjects.				
H. Early help intervention will be provided from our attendance officer and liaison from MAT to help improve attendance.	Attendance Officer	Pupils' attendance has improved. OFSTED rating for behaviour support was good	The attendance officer is a good link with the school and families and needs continuing.	£7449
I. Improved self-esteem and resilience	Nurture group Breakfast group	Less behaviour incidences have been reported last year. We provided food to pupils whose parents could not afford breakfast	Nurture is vital for some pupils.	£4224

**Additional detail information which you have used to support the sections above.**

We also provided on-site outdoor learning approach for some pupils, which had a huge impact on a few individuals who accessed this. We discovered the provision we provided was often bespoke to the pupils and this was often when the pupil had the most success. This approach is what we will continue next year.

In- addition the writing of pupil premium plans for each pupil which were reviewed approximately every 6 weeks focussed attention on the support/intervention put in place. The teacher and teaching assistants working in the class both attended and were able to have a professional dialogue on how to improve the teaching support given to raise attainment and progress. This monitoring will continue next academic year 2019-2020.