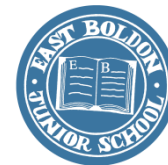




# East Boldon Junior School



## Pupil Premium Strategy Statement

| 1. Summary Information            |                           |   |         |  |           |
|-----------------------------------|---------------------------|---|---------|--|-----------|
| School                            | East Boldon Junior School |   |         |  |           |
| Academic Year                     | 2020/2021                 | Total PP Budget                           | £30,795 | Date of most recent PP review                  | July 2020 |
| Total number of pupils (Sep 2020) | 237                       | Number of pupils eligible for PP (Sep 20) | 21      | Date for next internal review of this strategy | July 2021 |

| 2. Current attainment  |         |                        |                               |
|--|---------|------------------------|-------------------------------|
|  |         | Pupils eligible for PP | All pupils (National average) |
| % achieving Age Related Expectation or above in reading, writing and maths at end of KS2 |         |                        |                               |
| 2020 (6 pupils – 57% SEN)  | Reading | 83%                    | 80%                           |
|  | Writing | 66%                    | 89%                           |
|  | Maths   | 66%                    | 84%                           |
| 2019 (7 pupils – 57% SEN)  | Reading | 43%                    | 80%                           |
|  | Writing | 86%                    | 89%                           |
|  | Maths   | 57%                    | 84%                           |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) |  |
|---|--|
| In school barriers  |  |
| A.  | Small Pupil Premium group size with diverse needs and some, but not all, with low attainment and basic skills. Attainment on entry for this smaller than statistically significant group varies a great deal. The majority of disadvantaged pupils are registered as SEND. |
| B.  | Attainment and progress in writing was lower in 2020 for disadvantaged pupils.   |
| C.  | Attainment and progress in mathematics for some disadvantaged pupils were lower in 2020.   |
| External barrier  |  |
| D.  | Some parents desire mathematical and grammar skills to support their children at home  |

| 4. Desired outcomes |   |   |
|---------------------|---|---|
|                     | Desired outcomes and how they will be measured  | Success criteria  |
| A.                  | Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in core areas of reading, writing and maths in both statutory as well as other non-statutory assessments such a White Rose to provide a standardised score. | Clear, measurable progress relative to starting point and in response to additional intervention. Ultimate aim would be that all pupils reach at least ARE. |
| B.                  | Improve writing skills by using new assessment and targets throughout school.   | Writing activities show children have a greater in depth understanding of genres and pupils make at least good progress in tighter writing assessments.     |
| C.                  | Teaching and intensive interventions adapted to enable pupils to demonstrate that they are making progress in mathematical reasoning and, increasingly, working at the expected standard.   | Clear, measurable progress relative to starting point.  |
| D.                  | Bespoke parental workshops to support parents with strategies how they can help their children  | Attendance at workshops indicate parental engagement. Outcomes for their children increase.   |

| 5. Planned expenditure   |   |   |   |   |   |
|--|---|---|---|---|---|
| Academic year  |   | 2020/2021   |   |   |   |
| 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?  |
| Pupil premium pupils in all year groups targeted to narrow the gaps in <b>writing</b> .<br>What were the gaps in writing?<br>Y6 0% → 50% ARE (2 pupils)<br>Y5 3 SEN pupils make progress<br>Y4 50% → 67% (6)<br>Y3 13% → 38% (8) | Additional guided/one to one reading for less able readers weekly.<br><br>Reduced ability group sizes and increase adult support four times per week.<br><br>Data tracking meetings analyse the performance of all groups of children half termly | NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively. | Additional small group/one to one reading support will increase the standards of reading.<br><br>Targeted writing support training.   | L Burns<br><br>T Shenton                  | Half termly meetings with intervention teachers and subject leaders<br><br>Termly PPR meetings with class teachers<br><br>Planning and work scrutiny as per monitoring cycle. |
| To extend the more able to achieve more than expected levels in <b>Maths</b> .<br>What were the gaps in maths?<br>Y6 0% → 50% (2)<br>Y5 0% → 0% (3)<br>Y4 33% → 50% (6)<br>Y3 25% → 50% (8)                                      | Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.<br><br>More able mathematicians attend further maths sessions.   | A successful strategy which was used in school last year to boost EXS.<br><br>Last year's GDS scores:<br>R 42%<br>W 40%<br>M 35%              | Regular monitoring through planning and work scrutiny, lesson observation and intervention impact.<br><br>Small groups of maths intervention with Mrs Farish or Mr Wilson will increase the standards of maths. | J Farish<br><br>S Wilson                  | Success criteria:<br>Y6 0% → 50% W<br>Y6 0% → 50% M<br>Y4 50% → 67% W<br>Y4 0% → 100% M   |
| To ensure quality first teaching for all by increasing the quality and focus of <b>CPD</b> .   | Staff training:<br>Reasoning skills<br>Spelling<br>Moderation<br>SEN CPD  | The NFER report reiterates that this can lead to an improvement of 18.7%  | CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson observations)<br>Changes to practise and impact on teaching and learning                                 | S Wilson<br><br>L Burns<br><br>L Gartland | Implementation reviewed as part of the monitoring cycle.<br>Work scrutinies<br>CPD audit  |
| Total budgeted cost  |   |   |   |   | £23685  |

| ii. 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?   |
| <p><b>Continued Accurate assessment</b> of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point particularly in reading.</p> | <p>Delivery of Guided Reading (teacher led one to one or small group reading teaching.</p> <p>Delivery of Nessy Phonics assessment in targeted intervention groups.</p> | <p>Guided Reading aim and enables pupils to reach age expected levels. Nessy Phonics has been thoroughly and rigorously reviewed. Research evidence proves that the Nessy program produces positive educational results. Nessy was developed specifically to support learners with dyslexia and learning disabilities. It is a computer-based, structured phonics resource for reading and spelling including learning of letter patterns as well as spelling and reading rules. The material includes visual memory aids, videos, games and activity worksheets. The intervention provides digital learning with a focus on foundational reading and spelling for ages 5-14.</p> | <p>Accurate identification and screening of pupils. Appropriately trained and supported teaching staff and teaching assistants through LA and Great Maths North Hub. Monitoring and reassessment. Engagement with parents (through parent workshops for LKS2 and UKS2) and pupils before intervention begins to address any concerns or questions about the interventions. Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.</p> | <p>K Seebacher</p> <p>L Gartland</p> | <p>September, November, March and June assessment periods.</p>   |
| <p>Higher rates of progress and attainment in <b>mathematical reasoning</b>.</p>   | <p>Delivery of Maths intervention delivered by a maths specialist teacher to children to boost them to expected levels.</p>   | <p>China and other Pacific Rim countries use a very high proportion of whole class interactive teaching in Maths and the research evidence from the UK is overwhelming that these methods work here too.</p>  | <p>Accurate identification and screening of pupils. Maths Leader and staff to attend the Great Maths North Hub training. Monitoring and reassessment. Extra teaching time and preparation time paid for out of PP budget. Engagement with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Accurate assessment at end of intervention in specific as well as</p>   | <p>S Wilson</p> <p>L Gartland</p>    | <p>Half termly meetings with intervention teachers and subject leaders</p> <p>Termly PPR meetings with class teachers</p> <p>Planning and work scrutiny as per monitoring cycle.</p> |

|   |  |   |   |  |  |
|---|--|---|---|--|--|
|   |  |   | standard assessments used by teachers.  |  |  |
| To support children who are not meeting age related expectations through afternoon maths, reading and writing <b>interventions</b> and additional guided reading. | One to one Nesy reading and spelling phonics<br><br>Additional guided reading groups<br><br>Maths carousel and intervention  | Nesy's survey research states that Nesy reading and spelling intervention students make on average 1 year of progress in 12 weeks.<br>98% of pupils felt that the Nesy program made a positive contribution to the overall quality of learning. | TA training<br>Regular scrutiny<br>Impact statements based on pupil observations and data analysis  | L Burns<br><br>L Gartland                      | Half termly - and as part of the monitoring cycle<br><br>Termly PPR meetings |
| To improve the percentage of PP children attaining <b>GDS in reading.</b>   | Quality first teaching<br>CPD for teaching of inference and deduction skills<br>Parental workshops to continue throughout school<br>Whole school book focus weeks<br>Targeted interventions as above | Data shows that reading is a focus in the School Development Plan.<br>Children's skills in inference and deduction need to increase.<br>Gap in current Y6 between PP and all pupils (0% - 42%) at GDS standard.                                 | Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis.<br><br>Interventions will be monitored through intervention planners | L Burns<br><br>L Gartland<br><br>T Shenton     | Half termly - and as part of the monitoring cycle<br><br>Termly PPR meetings |
| To improve the percentage of PP children attaining <b>EXS in writing.</b>   | Quality first teaching.<br>Experiences so writing has a purpose.<br>CPD to ensure staff have greater understanding of criteria needed to meet GDS standard.  | Gap in Y6 between PP and all pupils (50% - 74%) at EXS standard.  | Monitoring cycle will show impact of lesson observations, work scrutiny and data analysis.<br><br>Interventions will be monitored through intervention planners | K Seebacher<br><br>L Gartland<br><br>T Shenton | Half termly - and as part of the monitoring cycle<br><br>Termly PPR meetings |
| <b>Total budgeted cost</b>  |  |   |   |  | <b>£6260</b>   |

| 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?  |                                | When will you review implementation?                                       |
| To develop the whole child through <b>broadening their real, life experience.</b>                         | School trips and curriculum to broaden experiences and engage. Supporting families with a wide range of after school clubs. | Successful last academic year and further developed to incorporate real life experiences e.g. Gibside, Derwent Hill activity centre, museum, library, Centre for Life, The Word  | Levels of pupil interest and engagement<br>Attendance at after school clubs<br>Subsidy towards trips.              | T Shenton                      | Termly review of trips and experiences with class teachers as part of PPR. |
| Parents feel knowledgeable about the maths and English curriculum by attending <b>parental workshops.</b> | Bespoke parental workshops to support parents with strategies how they can help their children.                             | Parents have shared concerns about mathematical processes and algorithms. Additionally, the grammar terminology has changed in schools and parents need the latest information.  | Sessions will be planned for morning and after school to support various working patterns.                         | S Wilson<br><br>L Burns        | Spring Term<br><br>Registers will be reviewed and feedback sought          |
| <b>Health and learning benefits.</b>  | Free milk for all pupils in receipt of FSM  | Milk provides a powerful boost to meeting children's nutrient needs; a carton of school milk will provide more than half a five year old child's calcium, phosphorus and vitamin B2 requirements and a third of their protein needs. Milk is a good choice for children's teeth... milk and water are the only drinks recommended by dentists for between meals. | Finance officer registers pupils, makes payment and manages the list based on movement in pupils eligible for FSM. | Admin officer                  | Termly review of the percentage of FSM pupils accessing free milk.         |
| All pupils get the <b>same opportunities</b> as their peers.  | <b>Y6 Study Guides</b> are provided for disadvantaged pupils in Y6.   | 100% of our families invest in study guides and we do not want being an exception due to the cost.   | The school purchasing guides will remain confidential  | T Shenton<br><br>Admin officer | Autumn Term  |
| Total budgeted cost   |   |  |  |                                | £850   |