



Pupil Premium Strategy Statement 2017-18

Lydgate Junior School

1. Summary Information (Oct. 2017)					
Academic Year	2017/18	Total PP budget	£59,660	Date of most recent PP Review	March 2018
Total Number of Pupils	477	Number of pupils eligible for PP	34	Date for next Strategy Review	July 2018
2. Current Attainment Y6 KS2 SATs Results 2017					
			Pupils eligible for PP 13 pupils	Pupils NOT eligible for PP (national)	
% achieving expected standard in reading, writing and maths			46%	67%	
% achieving expected standard in reading			77%	77%	
% achieving expected standard in writing			77%	81%	
% achieving expected standard in maths			46%	80%	

In-Year Data - % of children meeting the expected standard at end of Autumn term 2017 (479 Pupils)					
Pupil Premium			Not pupil Premium		
Reading	Writing	Maths	Reading	Writing	Maths
20/36	16/36	23/36	342/442	320/442	324/442
56%	44%	64%	77%	72%	73%

In-Year Data - % of children meeting the expected standard during Summer 2017 (Y3 to Y6) (480 Pupils)					
Pupil Premium			Not pupil Premium		
Reading	Writing	Maths	Reading	Writing	Maths
25/40	23/40	22/40	365/440	309/440	320/440
63%	58%	55%	83%	70%	73%

In-Year Data - % of children meeting the expected standard during Spring 2017 (481 Pupils)					
Pupil Premium			Not pupil Premium		
Reading	Writing	Maths	Reading	Writing	Maths
27/39	17/39	20/39	380/442	300/442	327/442
69%	43%	51%	86%	68%	74%

3. Barriers to future attainment	
Internal barriers (issues which require action by the school: poor language skills, resources, inexperienced staff)	
A	EAL – ensure quality EAL intervention impacts for the appropriate children, i.e. Category A to C, and ‘new arrivals’.
B	Some families have multiple, overlapping, needs that result in impact on children’s learning. Families may not be accessing all available agency support.
C	Emotional and Social difficulties experienced by some of the children, leading to difficulties in maintaining focus on learning.
D	TAs running interventions have not always received training of sufficient quality, depth and duration so that they are able to deliver high quality and effective interventions.
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning)	
E	Attendance and time keeping 2 out of 34 PP pupils are persistent absentees. 18 out of 34 have 100% attendance a (October 2017)

4. Outcomes		
In-school barriers		
Actions:		Success Criteria
A	<p>EAL – ensure quality EAL intervention impacts for the appropriate children, i.e. Category A to C, and ‘new arrivals’.</p> <p>Assessed in line with the new EAL coding system A – E. One to one lessons for new arrivals. Phonics programme offered after an assessment of each child. Experienced EAL Teaching Assistant will assess and review each child each half term . A&B (& some C following identification in screening) get work with / from TA EAAL in reading, writing and spelling. Those coded C, D or E are monitored within the classroom setting. TA will feedback to the class teacher any areas of difficulty so this can be reinforced in class.</p>	<p>All PP children access either Early Intervention Phonics or ‘Lexia’ to boost attainment in reading and spelling during their time at Lydgate Junior School.</p> <p>ALL PP children have been assessed with a Reading Test, Spelling Test. A sample of their writing has been assessed.</p> <p>Fewer children will be banded at A & B at repeat annual assessment (i.e. they will have moved along the banding scale by becoming more competent in English).</p>
B	<p>Some families have multiple, overlapping, needs that result in impact on children’s learning. Families may not be accessing all available agency support.</p> <p>Access to MAST drop ins. Good communication between services and school via our School link worker – Emma Laker Jones (March 2018) MAST sessions now known as MAST Advice sessions. Early Help Gateway panel is new signposting route, via referral form and staff attendance. Regular Healthy Minds focus groups with children who may wish to access this service in school. We offer reduced payment for our school residential visit for our Y6 children when requested by parents. We have created many opportunities for parents to come to school as volunteers. Most of our classes have adult help.</p>	<p>Increased % of families engaging with MAST at regular drop in sessions.</p> <p>Multi Agency meetings attended by a member of the SLT and reported back to class teacher.</p> <p>To see a working scheme in place – teachers and other staff use the referral system.</p>
C	<p>Emotional and Social difficulties experienced by some of the children, leading to difficulties in maintaining focus on learning.</p> <p>Teachers signpost to the Pastoral Team. Boxhall Profile children who may have social and emotional development needs. Friendship Groups Intervention in place. Teachers refer children to The Hub for either Literacy or Maths session per week. Weekly meetings by the Pastoral Team to discuss children who have been referred by their class</p>	<p>Feedback from both children and parents is positive. Easy access to intervention within school – all staff to know how to refer a child to the Pastoral Team and / or The Hub. Pupils report improved self-esteem, resilience and confidence. Boxhall Profiles at exit show improvements in</p>

	<p>teachers. Reflection room is organised by an experienced TA who runs 6 weekly sessions with the child and invited friends. Supervision of support staff involved to be implemented after due consideration for what this might involve. <i>SENCO supervising HUB staff, HKTA involved in mentoring supervised by DHT.</i></p>	<p>priority areas from entry Profile.</p>
<p>D</p>	<p>TAs running interventions have not always received training of sufficient quality, depth and duration so that they are able to deliver high quality and effective interventions.</p> <p>After ‘Making Best Use of Teaching Assistants’ Project – all interventions are reviewed each half term and each is rigorously monitored and evaluated to check progress and future need.</p> <p>Lexia Reading Programme (ICT based) Wordshark Spelling intervention Catch up Numeracy Switch on Reading 1st Class in Number Power of 2 (Maths) Zapper Spellings Provision for our PP children includes access to these interventions as appropriate. In Y6 ‘closing the gaps’ groups in each class may include PP pupils. <i>Y4 groups working on ‘diminishing differences’. Additional ‘boosters’ in Y6.</i></p> <p>We are part of ESCAL and have trained Reading volunteers in school regularly to support our children <i>Actions / review:</i> <i>Discussions with senior leaders on tracking data, assessment themes, end of year expectations.</i> <i>Lexia – 6 TAs additionally trained</i> <i>Wordshark – 2 TAs additionally</i> <i>Catch Up Numeracy – 2 TAs received national training</i> <i>Switch On Reading – peer training and support for 3 TAs</i> <i>Power of 2 – 3 TAs trained internally,</i></p>	<p>Intervention tracking shows termly progress and is used during Pupil Progress Reviews to scrutinise impact around accelerated progress. Expecting double normal rate of learning.</p> <p>Training for each intervention is given and all the recommendations from the EEF are adhered to.</p> <p>Each child is reviewed each half term, progress measured and a decision made as to the continuation of the intervention. Expectation is double normal rate.</p> <p>Lexia impact: Largest gain in Reading Age was four times Chronological Age growth. Average of 1.25 times RA to CA growth. Where children were not engaging or not supported at home alternatives were implemented.</p> <p>Wordshark impact: SA to CA ratio – 1.79 : 1.0 Just under double</p> <p>Power of 2: NA to CA ratio – 1.33 : 1.0 42% better than previous learning rate</p> <p>Year 4 Plus 1 NA gain to CA gain – 3.8 : 1</p>

External barriers		
E	<p>Attendance and time keeping Regular meetings / contact with the attendance officer Phone calls to parents of children who are late. Attendance contracts in place for those appropriate. We encourage our children to take part in many extra -curricular activities. We regularly complete an audit to see how many of our PP children access these. Musical activities are offered at reduced prices. We encourage our parents to request help towards the cost of a weekend residential visit. Financial support is offered for other activities, based on pupil's stated interests, and family financial hardship.</p>	<p>We aim for 97.4% Attendance is currently is at 98.4% for the whole school. (October 2017) Currently at 97.64 % for our PP children. Aiming for the same rate as non-PP pupils. PP pupils access extra-curricular activities at the pro rata level. [16/34 PP children (47%) access some extra-curricular activity each week (as of 27/10/2017). 298/443 non-PP children access one or more activity (67%)] Of PPG children 'not on track' (Jan 2018): 2 / 13 have attendance as low as 92%, 10/13 have attendance at 97% plus. 4/13 have featured in 'lates' check, but general improvements following actions for all recorded in Spring term. 8/13 of these children are accessing some out of school hours (62%)</p>

4. Plan including actions, expenditure and review dates 2017-18					
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
A LEXIA Reading Intervention	Reading data indicates that we need to diminish the difference between the Pupil Premium/Non Pupil Premium children reaching the expected standard and which should be a major focus.	SLT to help run and manage. All staff receive training from LEXIA team. Parents attend initial meeting and can attend sessions. Programme runs every morning and all staff trained.	Deputy Head and TA3 Lead	£3,000 purchase £7,500 staffing £1,000 management £7,500 additional TA time in interventions £8,600	Each term the 50 children will be assessed and checked for what accelerated progress has been made. The children, after discussion with their teachers may continue the programme or move to a different Intervention to focus on another 'gap' in their learning.

		Homework will be sent home. Parents also requested to use the programme at home.		SENCO leadership 1 day per week	
B Pastoral team (SENCO, Hub staff and Reflection room manager) work with identified children to address worries and/or other barriers to learning	Recent Healthy Minds survey indicated that there were a considerable number of pupils who had 'friendship' worries.	SENCO leads the Pastoral team and ensures that children are signposted for the right support. Referrals are made by any adult in school and each child is discussed at a weekly meeting to triage and design the work that the children needs.	SENCO	£1,300 SENCO x 1 hour per week £6,200 TA work £10,000 HUB staffing £3,500 Pastoral team	Each child referred will be reviewed after their six week's intervention. Class teacher and Pastoral Team will decide if further action is required.
C Quality training for TAs who run Intervention programmes	Making Use of TAs recent information suggests that TAs have the greatest impact when working on time efficient identified programmes with a limited number of children. We only run programmes when the data has been analysed to highlight 'need'. Children who have been identified are then assessed before any work begins.	Deputy Head ensures appropriate training is given before any intervention is used with children. Meetings are arranged to review the TA and the progress of the child whilst on the intervention.	Deputy Head	£1,000 TA time in training £1,700 DHT time in training £5,000 to provide additional 1 to 1 in 'crisis' situations	Each half term ALL children on an intervention are reviewed and progress checked. Occasionally children are brought off an intervention if the child is NOT making accelerated progress. A different intervention may replace it.
D Family Support	Mast support for parents at regular drop in sessions. Subsidy of educational visits and residential trip in Y6. e.g. sleep issues	Deputy links with MAST lead and discussed new referrals made by either the parent or the school. e.g. sleep hygiene sessions	Deputy Head Coordinates.	£500 Space for activity, advertising and admin., referral process management	Feedback at end of process / support indicates improved sleep for all participants.

E IT access	Children have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas. Some children have been assigned their own personal laptop as a learning aid.	SENCO/Deputy Head will have discussed the need with the child, teacher and parent. After agreement on use and purpose, the child has regular use in class.	SENCO / Deputy Head	£600 plus, according to need	Reviewed at either Termly review meetings or during Pupil Progress meetings each half term. Improved engagement, increased product, improved learning outcomes demonstrated.
--------------------	--	--	---------------------	------------------------------	--

5. Termly review Information								
March 2017			July 2017			December 2017		
	Pupil Premium	Not Pupil Premium		Pupil Premium	Not Pupil Premium		Pupil Premium	Not Pupil Premium
Reading	69%	80%	Reading	63%	84%	Reading	56%	77%
Writing	43%	64%	Writing	58%	71%	Writing	44%	72%
Maths	51%	69%	Maths	55%	74%	Maths	64%	73%
Combined	38%	55%	Combined	45%	65%	Combined	39%	59%
Attendance:	95.5%	97.4%	Attendance:	98.1%	98%	Attendance:	96.3%	97.4%
<p>March 2018 analysis:</p> <p>All Interventions appear to lead to significant gains above chronological age gain – WordShark (spelling program) and 1.78 times age gain for example. Additional booster opportunities have been allocated to Y6 pupils in spring term 2018. Further targeted TA training to run interventions has taken place. 77% of PPG pupils have at least school average attendance (above national average). Percentage of PPG accessing out of school hours activities has increased. Whole school focus on maths and PPG children appears to be having positive impact on pupils ‘on track’ to meet age-related expectations (maths 51% to 55% to 64%). Assessment data suggests a summer term shift in focus may be necessary towards writing skills. The focus on SP&G needs to continue, spelling programs and writing skills across the curriculum. Spring term data is available for review from 14/03/2018. Parent Consults 27/03/2018. Pupil progress discussions between teachers and Year Leaders prior to end of spring term.</p>								

October 2017

Six have 100% attendance. Five below 90%, a further ten between 95% and 90%.

Case studies and intelligence available on each. Chicken Pox a factor for three, unauthorised 'leave' a factor for at least four. MAST involvement with three.

Lexia / Phonics interventions:

Y3 - Y6: 80% are accessing one or both interventions at October 2017.

8 out of 9 involved in Lexia have made more than double age progress (Nov – March)

All TAs involved in delivery have had training relevant since early 2016, continuing to Theraplay and Catch Up Numeracy in April 2017.

EW and AJ took LEGO Therapy training May 2017.

EW took Friendship Training.

Some TAs have also been involved in NIP/VIP Training

Mix of internal and external training.

Extra-curricular

15/40 attend some activity or other (04/05/2017). Not too far short of average for school.

Is money / cost an issue? – to promote available financial support.

Aim: no child prevented from engaging because of cost

MAST drop-ins

Every six weeks (or so) since January 2017.

All well-attended (and full).

Some self-referred, some via our advertisement, some via our identification and suggestion.

'Sleep Hygiene' course for parents (May 2017) in response to parental requests (identified as one of three largest issues in Healthy Minds audit).

Pastoral team in place.

Communication (particularly for referral for SEMH needs) systems in place, with half termly requests for referral (where appropriate).

There has been some turn-over in pupils receiving this support.

Boxhall Profile used to show development / improvement.

6a Attainment/achievement of Y6 pupils 2016 (no longer at this school)		
Headline Measure	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving national standard in reading, writing and maths	17%	75%
% achieving the higher standard in reading, writing and maths	0%	4%
Pupils' progress score in reading	As the basis and nature of assessment at the end of both KS 1 and KS 2 changed between 2012 and 2016, progress scores / measures are not available via RAISE online. The website produces no reports for this area, and will not until there are reliably comparable data sets.	
Pupils' progress score in writing		
Pupils' progress score in mathematics		
Pupils' average scaled score in reading	95.6	107.2
Pupils' average scaled score in mathematics	98.6	104.7

6b Attainment/achievement of Y6 pupils 2017		
Headline Measure	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving national standard in reading, writing and maths	46%	76%
% achieving the higher standard in reading, writing and maths	0%	16%
Pupils' progress score in reading	-0.22	
Pupils' progress score in writing	-1.00	
Pupils' progress score in mathematics	-5.22	
Pupils' average scaled score in reading	102.2	105.3
Pupils' average scaled score in mathematics	97.3	105.3