



# Pupil Premium Strategy Statement 2018-19

## Lydgate Junior School

1. Summary Information (Dec. 2018)					
Academic Year	2018/19	Total PP income expected	£52,420	Date of most recent PP Review	Dec 2018
Total Number of Pupils	482	Number of pupils eligible for PP	31	Date for next Strategy Review	Dec 2019
2. Attainment: Year 6 KS2 SATs Results 2018					
			Pupils eligible for PP <b>16 pupils</b>		Benchmark: Pupils NOT eligible for PP (national)
% achieving expected standard in reading, writing AND maths			<b>63%</b>		<b>70%</b>
% achieving expected standard in reading			<b>63%</b>		<b>80%</b>
% achieving expected standard in writing			<b>88%</b>		<b>83%</b>
% achieving expected standard in maths			<b>75%</b>		<b>81%</b>

In-Year Data - % of children meeting the expected standard at the end of Summer term, 2018 (Y3 to Y6 aggregated) (478 Pupils)					
Pupil Premium			Not pupil Premium		
Reading	Writing	Maths	Reading	Writing	Maths
<b>22/36</b>	<b>26/36</b>	<b>26/36</b>	<b>377/442</b>	<b>348/442</b>	<b>358/442</b>
<b>61%</b>	<b>72%</b>	<b>72%</b>	<b>85%</b>	<b>79%</b>	<b>81%</b>

<b>3. Barriers to future attainment</b>	
<b>Internal barriers</b> (issues which require action by the school: poor language skills, resources, inexperienced staff)	
<b>A</b>	EAL – ensure quality EAL intervention impacts for the appropriate children.
<b>B</b>	Some families have multiple, overlapping, needs that result in impact on children’s learning. Families may not be accessing all available agency support.
<b>C</b>	Emotional and Social difficulties experienced by some of the children, leading to difficulties in maintaining focus on learning.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning)	
<b>D</b>	Attendance and time keeping 1 out of 30 PP pupils is a persistent absentee. 18 out of 30 have 100% attendance (November 2018).

<b>4. Outcomes</b>	
<b>In-school barriers</b>	
<b>Actions:</b>	<b>Success Criteria</b>
<b>A</b>	<p><b>EAL – ensure quality EAL intervention impacts for the appropriate children, and ‘new arrivals’.</b></p> <p>Each new EAL pupil will be assessed and receives one to one lessons according to need. Phonics programme offered after an assessment of each child. Experienced EAL Teaching Assistant will assess and review each child each half term. Following identification in screening any child who has a need will work with / from TA in reading, writing and spelling. All other EAL pupils will be monitored within the classroom setting. TA will feedback to the class teacher any areas of difficulty so this can be addressed in class.</p>
	<p>All PP children access either Early Intervention Phonics or ‘Lexia’ to boost attainment and/or progress in reading and spelling during their time at Lydgate Junior School.</p> <p>ALL PP children have been assessed with a Reading Test and a Spelling Test. A sample of their writing may also be assessed.</p> <p>An increase in the number of children who are deemed to be ‘on track’ to reach the end of year expectation at each assessment by becoming more competent in English.</p>

<p><b>B</b></p>	<p><b>Some families have multiple, overlapping, needs that result in impact on children’s learning. Families may not be accessing all available agency support.</b>  Access to MAST drop ins. Good communication between services and school via our School link worker – Claire Tang- Evans  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. Many 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>
<p><b>C</b></p>	<p><b>Emotional and Social difficulties experienced by some of the children, leading to difficulties in maintaining focus on learning.</b>  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 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. SENCO supervising HUB staff, HLTA involved in mentoring supervised by DHT.</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 priority areas from entry Profile.</p>

External barriers		
<b>D</b>	<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 as required. 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. Attendance is currently is at 97.4% for the whole school for the current school year. (November 2018) Currently at 97.2 % for our PP children. Aiming for the same rate as non-PP pupils. PP pupils access extra-curricular activities at the pro rata level. 11/31 PP children (35%) access some extra-curricular activity each week (as of 26/11/2018). 250/452 non-PP children access one or more activity (55%) PPG children 'not on track' in either Reading, Writing or Maths (13/31 Nov 2018): Of these 13: 1 is a persistent non attender 4 /13 have attendance around 93%, 8/13 have attendance at 97% plus. 4/13 have featured in 'lates' check 4/13 of these children are accessing some out of school hours (31%) activities</p>

4. Plan including actions, expenditure and review dates 2018-19					
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
<b>A LEXIA Reading Intervention</b>	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	SLT to help run and manage. All staff receive training from LEXIA team. Parents attend initial meeting and can attend sessions.	Deputy Head and TA3 Lead	£3,000 purchase £7,500 staffing £1,000 management £7,500 additional TA	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

	focus.	Programme runs every morning and all staff trained. Homework will be sent home. Parents also requested to use the programme at home.		time in interventions £8,600 SENCO leadership 1 day per week	move to a different Intervention to focus on another 'gap' in their learning.
<b>B Pastoral team (SENCO, Hub staff and Reflection room manager) work with identified children to address worries and/or other barriers to learning</b>	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	£1,700 SENCO x 1 hour per week £6,784 TA work £10,000 HUB staffing £3,738 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.
<b>C Quality training for TAs who run Intervention programmes</b>	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.
<b>D Family Support</b>	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	Feedback at end of process / support indicates improved sleep for all participants.

				process management	
<b>E IT access</b>	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 2018			July 2018			December 2018		
	Pupil Premium	Not Pupil Premium		Pupil Premium	Not Pupil Premium		Pupil Premium	Not Pupil Premium
Reading	58%	85%	Reading	61%	85%	Reading	61%	79%
Writing	64%	76%	Writing	72%	79%	Writing	42%	76%
Maths	67%	78%	Maths	72%	81%	Maths	52%	74%
Combined	44%	66%	Combined	50%	68%	Combined	39%	62%
Attendance:	94.3%	95.6%	Attendance:	94.3%	95.8%	Attendance:	96.9%	97.5%
<p>December 2018 analysis:</p> <ul style="list-style-type: none"> <li>Reading is a 'whole school' prompt for 2018/19, after careful analysis of comparative performance data (KS2 2018).</li> <li>Spelling, Punctuation and Grammar was the PPG focus for the last two years. Scores at 'expected standard' have risen 29% over the period in school for disadvantaged pupils (against a national increase of 6% in the same period). At 'greater depth' school achieved an increase of 21% (against a national increase of 10%). School is ahead on ESXs but trails the national average at GDS (by 3% - less than one child). We can therefore be confident that this year's focus on reading will positively impact.</li> <li>School focus on spelling and handwriting will clearly impact for disadvantaged pupils.</li> <li>School has been developing 'Maths mastery' for two years. The aim is that all pupils develop a sound understanding of the core, essential, knowledge, skills and concepts so that they have 'mastered' these. The increases in EXS and GDS for maths are greater still than for SP&amp;G, with the disadvantaged group progressing from being 26% behind the national comparator group (2016) to being 6% ahead (2018).</li> </ul>								

In-year assessment and tracking is used to target individual support and interventions. Teachers identify 'gasp' and these are addressed. Leaders pay particular attention to the assessment position (especially around prior attainment) for disadvantaged children. Year 6 teaching support, and intervention for children not on track, is protected as much as possible when conflicting demands are made.

<b>6a Attainment/achievement of Y6 pupils 2018 (no longer at this school)</b>		
<b>Headline Measure</b>	<b>Pupils eligible for PP (our school)</b>	<b>Pupils not eligible for PP (our school)</b>
% achieving national standard in reading, writing and maths	63%	70%
% achieving the higher standard in reading, writing and maths	13%	17%
Pupils' progress score in reading	-1.75	1.27
Pupils' progress score in writing	0.85	1.01
Pupils' progress score in mathematics	0.49	1.01
Pupils' average scaled score in reading	102.9	107.5
Pupils' average scaled score in mathematics	104.3	106.7

<b>6b Attainment/achievement of Y6 pupils 2017 (no longer at the school)</b>		
<b>Headline Measure</b>	<b>Pupils eligible for PP (our school)</b>	<b>Pupils not eligible for PP (our school)</b>
% 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

<b>6c Attainment/achievement of Y6 pupils 2016 (no longer at this school)</b>		
<b>Headline Measure</b>	<b>Pupils eligible for PP (our school)</b>	<b>Pupils not eligible for PP (our school)</b>
% 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