

Pupil Premium Plan 2018-2019



1. Summary information					
School	Concord Junior School				
Academic Year	2018/19	Total PP budget	£117,480	Date of most recent PP Review	Autumn 2018
Total number of pupils	205	Number of pupils eligible for PP (Census 2018)	89	Date for next internal review of this strategy	July 2019

2. Current attainment							
						Pupils eligible for PP	Pupils not eligible for PP (national average)
<u>Y3 Attainment NFER 100+</u>							National 24%
•							
Group	Reading	Spelling	Grammar	Maths			
PP	47%	53%	53%	33%			
						Y3: 17	2018 Concord 43.9%
						Y4: 15	
						Y5: 19	
						Y6: 17	

Y4 Attainment NFER 100+

Group	Reading	Spelling	Grammar	Maths
PP	63%	63%	68%	63%

Y5 Attainment NFER 100+

Group	Reading	Spelling	Grammar	Maths
PP	53%	29%	47%	41%

Y6 2-year trend – attainment is increasing more rapidly than national for disadvantaged pupils

All pupils		
Subject	School	National
Reading	+18%	+9%
Writing	-1%	+2%
Mathematics	+8%	+6%

Disadvantaged		
Subject	School	National
Reading	+37%	+9%
Writing	+18%	+7%
Mathematics	+19%	+5%

Attainment is increasing more rapidly than national for disadvantaged pupils:

Subject	School	National
Reading	+18%	+7%
Writing	+29%	+2%
Mathematics	+18%	+5%

Y6 - Learn Sheffield Progress Summary 2018

Reading: -4.79 (- 0.5)

Writing: 1 (+2.9)

Maths: - 2.59 (-0.7)

Y6 Attainment 2018:

Reading: 42.9% (+18%)

Writing: 47.6 (+29%)

Maths 42.9% (+18%)

4. 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.	Mobility 23%
B.	Complex needs, EAL, SEN, New To English (NTE)
C.	

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance 2017/18 – 93%	
5. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	<p>Improved attainment and progress in reading comprehension and decoding</p> <p>Reading widely and often</p> <p>Progress Data July 2019</p>	<p><i>End of KS2 gap in reading is in line with national progress measure for this group</i></p> <p><i>In year progress is greater than non PP children (accelerated progress)</i></p> <p><i>Salford Reading ages improve at a greater rate than non PP children.</i></p>
B.	<p>Improved attainment and progress in mathematics</p> <p>Progress Data July 2019</p>	<p><i>End of KS2 gap in mathematics is in line with national progress measure for this group</i></p> <p><i>In year progress is greater than non PP children (accelerated progress) in NFER AUT/SPR/SUM</i></p> <p><i>In year progress is at least good for this group</i></p>
C.	<p>Improved attainment and progress in writing</p> <p>Progress Data July 2019</p>	<p><i>End of KS2 gap in writing is in line with national progress measure for this group</i></p> <p><i>In year progress is greater than non PP children (accelerated progress)</i></p>

D.	<p>Improved attendance</p> <p>Data July 2019</p>	<p>Attendance improves in line with national expectations from 93% to 96%</p> <p>Termly Targets:</p> <table border="1" data-bbox="1592 280 2089 572"> <tr> <td>Aut 1</td> <td>Aut 2</td> <td>Spr 1</td> <td>Spr 2</td> <td>Sum 1</td> <td>Sum 2</td> </tr> <tr> <td>94%</td> <td>94%</td> <td>95%</td> <td>95%</td> <td>96%</td> <td>96%</td> </tr> </table>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	94%	94%	95%	95%	96%	96%
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2									
94%	94%	95%	95%	96%	96%									

6. Planned expenditure

Academic year

2018- 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all.

There is a wide spread of ability in each year group and groups of pupils need to access KS1 and or lower KS2 curriculum in all year groups to reach their progress measure and a scaled score in the 80's and low 90's. LA and MA do not make enough progress and need more specific and bespoke curriculum and teaching and learning provision. Pupils will be split into 3 groups in year 3, 4, 5 and 6 and receive smaller group teaching and targeted support in Literacy and Mathematics.

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>Improved attainment and progress in reading comprehension and decoding</p> <p>Reading widely and often</p> <p>Pupils reach a 0 or + progress measure in reading</p> <p>Pupils across the school make greater progress than non PP children (accelerated progress)</p> <p>KS1 EXS – 100+ NFER</p> <p>KS1 GD – 106+ NFER</p>	<p>Appoint an additional teacher per year group x 3 Pupils are grouped for Literacy and mathematics between 3 teachers and receive targeted support in smaller groups x 5 mornings per week</p> <p>PP children receive additional small group teaching x 6 sessions after school clubs September – July</p> <p>X 1 daily x 5 days 30 minute Literacy skills session with quality first teaching</p>	<p>KS2 data 2018</p> <p>NFER Autumn, Spring and Summer 2018 progress and attainment data</p> <p>Quality First Teaching.</p> <p>EEF reported impact +5 months (comprehension)</p> <p>Accelerated Reader</p> <p>Unit Tests</p> <p>Salford Reading Ages</p>	<p>QA delivery of reading session</p> <p>Termly analysis and tracking of reading age scores</p> <p>Termly tracking and analysis of NFER and standardised tests</p> <p>Feedback and target setting for teachers following lesson observations</p>	<p>MK</p>	<p>Fortnightly learning walks</p> <p>Termly reading age tests</p> <p>Autumn and summer NFER tests</p> <p>Fortnightly pupil progress meetings with identified pupils.</p> <p>Quality First Teaching</p> <p>X 1 Teach First Teacher £23,000</p> <p>X 1 Quality first teacher RQT £30,800</p> <p>X1 Quality first teacher £25,600</p> <p>X 1 HLTA £25,700</p> <p>Accelerated Reader £2,673</p> <p>Total</p> <p>£107,773</p>

<p>Improved attainment and progress in writing</p>	<p>5 daily sessions in bespoke curriculum ability group with bespoke curriculum to accelerate progress using talk4writing and age appropriate books with EAL specialist and or quality first teacher</p>	<p><i>EEF reported impact focus on oral language +5 months</i></p> <p><i>Developing quality first teaching</i></p> <p><i>EEF reported impact +3months (reduce class size)</i></p>		<p>MK</p>	
<p>Improved attainment and progress in mathematics</p>	<p>X 5 daily sessions in smaller groups and or narrower ability spread in class</p> <p>X 3 ½ hour sessions interventions in class (Y6)</p>				

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>Improved outcomes in reading comprehension and reading skills Pupils read widely and often Develop children's knowledge of the world around them to engage with comprehension more effectively</p>	<p>Deploy 3rd class teacher to pre and post teaching to embed learning daily when required</p> <p>Collapse curriculum to provide additional teaching time 1pm to 3pm daily (Y6)</p> <p>Deploy KS1 reading and phonics specialist to target readers daily and teach phonics in EAL intervention group.</p> <p>Purchase Accelerated Reader Programme and embed in learning.</p> <p>X3 bespoke afternoon sessions for NTE children.</p>	<p>Previous approach to providing short burst additional focus on reading improved pupils reading ages across the school from just under 50% at CA to above 75% reading at CA</p> <p>Enriching pupil's experiences has increased pupil's enthusiasm for writing and improved stamina and vocabulary as seen in the pupil's books e.g. Yorkshire Wildlife Park</p> <p>EEF reported impact focus on phonics +4 months</p> <p>EEF reported impact quality First Teaching + 5 months</p>	<p>Scrutiny of RA data impact and progress Scrutiny of reading records Observation of reading sessions Progress of writing and use of language Behaviour for learning and attitudes to Literacy through pupil interviews</p>	<p>NS SENCO/MK AMW Class teachers</p>	<p>1 x ½ termly review lessons and books 1 x Termly review of data</p>
Total budgeted cost					£117,480