

1. Summary information			
School	Pear Tree Community Junior School		
Academic Year	2019-2020	Total PP budget Received	£243,880
Total number of pupils	355	Number of pupils eligible for PP	187

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Quality of teaching is good but more outstanding teaching needs to be routinely good throughout the school. A key
B.	English as an Additional Language. Poor oral language skills. Children arrive with little or limited language skills and this
C.	Low attendance rates. Too many pupils have attendance rates of less than 95% which prevents them from maximising their learning opportunities. Behaviour. Some children have behavioural difficulties, which can impact on their learning or have the need for social and emotional support before being ready to learn.
D.	Wider Leadership of the school is developing and is required to support the implementation of the school curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Community Engagement: High rates of crime, low value placed on education by the families, lack of engagement in educational progress, lack opportunities outside of school

Narrative
<p>Throughout the year we engaged in a Pupil Premium Review to ensure that we used the budget effectively and had maximum impact on our pupils. Please see the feedback, including the identified strengths, areas for development and progress made towards targets. In addition, the school also benefited from an external review by Challenge Partners that highlighted the strengths of our support of entitled to Pupil Premium funding.</p> <p>Through the Autumn term and Spring first half term. Clear progress was made and the quality of teaching, targeted support and developments in leadership, attendance and wellbeing provision had a direct impact on pupils' attainment, progress, behaviour, attitudes and wellbeing.</p> <p>The enforced school closure from March 2020 meant that we were unable to put into practice much of the intended provisions that we had planned. However, we continued to provide for our community in new and different ways ensuring that:</p> <ul style="list-style-type: none"> • Pupils were contacted on at least a weekly basis by phone call and/or home visit • Pupils had access to learning resources, art and play equipment • Pupils had access to work (paper based, blended and digital) • Pupils were provided with Free School Meals or vouchers • Pupils had in school provision where necessary and appropriate

Key Highlights

Quality of teaching for all.

- Monitoring indicated that quality of teaching improved and the vast majority of teaching was good or better
- Reading, Writing and Maths structures were embedded
- Curriculum developments were embedded and progression in skills and knowledge is well documented
- Quality First Teaching ensured that a broad and balanced curriculum was provided for all children.
- INSET and staff development around the science of learning was an ongoing theme during the whole of the Autumn Term.

Targeted support

- Year 6 intervention led to data prediction which would have led to increased attainment in end of year assessment across all three subjects. This would have led to a predicted improvement in progress scores.
- TA support was targeted carefully through weekly year group assessment and planning meetings. This focussed intervention led to rapid progress of these pupils
- Overstaffing model allowed targeted intervention in all year groups. Teachers were able to highlight progress during Pupil Progress meetings
- The communication and language hub provided daily support for new to English pupils. The use of Bell Foundation assessment materials showed accelerated progress for pupils.
- Evidence based practice for EAL children was implemented and monitored regularly to ensure quality provision..
- Phonics intervention and regular assessment led to rapid progress for identified pupils
- Interventions were tracked with entry and exit data making sure that they were having the desired impact.
- Wellbeing and behaviour support made sure that more children were accessing the curriculum as their needs were being met
- Year Group Reviews were undertaken by senior leaders to maintain aspirational targets and ensure that barriers to learning were being identified and addressed by Year group staff
- Baselineing and ongoing discussions in Year group meetings were put in place to keep vulnerable groups at the top of agenda.
- Tuition and support out of school hours through after-school academic support for key groups of children made sure Y6 children made rapid progress.

Other approaches

- Leadership of key areas was clearly outlined and highlighted for praise through school external reviews.
- A bespoke PSHE programme support all pupils with their social and emotional development. Opportunities to reflect on learning and behaviour saw improvements in pupil attitudes to learning
- Behaviour improved significantly over time due to targeted approaches. The number of incidents including exclusion had reduced in Spring 1. The number of repeat fixed term exclusion for identified pupils decreased showing the effective nature of intervention and support following exclusions.
- No Permanent exclusion were recorded for 2019-20
- Parents meetings were attended by at least 80% of parents up 30% from the previous year
- SEND support and behaviour support saw all pupils accessing classroom provision and integrating within classroom settings. No pupils were educated outside of the classroom other than for bespoke interventions
- Regular enrichment opportunities including visits, trips and special days (Perseverance Days, Enquiry day, Careers day) resulted in greater engagement and investment from the children and the community.
- Creating specialist EAL teachers and TAs through CPD and external courses made sure staff were increasingly aware of using appropriate pedagogy key subjects

During 2020-21 we engage in a process of Pupil premium review. This highlighted several strengths and set actions for further development and strengthening of provision.

Identified Strengths:

- School leaders are aware of the context within which the school is working and the needs of the pupils attending the school. School leaders can articulate the trend over time
- EEF and NFER are used to provide evidence for some decision making,
- The school continues to focus on Quality First Teaching; learning walks, work scrutiny and the learning environments evidence consistency of approaches that ensure equal opportunities for all pupils
- School leaders are very aware that there is an attainment gap, but that the progress of disadvantaged pupils is improving, and above the National average in Writing
- Attainment and progress data demonstrate that the Quality of Education is improving for all pupils, including those who are disadvantaged
- It is clear that staff have embraced changes in practice and that these are being applied with an increasing consistency across the school
- School Leaders have developed an easy to use guide for staff on a range of topics, including Pupil Premium
- Recommendations on the use of PPG are often based on research evidence, such as EEF or NFER,
- Staff are open to CPD and they are engaging in research to further their own development
- Reflective practice is commonplace within the school, evidenced through the staff journals
- Strategies to support mental health and well-being are based on research and reflect staff understanding of pupils
- A coaching programme is undertaken by all teaching staff, and this was chosen as coaching is proven to be the approach which leads to sustained development
- Assessment and attendance data is shared with the Governing Body and they fully appreciate that rapid change was and continues to be necessary evidence
- Communication and Language is a key area for children, including disadvantaged pupils at the school, which is known to staff at all levels
- CPD is focused on increasing the proportion of good and outstanding teaching for the benefit of all children, knowing that this will disproportionately benefit disadvantaged pupils
- Pupils are supported using a range of interventions as identified within the whole school provision map, some of which are published programmes (e.g. Lego Therapy) and some are bespoke to the individual based on assessments (e.g. Post-teach support)
- Interventions are used to support learners across each year group, with a collaborative approach to planning support
- The provision map makes clear which forms of support are within each of the three waves of intervention
- There is good assessment practice evident. Assessment supports teachers in identifying current attainment and there is evidence of tracking against prior attainment

Areas of Development

- Increase focus on maximising income from PPG, particularly for families with children new to the school,
- School Leaders to be unrelenting in the pursuit of high-quality teaching for every child, including disadvantaged children
- School Leaders to ensure that through rigorous monitoring, including Pupil Progress Meetings and intervention specific entry and exit data, the progress of all vulnerable groups is closely monitored and addressed where it is not yet accelerated, through CPD for staff or through adapting the support offered for the individual child
- School to continue to explore ways in which best practice seen in school is shared with all staff
- Develop a policy for the support of disadvantaged pupils, which outlines barriers to learning and strategies which they school may use to address those barriers
- Ensure each expected outcome within the PPSS is clearly measurable, through attainment, progress, attendance or behaviour data, or through stakeholder voice and / or case studies
- Develop school's practice in supporting Roma pupils and their families taking into account the challenges presented, such as migration
- Ensure that best practice for assessment is applied consistently to support learners and represents appropriate challenge, particularly in Writing
- Develop a clear policy for homework which articulates the expectations on parents to support learners
- Embed change to recording and reporting of behaviour using MIS

A further review took place in Summer term to look at progress towards the areas for development this included the following progress being noted:

- Office staff have completed full analysis of who is eligible, contacting parents and supporting internet connection
- Year group reviews have identified that the quality of teaching has improved across the school
- Responsibility for monitoring and evaluation has been distributed by HT, not resting with just HT
- CPD is of high quality and based around a specific area of teaching and learning – teaching input

- Coaching and mentoring is embedded to ensure any focus is well embedded
- CPD is evaluated within preparation for Trust Standards meetings, based on impact felt and impact intended
- Assessment data for Autumn Term in line with expectation
- Expectation of breaking 50% barrier, but data will be unreliable due to Coronavirus / COVID-19
- External monitoring includes: Trust SEND Review, External monitoring (Sally Manz), Trust Deep Dive, Challenge Partners. All were positive
- Internal monitoring includes Year Group reviews which were initially led by Trust to ensure rigour, now by SLT, including a focus on vulnerable groups in Y3 and Y4
- Maths book looks and planning scrutiny, including support from Maths Hub, showed pupil outcomes are improving
- Writing sequence has been similarly developed and monitored, including the Reading and Writing cycle
- Weekly team meetings look at monitoring feedback and focused pupil feedback
- Impact of TA interventions are measured in preparation for and discussion at Pupil Progress Meetings
- TA Intervention uses assessment effectively for Phonics, showing next steps for pupils
- TAs all have a register and tracking system, which feeds into PPM
- Year Group reviews identify good practice, which can be shared within the team or wider
- A coaching programme has been developed, with carefully selected triads working formally and informally, and discussions take place a variety of staff meetings or as follow-up
- Learning walks completed within staff meeting to showcase good practice in the use of the learning environment
- A mixture of independent and directed peer observations
- A bespoke coaching programme has been developed, including directed observations with a peer
- Inset days have included opportunities to share practice and learning
- Coaching provides opportunities to articulate development
- Policy is with governors, scheduled for approval in April
- The school's 'On-a-page' document, previously agreed provides a summary of practice
- Far greater inclusion of rationale within PPSS, available on school website
- Clear data now exists which supports statements for next year
- DHTs in regular communication as Curriculum Leads

Challenge Partner Review

- Although there was a gap between disadvantaged pupils and others nationally in 2019, attainment and progress figures are rising for the pupils currently on roll. Those reaching age related expectations and the higher standard in 2019 rose in all three subjects. Year 6 disadvantaged pupils are already improving on last year's results.
- Provision for disadvantaged pupils is carefully and successfully structured. There is total equity of opportunity. Tier 1 is investment in high quality staff and CPD that ensures quality first teaching. The second tier focuses on targeted support, through interventions and resources, pick up and pre-teaching. The third tier is the enrichment of the curriculum such as breakfast club and the purchase of iPads. A disadvantaged pupil said, 'we love learning and socialising!'.
- Attendance is high priority and leaders do everything possible to raise attendance to bring it in line with the national average.
- Direction and deployment of TAs is a key strength because TAs make a substantial difference to the quality of learning across the school. Staff are using assessments well to create intervention groups as part of quality first teaching.
- Year 6 literacy and mathematics intervention groups are appropriate to needs. TAs and teachers worked seamlessly, demonstrating drive and passion for the pupils.
- The impact of the well-being team ensures that vulnerable pupils are ready to learn. Staff are linked to different year groups to work with pupils in class and parents are part of the target setting process. Staff accountability is increasing as all staff meet weekly to discuss learning. Pupils with SEND are monitored closely and book looks show clear evidence of the use of the environment and visual resources. Inclusivity enables pupils who have complex needs to receive bespoke support. The Headteacher said, 'it's everybody's job'.
- Pupils in the communication and language hub exhibit high engagement and positive learning behaviours. One pupil said, 'I really enjoy my time in the hub'. The well-being room meets pupils' emotional and social needs well.