

Pear Tree Community Junior School Pupil Premium Strategy and Website Statement 2019-20

1. Summary information					
School	Pear Tree Community Junior School				
Academic Year	2019-2020	Total PP budget	£243,880	Date of most recent PP Review	June 2018 - Audit
Total number of pupils	355	Number of pupils eligible for PP	187	Date for next PP Strategy Review	15 th October 2019

2. Current attainment 2018-19									
	Pupils eligible for PP (your school)			All Pupils (your school)			Pupils not eligible for PP National (2018)		
% achieving secure or above in reading, writing & maths KS2	(2018-13%) 29% ↑			(2018-18%) 45% ↑			70%		
% achieving greater depth in reading, writing & maths KS2	(2018-0%) 5% ↑			(2018-0%) 4% ↑			12%		
Progress measure KS1 to KS2	↑ R: -2.1 2018 – -4.5	↑ W: 2.41 2018 – -1.1	↑ M: -1.2 2018 – -2.6	↑ R: -0.6 2018 -4.2	↑ W: 3.2 2018 -0.2	↑ M: -0.1 2018 -2.1	R: 0.31	W: 0.24	M: 0.31
Attendance 2018 -2019	93.64%			93.85%			93.99%		

3. 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.	Quality of teaching is good but more outstanding teaching needs to be routinely good throughout the school. A key theme is to embed excellence
B.	English as an Additional Language. Poor oral language skills. Children arrive with little or limited language skills and this makes accessing the curriculum difficult for them.
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 (issues which also require action outside school, such as low attendance rates)	
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

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Capacity of leadership will be increased	Graded at least good at CP and Ofsted Internal Trust Reviews Deep Dive by Trust
B.	The standard of teaching throughout the school will continue to improve.	All teachers will be graded as at least good. 100% good or better with 20% outstanding Challenge Partners teaching and learning graded good. % of writing outcomes are >60% across the school
C.	Oral and written English language skills will continue to improve. The support for pupils with EAL will continue to improve.	Area of excellence shared with Challenge Partners – is at least shown to be developing
D.	Overall attendance rates will continue to improve and be above 95% and towards 96%. Standards of behaviour will continue to improve	The number of fixed term exclusions will reduce by 50% The number of incidents of pupils being removed from class will be reduced by 50% Overall attendance will reach 96%.

5. Planned expenditure

Academic year

2019-2020

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 Purpose: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.**

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?
100% of teaching will be judged to be at least good with >30% judged as outstanding by the end of July 2020.	<p>Teacher Development plans implemented for all staff through reflective journals</p> <p>CPD needs identified through plan</p> <p>Whole school coaching programme</p>	<p>NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p> <p>last year the teaching profile was raised to at least 70% good. Our ambition is to ensure all staff are consistently providing good teaching, with much outstanding teachers in school.</p>	Regular SLT meetings to discuss progress. Comprehensive paperwork. SLT to monitor progress through robust monitoring programme.	AS	Half termly – triangulation of monitoring information at SLT

<p>Improve attainment levels in Oracy and Reading to >60% by the end KS2</p> <p>Progress measures for PP are above 0.</p>	<p>embedding of shared reading across all classes and year groups</p>	<p>EEF's Guidance Reports KS1, Improving Literacy in KS2. Key considerations from the reports included:</p> <ul style="list-style-type: none"> • language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; <p>Shared Reading has shown to increase the progress rates and attainment levels of our pupils across the school</p>	<p>SLT to monitor progress through robust monitoring programme.</p>	<p>NB/RS</p>	<p>Half termly – triangulation of monitoring information at SLT</p>
<p>Improve attainment levels in Writing to >60% by end of KS2</p> <p>Progress measures for PP are above 0.</p>	<p>Embed writing guidelines and approaches that ensure maximum engagement by our vulnerable groups</p>	<p>Planning for and delivery of writing is not yet as robust or consistent as reading. Observations show teaching of writing requires more development</p>	<p>SLT to monitor progress through robust monitoring programme. Whole school training planned throughout the year – using external consultant and Transform T&L Lead Practitioners to support</p>	<p>NB/RS</p>	<p>Half termly – triangulation of monitoring information at SLT</p>

<p>Improve attainment levels in maths by developing reasoning skills and fluency. to >60% by end of KS2</p> <p>Progress measures for PP are above 0.</p>	<p>Embed maths structure throughout the school. TT Rockstars</p>	<p>EEF's Guidance Reports KS1, improving maths in KS2 and KS3 Key recommendations include: Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas</p> <ul style="list-style-type: none"> • If pupils lack a well-rehearsed and readily available method to solve a problem they need to draw on problem solving strategies to make sense of the unfamiliar situation <p>Analysis of data shows that reasoning (at all levels) is a weakness in the children's understanding.</p>	<p>This is a priority identified on the whole SIP and will be monitored by SLT (milestones on SIP) although led by the CE</p>	<p>CE</p>	<p>Half termly through data analysis. Results of PUMA tests and MNP book tests.</p>
<p>Close the attainment gap throughout the school and have at least 60% of all pupils (including disadvantaged pupils) achieving ARE.</p>	<p>Targeting additional teachers in all year groups Communication and Language hub</p>	<p>Targeted intervention allows for more focussed teaching time for those that need it. Through the 'intervention' model children can be immediately identified for intervention to get them ready to access the classroom full time.</p>	<p>Lesson observations Book scrutiny Data analysis Pupil Progress meetings Pupil interviews</p>	<p>FM</p>	<p>Half-termly through data analysis. Use of Bell foundation assessment materials</p>
Total budgeted cost					<p>£20,000</p>

ii. Targeted support Purpose: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

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>Increase the number of children working at ARE+ diminishing the difference between disadvantaged pupils and National disadvantaged and other.</p> <p>Cost: £45,000</p>	<p>Overstaffing model: Overstaffing model to allow for targeted intervention of disadvantaged pupils English and maths</p> <p>Additional Capacity in Year 6</p>	<p>Providing 'pick up' and targeted support through the learners' intervention plan has been successful throughout last year in raising standards</p> <p>.</p>	<p>Through robust monitoring programme including: Pupil Progress Meetings Observations Data analysis Book scrutiny Pupil Interviews Team Planning with English and Maths Leads.</p>	<p>AB EO HM NB</p>	<p>Continuous assessment of impact. Report back at least half termly.</p>
<p>Increase the progress of disadvantaged pupils who are also New to English Improve the oral and written language skills of identified children.</p> <p>£30,000</p>	<p>Communication and Language Hub is used to target pupils who are NTE or developing competence. Identified Teacher and 2 full time teaching assistants</p>	<p>Evidence from other schools and support by EAL consultant</p> <p>The targeted intervention with pupils in English has allowed teachers to focus on other group within their class. Intervention model will allow immediate intervention to close gaps. Opportunity for more carefully targeted planning for class, small group and individual progress</p>	<p>Through robust monitoring programme including: Pupil Progress Meetings Observations Data analysis Book scrutiny Pupil interviews.</p>	<p>FM KS KB ZB</p>	<p>Continuous assessment of impact. Report back at least half termly.</p> <p>Use of Bell Foundation Materials to track progress</p>

<p>Increase the number of children working at ARE+ diminishing the difference between Pear Tree disadvantaged pupils and National disadvantaged and other.</p> <p>Cost: £112,000</p>	<p>TA support in class, using 'pick up ', pre teaching and interventions using recognised and evidence based programmes</p> <p>These include Rapid Read, Rapid Write, Talk Boost, Success@number,</p>	<p>EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy Target intervention and support in class. Pick up and pre teach supports pupils' learning. clearly identified and well known interventions that show accelerated progress on a national scale over a period of time.</p>	<p>Through robust monitoring programme including: Pupil Progress Meetings Observations Data analysis Book scrutiny Pupil interviews</p> <p>TAs will have a target group of pupils for their performance review</p>	<p>AS/AB Year Group Leads</p>	<p>Continuous assessment of impact. Report back at least half termly.</p>
<p>Learning Opportunities for Disadvantaged Children will be at least equal to Non Disadvantaged children.</p> <p>Cost £5,500</p>	<p>Develop whole school curriculum to ensure access appropriate for all pupils</p>	<p>PP children gain the same experiences out of the classroom as non PP children leading to a richer curriculum and wider learning.</p>	<p>Budget in place to provide enrichment activities</p>	<p>NB Year group leads</p>	<p>Report to Governors termly.</p>

<p>Learning Opportunities for Disadvantaged Children will be at least equal to Non Disadvantaged children.</p> <p>Cost £4000</p>	<p>School Governors committed to allocating budget to subsidise residential visits for years, 4 and 6 and visits per year by £10 for all children.</p> <p>Disadvantaged children to have equal access to after school clubs and other curriculum enrichment including music tuition</p>	<p>PP children gain the same experiences out of the classroom as non PP children leading to a richer curriculum and wider learning.</p>	<p>Budget in place to subsidise class visits and residential visits. Feedback from children and adults including parents/ carers. Work scrutiny.</p>	<p>NB Year group leads</p>	<p>Report to Governors termly.</p>
<p>Support children with EAL who also receive PPF (43% of pupils who are EAL) so that they make better than expected progress</p> <p>£10,000</p>	<p>2x Additional TA support from EAL specialists to aide children with EAL in class and in small groups.</p> <p>Pupils who are proficiency scale C/D</p>	<p>This has continued to support children across our school where English isn't their first language. The majority of EAL children made at least expected progress in all year groups in all subjects with the exception of writing in year 1 a</p>	<p>Data analysis and PPM scrutiny will regularly identify children whom need additional support. EAL data scrutiny will take place half termly and also progress through other measures such as Language link if required.</p> <p>Targeting of afterschool club and holiday boosters will be based on eligibility criteria to ensure good attendance to ensure maximum impact.</p>	<p>AHT</p>	<p>Half termly.</p>
Total budgeted cost					£206,500

iii. Other approaches: Purpose: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional 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?
Leadership Capacity Increased Cost £15,000	Head Teacher and Assistant Head to be Pupil Premium Champion To ensure that all activities designed to accelerate the progress of pupils who are eligible for pupil premium are having the necessary impact and close the gap of attainment	NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school FM – will have a focus on the ROMA community which will form part of his NPQH	Through robust monitoring programme including: Pupil Progress meetings Observations Data analysis Book scrutiny Pupil interviews Team Planning with English and Maths Leads.	AS/FM	Half termly SLT meetings

<p>The school's curriculum intent is fully implemented</p> <p>Cost £15,000</p>	<p>Curriculum Development means all pupils access a broad and balanced curriculum which gives pupils the essential knowledge and skills for the next stage of education</p>	<p>A broad and balanced curriculum (not narrowed) provides pupils with the knowledge, skills and cultural capital to access the next stages of their school career</p>	<p>Development of subject leads through a coaching programme led by Deputy Head.</p>	<p>NB</p>	<p>CP Review Trust and Governors Review Deep Dive</p>
<p>Provide wellbeing support to vulnerable and disadvantage pupils. Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised.</p> <p>£38,000</p> <p>Breakfast Club £3000</p>	<p>AHT Leads wellbeing team with a focus on identified children and ensure clear behaviour plans</p> <p>Targeted Breakfast Club for identified children providing a calm start and before school.</p> <p>Meet and Greet for identified pupils</p> <p>Nurture Lead and Health Mentor timetabled to work with identified children. For identified children this may be 1 to 1 or small group work.</p>	<p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>Evidence indicates that children supported by the Nurture Lead and Health Mentor meet more of their learning targets. Children are able to cope better in class and are more ready to learn. Breakfast Club and meet and greet enables children to have a calm start to the day and be more ready to do their</p>	<p>Nurture Lead and Health Mentor directed to children identified as at risk from 'behaviour going into the Red' and possible Fixed Period Exclusions. Monthly behaviour reports will show a reduction in the number of children causing concern and the number of incidents. Data analysis. Pupil Progress Meetings.</p>	<p>AHTs Nurture Lead Health Mentor</p>	<p>Integris Behaviour Monitoring Monthly Behaviour Report</p>

<p>Attendance will reach 96%</p> <p>Absence will reduce for disadvantaged children:</p> <p>£12,000</p>	<p>Learning Mentor deployed in mornings to lead on attendance</p> <p>Employment of a Trust Attendance officer to pursue persistent absentees.</p> <p>Use of both individual and class reward incentives for 100% attendance.</p>	<p>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p>	<p>Attendance priority kept high through weekly competitions during school assemblies.</p> <p>Weekly attendance certificates</p> <p>Continued employment of Attendance Officer.</p>	<p>D Burdis</p> <p>P Meynell</p>	<p>Attendance data reviewed daily and weekly</p> <p>Class competitions renewed half-termly.</p> <p>Monthly Governor attendance review</p>
<p>Increased numbers of parents at parents meetings</p> <p>£ incorporated into Over staffing model</p>	<p>Parents meetings will take place during the day and into the evening.</p> <p>All teachers to be released for a day a term to complete parent consultation meetings</p>	<p>Evening parent's meetings were poorly attended and we know the vital role parents play in their child's learning</p> <p>EEF: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools can support parents to engage with their children's learning in a wide range of ways, for example, by:</p> <ul style="list-style-type: none"> • providing regular feedback on children's progress, • offering advice on improving the home learning environment 	<p>Headteacher to lead on parental engagement.</p> <p>Dates in the diary for the year.</p> <p>Teachers and office chase non-attendance to make sure all parents attend.</p>	<p>A.Sharp</p>	<p>>85% of parents attend a parent meeting with the class teacher and their child.</p>
Total budgeted cost					£83,000