

Pear Tree Community Junior School Pupil Premium Impact Review 2018-19

1. Summary information			
School	Pear Tree Community Junior School		
Academic Year	2018-2019	Total PP budget Received	£245,630
Total number of pupils	355	Number of pupils eligible for PP	189
2. Expected Outcomes			
A.	Capacity of leadership will be increased		
B.	The standard of teaching throughout the school will continue to improve.		
C.	Oral and written English language skills will continue to improve. The support for pupils with EAL will continue to improve.		
D.	Standards of behaviour will continue to improve Overall attendance rates will continue to improve and the percentage of 100% attenders will increase.		

3. Review	
i. Quality of teaching for all	
Desired outcome	Impact
100% of teaching will be judged to be at least good with 20% judged as outstanding by the end of July 2019.	The quality of teaching at Pear Tree Community Junior School has continued to rapidly improve. Good teaching is seen in every classroom and consistency has improved. The vast majority of teaching in the school is good with outstanding practice seen 20% of the time. The improvements in quality first teaching has led to increased attainment rates and progress rates across the school and in end of Key Stage tests (see details below).
Improve attainment levels in Reading	The percentage of pupils achieving age related expectation in KS2 SATs rose from 23% to 47%. Progress score went from – 4.18 to -0.6 which is in line with national figures. We also saw an increase in the number of pupils achieving a higher scaled score from, 2% in 2018 to 12% in 2019. As well as all pupils performing better, disadvantaged pupils’ attainment rose from 16% in 2018 achieving Age Related Expectations to 35% in 2019 The number of disadvantaged pupils achieving a higher scaled score went from 2% (2018) to 9% (2019) Progress Score for disadvantaged pupils also rose from -4.47 to -1.67
Improve attainment levels in Writing	The percentage of pupils achieving age related expectation in KS2 SATs rose from 42% to 55%. Progress score went from – 0.22 to -3.2 which is significantly above national figures. We also saw an increase in the number of pupils achieving greater depth in their writing rose from, 4% in 2018 to 18% in 2019. As well as all pupils performing better, disadvantaged pupils’ attainment rose from 22% in 2018 achieving Age Related Expectations to 58% in 2019 The number of disadvantaged pupils achieving greater depth in their writing rose from 2% (2018) to 11% (2019) Progress Score for disadvantaged pupils also rose from -1.11 to 2.41

<p>Improve attainment levels in maths by developing reasoning skills and fluency.</p>	<p>The percentage of pupils achieving age related expectation in KS2 SATs rose from 32% to 55%. Progress score went from – 2.14 to -0.1 which is in line with national figures. We also saw an increase in the number of pupils achieving a higher scaled score from, 5% in 2018 to 9% in 2019.</p> <p>As well as all pupils performing better, disadvantaged pupils’ attainment rose from 22% in 2018 achieving Age Related Expectations to 58% in 2019 The number of disadvantaged pupils achieving a higher scaled score went from 2% (2018) to 7% (2019) Progress Score for disadvantaged pupils also rose from -2.58 to -0.64</p>
<p>Close the attainment gap throughout the school and have at least 50% of all pupils (including disadvantaged pupils) achieving ARE.</p>	<p>Despite all attainment and progress rates increasing for disadvantaged pupils, end of Key stage results indicates that there is a gap between the attainment and progress rates between non-pupil premium and pupil premium pupils. However, this gap can be seen closing through the pupils currently on roll.</p> <p>Year 5 – Pupils attaining at Age Related Expectation in year 5 has risen to 53% in Reading 47% in writing and 51% in maths. The current gap between disadvantaged and non-disadvantaged is still evident at 13% for reading, 7% for writing and 7% in maths.</p> <p>Year 4 – This is the lowest performing cohort; this can be attributed to a large amount of mobility. 15 pupils (17%) of the cohort joined during the year only one of whom was working at age related expectations. Despite this the percentage of pupils achieving Age Related Expectations rose throughout the year but did not reach the target of 50%. Reading 37%, Writing 33% maths 43%. The gap between the disadvantaged and non-disadvantaged is 2% for reading, 5% for writing and 3% for maths.</p> <p>Year 3 – Despite not quite achieving 50% the figures for this cohort demonstrate increases from the baseline. Mobility was again a factor with 13 pupils joining of which none were working at Age related expectations and 11 who had no previous data and were new to English. Reading 44%, Writing 45% maths 57%. The gap between the disadvantaged and non-disadvantaged is reversed in this year group +3% for reading, +6% for writing and +16% for maths.</p>

<p>ii. Targeted support</p>	
<p>Desired outcome</p>	
<p>Increase the number of children working at ARE+ diminishing the difference between disadvantaged pupils and National disadvantaged and other.</p>	<p>Overall Outcome for achieving Age Related Expectation in Reading, Writing and maths increased for all pupils. In 2018 18% of pupils achieved Age Related Expectation in 2019 that figure rose to 45% (un-validated). In 2018 0% of children achieved the higher standard in all three subjects in 2019 5% of pupils achieved a higher standard in Reading, Writing and Maths</p> <p>For disadvantaged pupils the figure rose from 12% to 29% achieving Age Related Expectations in all three subjects. The figures for disadvantaged pupils achieving a higher standard rose from 0% to 5%.</p>

<p>Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised.</p>	<p>Behaviour at Pear Tree continues to improve and the number of incidents of 'red slips' (children being removed from their classroom for showing inappropriate behaviour) was significantly reduced. This was 60% less than the previous year. Clear tracking enabled the school to pinpoint areas of concern and address them efficiently and effectively.</p> <p>Quality of teaching and learning increased significantly across the school ensuring low level disruption was incredibly rare. Learning time was maximised across the school leading to the improved attainment seen.</p>
<p>Improve the oral and written language skills of identified children.</p>	<p>The communication and Language Hub work with identified pupils who were new to English or developing confidence. The teaching and learning focussed on early acquisition of language, including vocabulary and phonics. Routine and regular assessments are completed using the Bell Foundation which highlights next steps. The children's attainment and progress is tracked using INSIGHT. Termly Pupil progress meeting discussed each child in depth and indicates rapid progress is made from entry. This ensures a fluid approach to groups and pupils exit the provision and are then fully included in class.</p> <p>Vocabulary is a key part of all lessons with an explicit focus on the teaching of vocabulary. Children are provided with vocabulary journals which they can use to record new words that they have learnt. There is a word of the day displayed in every classroom and this is explicitly referred to throughout the day. Opportunities to talk and discuss are encouraged throughout the day and standard English is modelled at all times by members of staff.</p> <p>Clear impact of these strategies is seen in the increases in attainment across the school.</p>
<p>Pupil progress in year 6 will be accelerated</p>	<p>Pupil Progress figures rose significantly for disadvantaged pupils in all subjects.</p> <p>Reading -4.47 to -1.67 Writing -1-11 to 2.41 Maths -2.58 to -0.64</p>

iii. Other approaches	
Desired outcome	
<p>Leadership Capacity Increased</p>	<p>Leadership capacity has increased and was graded as good during an external review of the school by Challenge Partners.</p>

<p>Attendance will reach 96% Absence will reduce for disadvantaged children:</p>	<p>The school employs a learning mentor who has responsibility for behaviour and conducts daily home visits. The school has high mobility and children may leave without prior notice. Despite a robust policy and procedure, attendance figures are below national and our expectations for the whole school. They are below national. However, the figures for disadvantaged are in line with school figures. Figures will be updated when they are released as part of the Analyse School Performance.</p> <p>Attendance will continue to be a key priority for the school and governors will complete a month monitoring visit.</p>
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