

Pear Tree Community Junior School Pupil Premium Strategy and Website Statement

1. Summary information					
School	Pear Tree Community Junior School				
Academic Year	2018-2019	Total PP budget	£249,480	Date of most recent PP Review	N/A
Total number of pupils	355	Number of pupils eligible for PP	189	Date for next PP Strategy Review	September 18

As a new school joining Transform Trust on July 1st 2017 and a new head appointed to start 1st September no clear pupil premium policy or planned expenditure was put in place by the pre-existing school for 2017-18. During this year, we have used Pupil Premium Funding to:

- Have an over staffing teacher model and for year 4, 5 and 6 to increase attainment rates.
- Increase the level of TA support in year 3 particularly supporting new to English pupils
- Employ a learning mentor and attendance officer to increase the level of attendance
- Support behaviour at lunchtime by the deployment of TAs
- Provide high quality CPD for all staff to improve quality first teaching
- Fund a targeted breakfast club

Following a thorough audit of school provision and an understanding of the school's strengths and areas for development a full and comprehensive plan has been proposed for the Pupil Premium funding for 2018-19.

2. Current attainment 2017-18									
	<i>Pupils eligible for PP (your school)</i>			<i>All Pupils (your school)</i>			<i>Pupils not eligible for PP National</i>		
% achieving secure or above in reading, writing & maths KS2	12%			18%			70%		
% achieving greater depth in reading, writing & maths KS2	0%			0%			12%		
Progress measure KS1 to KS2	R: -4.2	W:- -0.2	M:-2.1	R: --4.48	W:-1.11	M:-2.60	R:0.31	W:0.24	M:0.31
Attendance 2017 -2018	94.92%			94.74%			95.8%		

3. 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 not yet consistently good throughout the school.
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.	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. Low attendance rates. Some children have attendance rates of less than 95% which prevents them from maximising their learning opportunities.
D.	Leadership is not yet good across the leadership team
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	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 good at CP Internal reviews
B.	The standard of teaching throughout the school will continue to improve.	All teachers will be graded as at least good. 80% good or better with 20% outstanding Challenge Partners teaching and learning graded good. % of writing outcomes are 50% 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.	Standards of behaviour will continue to improve Overall attendance rates will continue to improve and the percentage of 100% attenders will increase.	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%. 100% attendance will improve to 10%

5. 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					
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 20% judged as outstanding by the end of July 2019.	Teacher Development plans implemented for all staff and mentors identified. CPD identified through plan Peer to peer observation and observations in other schools	last year the teaching profile was raised no teachers were graded inadequate. Our ambition is to ensure all staff are consistently providing good teaching and we increase the number of outstanding teachers in school.	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
Improve attainment levels in Reading	Refinement and embedding of shared reading	Shared Reading where taught well has shown to increase the progress rates and attainment levels of our pupils across the school	SLT to monitor progress through robust monitoring programme.	NB/RS	Half termly – triangulation of monitoring information at SLT
Improve attainment levels in Writing	Develop writing guidelines and approaches that ensure maximum engagement by our vulnerable groups	Planning for and delivery of writing is not yet as robust or consistent as reading. Observations show teaching of writing requires more development	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	NB/RS	Half termly – triangulation of monitoring information at SLT

Improve attainment levels in maths by developing reasoning skills and fluency.	Refinement of maths no problem throughout the school.	Analysis of data shows that application of methods is a weakness in the children's understanding.	This is a priority identified on the whole SIP and will be monitored by SLT (milestones on SIP) although led by the CE	CE	Half termly through data analysis. Results of PUMA tests and MNP book tests.
Continue raised aspirations of all children through A.R.E. mind-set.	All year groups will be taught to A.R.E. learning objectives.	Progress and attainment of children has improved since teaching to ARE objectives	Planning scrutiny Smart file scrutiny Lesson observations	SLT	At Pupil progress meetings
Close the attainment gap throughout the school and have at least 50% of all pupils (including disadvantaged pupils) achieving ARE.	Overstaffing model to allow for smaller classes for English and maths and the targeting of pupils who are NTE or developing competence.	Smaller classes allow 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.	Lesson observations Book scrutiny Data analysis Pupil Progress meetings Pupil interviews	FM	Half-termly through data analysis. Use of Bell foundation assessment materials
Total budgeted cost					£20,000

ii. Targeted 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?
<p>Increase the number of children working at ARE+ diminishing the difference between disadvantaged pupils and National disadvantaged and other.</p> <p>Cost: £100,000</p>	<p>Overstaffing model: Overstaffing model to allow for smaller classes for English and maths and the targeting of pupils who are NTE or developing competence. Identified full time teaching assistant for the vast majority of classes.</p>	<p>Reducing size of classes has been successful in year 6 where targeted support for those new to English has allowed teachers to focus on other group within their class.</p> <p>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 Team Planning with English and Maths Leads.</p>	<p>SLT FM</p>	<p>Continuous assessment of impact. Report back at least half termly.</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: £25,000</p>	<p>TA interventions using recognised and evidence based programmes</p> <p>These include Rapid Read, Rapid Write, Talk Boost, Success@number,</p>	<p>Using 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 Team Planning with English and Maths Leads.</p>	<p>AS</p>	<p>Continuous assessment of impact. Report back at least half termly.</p>

<p>Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised.</p> <p>£25,000</p>	<p>Targetted Breakfast Club for identified children providing a calm start and before school mentoring Nurture Lead and Learning Mentor timetabled to work with identified children. For identified children this may be 1 to 1 or small group work.</p> <p>AHT focus on identified children and ensure clear behaviour plans</p>	<p>Evidence indicates that children supported by the Nurture Lead and Learning Mentor meet more of their learning targets. Children are able to cope better in class and are more ready to learn. Breakfast Club enables children to have a calm start to the day and be more ready to do their learning.</p>	<p>Nurture Lead and Learning 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 Learning Mentor</p>	<p>Monthly Behaviour Report</p>
<p>Improve the oral and written language skills of identified children.</p> <p>£25,000</p>	<p>Children grouped for intervention according to language skills and not according to age. Pupils who are A&B in the proficiency will be targeted through planned interventions in the morning and classroom support in the afternoon</p>	<p>Evidence from other schools and support by EAL consultant</p>	<p>Through robust monitoring programme including: observations, book scrutiny, Pupil Progress meetings (Bell Foundation Assessment materials)</p>	<p>AHT and EAL Lead</p>	<p>Half -termly through data analysis and discussion.</p>

<p>Learning Opportunities for Disadvantaged Children will be at least equal to Non Disadvantaged children.</p> <p>Cost £10,000</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. 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>Pupil progress in year 6 will be accelerated</p> <p>£10,000</p>	<p>Additional Year 6 teacher.</p>	<p>Additional teacher has allowed for the targeting of pupils more effectively and ensure good progress.</p>	<p>Team planning approach to ensure consistency. Regular lesson observations Behaviour support</p>	<p>AHT</p>	<p>On-going discussion. Half-termly data analysis.</p>

<p>Support children with EAL who also receive PPF 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					£209,000

iii. Other approaches					
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 £10,000	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	Having a member of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school	Through robust monitoring programme including: Pupil Progress meetings Observations Data analysis Book scrutiny Pupil interviews Team Planning with English and Maths Leads.	FM	Half termly SLT meetings
Attendance will reach 96% Absence will reduce for disadvantaged children: £11,000	Learning Mentor deployed in mornings to lead on attendance Employment of a Trust Attendance officer to pursue persistent absentees. Use of both individual and class reward incentives for 100% attendance.	Attendance has improved this year and is currently over 95%	Attendance priority kept high through weekly competitions during school assemblies. Weekly attendance certificates Continued employment of Attendance Officer.	D Burdis P Meynell	Attendance data reviewed daily and weekly Class competitions renewed half-termly.
Total budgeted cost					£21,000