

## 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 <sup>th</sup> 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	29%			45%			70%		
% achieving greater depth in reading, writing & maths KS2	5%			4%			12%		
Progress measure KS1 to KS2	R: TBC -1.67	W: TBC 2.41	M: TBC -0.64	R: -0.6	W:3.2	M: -0.1	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)	
<b>In-school barriers</b> (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
<b>External barriers</b> (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					
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.	Teacher Development plans implemented for all staff through reflective journals  CPD needs identified through plan  Whole school coaching programme	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.	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	embedding of shared reading across all classes and year groups	Shared Reading 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	Embed 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.	Embed maths structure throughout the school. TT Rockstars	Analysis of data shows that reasoning (at all levels) 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.
Close the attainment gap throughout the school and have at least 60% of all pupils (including disadvantaged pupils) achieving ARE.	Targeting additional teachers in all year groups Communication and Language hub	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.	Lesson observations Book scrutiny Data analysis Pupil Progress meetings Pupil interviews	FM	Half-termly through data analysis. Use of Bell foundation assessment materials
<b>Total budgeted cost</b>					£20,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase the number of children working at ARE+ diminishing the difference between disadvantaged pupils and National disadvantaged and other.  Cost: £35,000	Overstaffing model: Overstaffing model to allow for targeted intervention of disadvantaged pupils English and maths	Providing 'pick up' and targeted support through the learners' intervention plan has been successful throughout last year in raising standards .	Through robust monitoring programme including: Pupil Progress Meetings Observations Data analysis Book scrutiny Pupil Interviews Team Planning with English and Maths Leads.	SLT EO HM NB	Continuous assessment of impact. Report back at least half termly.

<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>£40,000</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: £50,000</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>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>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 HM</p>	<p>On-going discussion. Half-termly data analysis.</p>
<b>Total budgeted cost</b>					<b>£144,500</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	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>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 learning.</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>Attendance has improved this year and is currently over 95%</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>
<b>Total budgeted cost</b>					<b>£83,000</b>