

Pupil premium strategy statement

School overview

Metric	Data
School name	Purbrook Junior School
Pupils in school	382
Proportion of disadvantaged pupils	20% (72 pupils)
Pupil premium allocation this academic year	£100,380
Academic year or years covered by statement	2019 - 2021
Publish date	October 2020
Review date	April 2020
Statement authorised by	Craig Williams
Pupil premium lead	Donna Maxwell
Governor lead	Sue Evans

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.27
Writing	-0.22
Maths	-2.59

Disadvantaged pupil performance overview for 2019

Measure	Score
Meeting expected standard at KS2 in Reading, Writing and Mathematics	55%
Achieving high standard at KS2 in Reading, Writing and Mathematics	0%
Meeting expected standard at KS2 in Reading	65%
Achieving high standard at KS2 in Reading	10%
Meeting expected standard at KS2 in writing (TA)	85%
Achieving high standard at KS2 in writing(TA)	10%
Meeting expected standard at KS2 in mathematics	75%
Achieving high standard at KS2 in mathematics	0%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>Teaching and learning</p> <p>Extract from SIP: <i>Quality of education - continue to ensure that the level of challenge and pace of learning is matched to the needs of all learners (including those who are disadvantaged) through a personalised approach to learning. Embed mastery approach to learning to ensure learning is not task driven.</i></p>	<p>Every Child Counts Strategy implemented across the school and understood by all relevant stake holders.</p> <p>The overarching aim of the Every Child Counts strategy is to build upon improvements so that outcomes for all pupils, including disadvantaged pupils, show year on year improving trend as evidenced through EKS2 outcomes and/or progress measures.</p> <p>Continued focus will be on improving progress and attainment in reading and maths for disadvantaged pupils.</p>
<p>Priority 2</p> <p>Curriculum</p> <p>Extract from SIP: <i>Build on curriculum work to ensure the PJS curriculum is ambitious and is designed to give all pupils, particularly disadvantaged pupils, the knowledge and cultural capital they need to succeed in life.</i></p>	<p>Professional development opportunities (such as School's Partnership Programme through the Education Endowment Fund) and allocated time to build upon and strengthen subject leaders' knowledge, skills and understanding of the curriculum.</p>
<p>Barriers to learning these priorities address</p>	<p>Improving progress and attainment outcomes for disadvantaged pupils through a personalised approach to learning and an ambitious, language rich curriculum.</p>
<p>Projected spending</p>	<p>£120,900</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 mathematics (0)	July 2021
Other	<p>Improve attendance of disadvantaged pupils so that it at least matches PJS non disadvantaged of 97.3%.</p> <p>Whole school attendance 96.92% (Perspective Lite October 2019).</p>	July 2021

Measure	Activity
<p>Priority 1</p> <p>Extract from SIP: <i>Quality of education - continue to ensure that the level of challenge and pace of learning is matched to the needs of all learners (including those who are disadvantaged) through a personalised approach to learning. Embed mastery approach to learning to ensure learning is not task driven.</i></p>	<p>Every Child Counts Strategy implemented by teachers at class and year group level. This will include tailored whole class approaches and individual personalisation and provision where appropriate and as outlined in class trackers.</p> <p>Teaching and Learning lead teacher (.2) to support the professional development teaching staff.</p>
<p>Priority 2 (Links to SIP)</p> <p><i>To develop and extend the use of vocabulary where all children challenge themselves to be language rich</i></p>	<p>Tiered language approach trialled and introduced across the school so that vocabulary becomes richer over time.</p> <p>Teachers to ensure that the teaching and modelling of the English language supports vocabulary acquisition.</p> <p>Subject Leaders to provide year groups with theme related language – particularly focussed on Tier 3 language acquisition.</p>
<p>Priority 3</p> <p>To develop and strengthen a consistent approach to feedback across the school as a means of improving outcomes for disadvantaged pupils.</p>	<p>Complete action research project</p> <p>Formulate policy</p> <p>Train teaching staff</p> <p>Build on and develop feedback strategies in line with the feedback and marking policy. (EEF +8)</p>
<p>Projected spending</p>	<p>£33,307</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	Every Child Counts Strategy: Class trackers and provision maps in place. Individual targeted provision for pupils – based on the individual needs of the child/ class and cohort. This includes provision such as pre- reading for vocabulary familiarisation, additional maths sessions to build upon prior knowledge, transition support, 1:1 release time for feedback opportunities etc... Pastoral and Academic Champions in place for selected pupils who have been identified as part of the Every Child Counts Strategy.
Priority 2	Every Child Counts Strategy: Class trackers and provision maps in place for SEND pupils. Individual targeted provision for pupils – based on the individual needs of the child/ class and cohort. This includes provision such as rapid Reading, Cued Spelling, Maths tool kit targeting... Pastoral and Academic Champions in place for selected pupils who have been identified as part of the Every Child Counts Strategy.
Barriers to learning these priorities address	Provide additional opportunities for pupils to secure and extend their knowledge and understanding through targeted support in small group and one to one settings.
Projected spending	£64,347

Wider strategies for current academic year

Measure	Activity
Priority 1	Pastoral and Academic Champions in place for selected pupils who have been identified as part of the Every Child Counts Strategy
Priority 2	Part funding of the school ELSA and HSLW and cluster Parent Support to support families with attendance, families with their wider needs and support children with their emotional needs.
Priority 3	Wider opportunities e.g. clubs, trips etc...
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Providing wider opportunities for pupils – cultural capital. Engaging parents in becoming true partners in their child's education.
Projected spending	£22,947

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that there is a shared understanding of the Every Child Counts Strategy. Appropriate time is given to ensure its implementation is effective. To ensure that teacher subject knowledge and understanding is strong across the curriculum so that outcomes improve.	Use of INSET days, staff meeting time. Teaching and learning lead time to provide expertise support and guidance. Accountability at all levels to flag any issues and address any concerns which may affect the quality of teaching and learning.
Targeted support	Ensuring that the provision outlined in the year group and class trackers take place and are true to intent.	Every Child Count Team and Year leaders to monitor provision as outlined in year group and class trackers. Half termly check ups with year leaders in place at the Every Child Counts Review Meetings. Feedback given to staff alongside action points. Evaluation of impact to take place as regular points to evaluate impact of ECC strategy.
Wider strategies	Engaging parents in becoming true partners in their child's education.	Investigate ways of engaging and working with the community.

Review: last year's aims and outcomes

Aim	Outcome
Progress and attainment in Reading	<p>Progress scores have improved by 1.13 points. This shows that steady improvements are being made towards the overall aim of a progress score of 0. Disadvantaged outcomes have improved significantly (+29%) since 2016. They also improved + 6% from 2018 to 2019. This is particularly positive as both National Disadvantaged and National Others declined by 2%.</p>
Progress and attainment in Writing	<p>Progress scores have been maintained and are currently -0.2. Analysis shows that since 2016, there has been year on year improvement in the % of children attaining the expected standard and above. % outcomes match PJS non Dis and attainment for our disadvantaged pupils far exceeds NA for Dis and NON Dis.</p>
Progress and attainment in Mathematics	<p>Progress scores have improved by 1.21 points. This shows that steady improvements are being made to the overall aim of a progress score of 0. Disadvantaged attainment outcomes have improved significantly (+25%) from 2018 to 2019. The picture is a three year improving trend. This is</p>
Greater Depth	<p>Outcomes have improved in GPAS. Outcomes remain the same in reading and writing compared to the previous year. None of the disadvantaged pupils attained GD in maths. The gap in attainment compared to National Other remains wide.</p>
Access to resources and wider opportunities.	<p>Autumn 2018- 28% of pupils attended after school activities. Summer 2019 75% attended afterschool activities. The parents' and children's comments about their involvement in after school clubs were overwhelmingly positive.</p>
Attendance	<p>Overall disadvantaged pupils' attendance improved by 0.7% to 96% and non-disadvantaged improved by 0.6% in 2019. Therefore the gap has closed by 0.1%. Attendance, for some of our disadvantaged pupils needs to be a continued focus.</p>