

# Pupil premium strategy statement

1. Summary information					
School	Jarrow Cross C of E Primary				
Academic Year	2018	Total PP budget	£174,780	Date of most recent PP Review	Sept 19
Total number of pupils	309	Number of pupils eligible for PP	121	Date for next internal review of this strategy	Jan 19

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Percentage of children attaining the expected standard in reading-cohort	79	100
Reading progress measure	2.76	0.31
Reading average score	104.2	106.1
Percentage of children attaining the expected standard in writing-cohort	58	92
Writing progress measure	0.14	0.24
Percentage of children attaining the expected standard in maths-cohort	63	92
Maths progress measure	-1.05	0.31
Maths average score	99.5	105.4
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.	Speech and Language issues are evident for many children entering Reception	
B.	Children struggle with sentence construction which affects the quality of writing	
C.	The children have difficulty applying their mathematical number skills and knowledge in problem solving	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		

<b>D.</b>	Families eligible for pupil premium and those on low incomes typically require additional emotional support from school. This prevents a positive ethos regarding the child's wellbeing which in turn can affect the children's readiness to learn.	
<b>E.</b>	Inconsistency of parents following School Reading Agreement- ensuring child reads three times per week	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Increase the percentage of children who meet the national standards in writing in the end of Key assessments.	2019 - 75% children whole cohort achieving expected level in writing (KS2)
<b>B.</b>	To ensure % rate of pupils achieving National Standards in maths is in line with National average	2019 – 76% of children to achieve expected level in maths
<b>C.</b>	To ensure more able pupils make more than expected progress and achieve the higher standard in Maths at end of KS assessments	2019- 24% of children to make more than expected progress
<b>D.</b>	To narrow the gap in performance between NA and the % of our pupils making a Good Level of Development and to ensure our children are 'Year 1 ready'.	2019- 74% of children to achieve GLD
<b>E.</b>	To narrow the gaps between groups of children	To narrow the gap between all groups of children in each year group

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?
75% Y6 PP children to meet expected outcomes in writing 2019	<ul style="list-style-type: none"><li>• Small class sizes and increased adult support</li><li>• Small writing intervention groups eg Rapid Writing, First Class@ Writing</li><li>• Booster sessions in ability groups</li><li>• Targeted Daily Intervention – editing and improving</li><li>• Data tracking meetings analyse the performance of all groups of children half termly</li><li>• Beanstalk 1:1 Reading Programme</li></ul>	<ul style="list-style-type: none"><li>• NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</li><li>• NFER report highlights schools which tightly monitor data rather than end of Key Stage raised attainment more effectively</li></ul>	<ul style="list-style-type: none"><li>• Regular monitoring through planning and work scrutiny, lesson observations</li><li>• Impact of interventions evaluated</li><li>• Half termly pupil progress meetings</li></ul>	C. Richardson (Pupil Progress Co-ordinator)  K. Taggart (Literacy lead)  S. McBeth (Data Tracking)	Half termly  Weekly Y6 Meetings  Half termly pupil progress meetings

<p>To narrow the gaps in the performance of PP children and Non PP in all year groups</p>	<ul style="list-style-type: none"> <li>• Data tracking meetings analyse the performance of all groups of children termly</li> <li>• Impact of Intervention sessions monitored</li> <li>• Performance management targets linked to narrowing the gap</li> <li>• Pupil Progress Meetings used to identify children for specific interventions</li> <li>• Targeted differentiation, high quality marking and feedback</li> </ul>	<p>NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</p> <ul style="list-style-type: none"> <li>• NFER indicated a 15.6% increase in outcomes using one to one tuition</li> <li>• NFER indicated that personalised learning plans enhanced outcomes by 2.0%</li> <li>• NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Provision maps completed and evaluated</li> <li>• Half Termly Pupil Progress Meetings</li> <li>• Termly meeting – analysis of data/assessments</li> <li>• Feedback from work scrutinies</li> </ul>	<p>C. Richardson (Pupil Progress Co-ordinator)</p> <p>K. Taggart (Literacy lead)</p> <p>S. McBeth (Data Tracking)</p>	<p>Half termly pupil progress meetings</p> <p>Bi-annual performance management meetings</p> <p>Ongoing – linked to Action Plan specifically aimed at Closing the Gap</p>
<p>To extend the more able to achieve more than expected levels in maths and increase % of children who reach National standard</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>Performance management targets linked to embedding mastery approach to maths</p>	<p>A successful strategy which was used in school last year.</p> <p>NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</p>	<ul style="list-style-type: none"> <li>• Regular monitoring through planning and work scrutiny, lesson observation</li> <li>• Impact of Intervention</li> </ul>	<p>S. Schofield (Numeracy lead)</p> <p>S. McBeth (Data Tracking)</p> <p>C. Richardson (Pupil Progress Co-ordinator)</p>	<p>Termly data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p> <p>Ongoing – lined to specific Maths Action Plan</p>

<p>To narrow the gap in performance between NA and the % of our pupils making a Good Level of Development and to ensure our children are 'Year 1 ready'.</p>	<ul style="list-style-type: none"> <li>• Increase in pupil staff ratio</li> <li>• Use of High Quality Texts</li> <li>• Use of Talk for Writing Strategies</li> <li>• CPD for Early Years Lead – Maths Hub</li> <li>• Effective use of outside environment</li> <li>• Use of environment to provide challenge for children</li> <li>• Targeted Intervention</li> </ul>	<p>Studies clearly indicate that a successful Early Years experience has a positive effect upon child development and attainment</p>	<ul style="list-style-type: none"> <li>• Regular monitoring through planning and work scrutiny, lesson observation</li> <li>• Impact of Intervention</li> </ul>	<p>L. Peacock (Early Years Lead) S. McBeth (Data Tracking) K.Taggart (Literacy lead) S.Schofield (Maths Lead)</p>	<p>Half Termly pupil Progress Meetings Planning .work scrutiny and lesson observations as per monitoring cycle.</p>
<p>Improve children's vocabulary choices, which will improve writing outcomes</p>	<ul style="list-style-type: none"> <li>• Quality First Wave Teaching</li> <li>• Use of High Quality Texts (planned EGPS activities around text)</li> <li>• Oral language Interventions</li> <li>• Whole school book weeks</li> <li>• Reading for Pleasure Intervention(Beans talk Reading)</li> <li>• Encourage parents to follow school reading agreements</li> <li>• Daily Intervention sessions focus upon reading and grammar sessions</li> </ul>	<p>EEF Toolkit states that all pupils appear to benefit from oral language interventions but some studies show larger effects for younger children and pupils from disadvantaged backgrounds with up to six months benefit</p>	<ul style="list-style-type: none"> <li>• Regular monitoring through planning and work scrutiny, lesson observation, pupil voice</li> <li>• Impact of Intervention</li> </ul>	<p>K. Taggart ( Literacy lead)</p>	<p>Half Termly Assessments Termly Data Analysis</p>

To ensure quality first teaching for all by increasing the quality and focus of CPD	Staff training: <ul style="list-style-type: none"> <li>Singapore Maths Training</li> <li>Maths Hub Training</li> <li>Early Years Leadership Maths Hub Training</li> <li>Maths Primary Subject Knowledge Enhancement</li> <li>Moderation</li> <li>SEN Training</li> </ul>	The NFER report reiterates that this can lead to an improvement of 18.7% This also proved a very successful strategy in school last year.	<ul style="list-style-type: none"> <li>CPD evaluations and post training expectations( i.e. work reflected in books, changes to practise in lesson observations etc )</li> <li>Performance management targets</li> <li>Changes to practise and impact on teaching and learning</li> </ul>	L. Peacock ( Early Years Lead) K.Taggart S.Schofield C. Richardson	Implementation reviewed as part of the monitoring cycle.  Performance management reviews  Work scrutinies  CPD audit
					£74,570
<b>ii. Targeted Support</b>					
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?
To support children who are not meeting age related expectations through additional maths, reading and writing interventions and additional guided reading sessions	Small group phonic Setting in Year one and two for Read, Write Inc. Phonics 1;1 Reading Support (Beanstalk) 1 <sup>st</sup> Class and 2 <sup>nd</sup> class @ number 1 <sup>st</sup> Class at writing intervention programme Rapid Writing BLAST	NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular monitoring and evaluation of Intervention Pupil observations and data analysis	S. Schofield C. Richardson	Half termly intervention meetings
To improve the percentage of children attaining expected and above in maths	Quality first teaching CPD- Maths Hub Training Targeted interventions as above Monitoring Cycle	At KS2 gap narrowed between school and national, but still below Nation at both expected and above	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis  Monitoring of intervention	S. Schofield C. Richardson	Half termly- and as part of the monitoring cycle  Pupil progress meetings

To improve writing skills needed to attain expected standard in Y2 and 6	Quality first teaching Use of high Quality Texts Use of Talk for writing techniques Writing from real experiences Whole school book focus weeks Moderation Targeted interventions as above Monitoring	School data shows writing is school priority Gap in Y6 between PP and National 2018 (58%-71%)	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis	K.Taggart	Half termly- and as part of the monitoring cycle  Pupil progress meetings
<b>Total budgeted cost</b>					<b>£71,070</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>
Curriculum non negotiables trips, in school activities broadening childrens real life experience.	School trips and curriculum to broaden experiences and engage	Successful last academic year and further developed to incorporate real life experiences e.g. Flaming Land, Souter Light House, Down at the Farm, Arbeia, Centre for Life, Seven Stories. Residential for Y5/6	Levels of pupil interest and engagement	Year Group Teachers to co-ordinate	Termly
Support Children's emotional wellbeing	1:1 and Small group Emotional Resilience support Lego Therapy Relaxation sessions Access to Nurture Room Early Help Plans and Early Intervention Plans when necessary	Research clearly indicates that unless children are emotionally stable they will make limited academic progress	Pupil Voice Feedback from Parents	K. Foreman  (Attendance and Safeguardin Lead)	Ongoing

Improved parental engagement from disadvantaged families	<p>Extending school time-Supporting Breakfast and After School Clubs</p> <p>Sports Participation</p> <p>Parental Involvement</p>	<p>Evidence indicates that a breakfast improves attainment- "Research carried out by the School's Fund Trust found that average KS2 results were higher following the introduction of a Breakfast Club. These findings also support evidence of L Stevens (2008) who also found that wrap around care improves academic performance and punctuality in school.</p> <p>The EEF toolkit states that participation in sports and physical activity is likely to have wide health and social benefits. This may also increase attendance and retention.</p> <p>EEF toolkit states that parental involvement is consistently associated with pupils success at school. This is particularly the case for disadvantaged families.</p>	<p>Attendance at Breakfast Club and After School Clubs</p> <p>Reduction in costs</p> <p>SLT regularly monitor provision</p> <p>Results from Parental Questionnaires</p> <p>Active Sport Mark</p> <p>Early Help plans</p>	<p>S. McBeth</p> <p>(Head Teacher)</p>	Termly
To enable children to develop reasoning skills	<p>CPD</p> <p>Subject lead to access relevant training and disseminate to staff</p>	<p>School priority embedding mastery approach to maths</p>	<p>Work scrutiny-evidence in work books</p> <p>Conversations with children</p> <p>Class Displays</p>	<p>S. Schofield</p> <p>(Numeracy lead)</p>	Half termly as part of monitoring cycle
<b>Total budgeted cost</b>					<b>£29,140</b>



6. Review of expenditure				
Previous Academic Year		Budget allocation		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the percentage of children attaining expected level in reading (Y6)	Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.  Direct teaching of inference and deduction skills.	The percentage of children attaining the expected standard was 87%. This was 12% above a National Average of 75%.  The percentage of children achieving above the expected standard was 39%. This was 9% above a National average of 28%  The percentage of PP achieving the expected National Standard increased to 79%  The percentage of PP children achieving above the expected standard increased to 21%	The direct teaching of inference and deduction skills had a positive effect upon results in 2018. The teaching of these skills will continue in all year groups. Also supported reading activities increased the children's confidence when approaching the test	£160,000
To improve the writing skills needed to attain expected standard in Y2 and 6	Quality first teaching  Writing for a purpose  Evaluating and adapting current curriculum  CPD ensuring staff have greater understanding of criteria needed to meet current standard	The percentage of children in KS1 achieving the expected standard in writing rose 64%  The percentage of children achieving above the standard was 18%, consequently higher than the National Average of 16%  The percentage of children in KS2 achieving the expected standard in writing increased to 71%. The percentage of PP children achieving the expected standard was 58%	A focus upon the improvement of basic skills and CPD around vocabulary had a positive effect upon writing in KS1.	
Improve the percentage of children achieving the higher standard in maths at KS2	Quality first teaching  CPD  Intervention	16% of children achieved the higher standard at maths an increase of 13% from 2017.  11% of PP children achieved the higher standard and increase of 8% from 2017		
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To enable children to develop their reasoning skills	CPD for staff regarding mastery in maths  Ongoing staff training regarding CPA materials and Numicon	Mental and written calculations showed progression throughout the school as per policy. Work scrutinies indicated greater evidence of mastery. Maths results in KS1( 80%) demonstrate positive impact of strategies undertaken.	This strategy will continue. More work will be undertaken on mastery to support PP children.	£3300

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To develop the whole child through broadening their real life experience	Supporting after school clubs, Breakfast Club and residential trip  School trips and curriculum activities to broaden experiences and engage disadvantaged children  Encouraging parents to engage in visits also to broaden their horizons	Increased number of children attending after school clubs.  Curriculum visits promote high levels of engagement form children	After school clubs vary termly and include both academic, physical and extra-curricular areas  Curriculum non negotiables have been provided through visits, visitors and high quality texts which has led to high levels of engagement. This will continue 2018-2019.	£10,000

## 7.Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

### 2017/2018 outcomes



