

# Pupil premium strategy statement

1. Summary information					
School	Jarrow Cross C of E Primary				
Academic Year	2019/20	Total PP budget	£159,580	Date of most recent PP Review	Sept 19
Total number of pupils	313	Number of pupils eligible for PP	113	Date for next internal review of this strategy	Sept 20

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Percentage of children attaining the expected standard in reading-cohort	84	94
Reading progress measure	1.93	1.67
Reading average score	105.0	106.1
Percentage of children attaining the expected standard in writing-cohort	76	83
Writing progress measure	-0.94	-1.86
Percentage of children attaining the expected standard in maths-cohort	80	83
Maths progress measure	1.08	-2.12
Maths average score	104.6	102.9
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 can sometimes require additional emotional support from school. This can hinder a positive ethos regarding the child's wellbeing which in turn can affect a child'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>	Maintain the improvement in outcomes at end of EYFS and ensure our children are Year 1 ready	2020 – % of children achieving GLD to be above National
<b>B.</b>	Increase the proportion of children achieving EXS and GDS in writing	2020 – 80+% of children to achieve expected level in writing, GDS to be in line with National
<b>C.</b>	Improve the progress of SEN pupils in writing	2020- progress measures to be in line with average
<b>D.</b>	Increase the proportion of children who achieve the greater depth standard in end of year assessments	The proportion of children achieving GDS to be in line with National
<b>E.</b>	To continue 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		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?
80+% Y6 children to meet expected outcomes in writing 2020  80+% of PP Y6 children to meet expected outcomes in writing 2020  Ensure progress measures for SEN are in line with national average	<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><li>• Use of high quality texts</li></ul>	<ul style="list-style-type: none"><li>• NFER report supporting the attainment of disadvantaged pupils showed an18.8% increase in outcomes using paired or small group teaching</li><li>• NFER report highlights schools which tightly monitor data throughout the school rather than just at end of Key Stage raised attainment more effectively</li></ul>	<ul style="list-style-type: none"><li>• Regular monitoring through planning and work scrutiny, Learning walks and drops in and pupil voice</li><li>• Impact of interventions evaluated</li><li>• Half termly pupil progress meetings</li><li>• Cross referencing of Provision Maps ensure support is meeting need</li></ul>	C. Richardson (Pupil Progress Co-ordinator)  K. Taggart (Literacy lead)  S. McBeth (Data Tracking)  G. Watson (SENCO)	Half termly  Weekly Y6 Meetings  Half termly pupil progress meetings

To narrow the gaps in the performance of PP children and Non PP in all year groups	<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 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 monitoring programme</li> <li>Target of 19/20 PM Cycle</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 SDP specifically aimed at Closing the Gap</p>
To extend the more able to achieve more than expected levels in reading, writing and maths	<p><b>First Wave Teaching</b></p> <p>Pupil Progress Meetings used to identify children pupils progress and ensure support for more able is matched appropriately</p> <p>Targeted support, high quality marking for improvement and booster extension groups for more able groups.</p> <p>Curriculum evaluation- ensure curriculum provides opportunity to fully challenge the more able across all curriculum areas</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> <li>Target of 19/20 PM Cycle</li> <li>Termly meeting – analysis of data/assessments</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 – linked to school development Plan</p> <p>Bi-annual performance management meetings</p>

<p>To maintain the improvement in outcomes at end of EYFS and 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 member of Reception staff – Maths Hub</li> <li>• Effective use of outside environment</li> <li>• Use of environment to provide challenge for children</li> <li>• Targeted Intervention</li> <li>• Well Structured programme and consistency of approach in teaching of phonics</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 scrutinies Learning Walks, Drop ins and pupil voice</li> <li>• Impact of Intervention</li> <li>• Moderation across the phase and across school</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 opportunities to develop children's vocabulary choices- link to improving 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>• Well structured programme and consistency of approach in teaching of phonics</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</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>Maths Hub Training Early Years and KS1 and 2</li> <li>Further RW Inc Training</li> <li>Moderation</li> <li>SEN Training</li> <li>Subject Leads Training</li> <li>Ongoing training regarding of teaching skills</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, observed changes to practise)</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
					£58,000
<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>
To support children to reach age related expectations through targeted maths, reading and writing interventions	Tightly focused small group phonics 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 increase the proportion of children working at Greater Depth standard in Reading, Writing and Maths	Quality first teaching CPD- Maths Hub Training Targeted interventions as above Monitoring Cycle	At KS1 and 2 attainment of children achieving Greater Depth below National in all areas	Monitoring cycle will show impact of Learning Walks work scrutiny, data analysis and pupil voice  Monitoring of intervention Analysis of provision mapping	S. Schofield  C. Richardson  S.McBeth  K.Taggart	Half termly- and as part of the monitoring cycle  Pupil progress meetings

To improve writing skill of SEN pupils	Quality first teaching Use of high Quality Texts Use of Talk for writing techniques Opportunities to extend Writing skills 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>£65,000</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. F Souter Light House, Whiehouse Farm, Arbeia, Centre for Life, The Word, Victoria Tunnels. 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 Relaxation sessions Access to Nurture Room Early Help Plans and Early Intervention Plans when necessary Thrive practices on going	Research clearly indicates that unless children are emotionally stable they will make limited academic progress	Pupil Voice Feedback from Parents	K. Foreman  (Attendance and Safeguarding Lead)	Ongoing

Improved parental engagement from disadvantaged families	Extending school time- Supporting Breakfast and After School Clubs	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.	Attendance at Breakfast Club and After School Clubs Reduction in costs SLT regularly monitor provision Results from Parental Questionnaires Active Sport Mark Early Help plans Activities to improve parental engagement eg Art activities, sessions held for parents linked to curriculum areas	S. McBeth  (Head Teacher)	Termly
	Sports Participation	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.			
	Parental Involvement	EEF toolkit states that parental involvement is consistently associated with pupils success at school. This is particularly the case for disadvantaged families.			
	Total budgeted cost £29,580				



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 88%. This was 15% above a National Average of 75%.  The percentage of PP achieving the expected National Standard increased to 84%	The direct teaching of inference and deduction skills continued to have a positive effect upon results in 2019. The teaching of these skills will continue in all year groups. Also the range of 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 remained steady at 63%  The percentage of children achieving above the standard was 18%, in line with the National Average of 19%  The percentage of children in KS2 achieving the expected standard in writing increased to 79%. The percentage of PP children achieving the expected standard increased greatly to 77%	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 remaining steady with 2018 results  16% of PP children achieved the higher standard at maths remaining steady with 2018 results	A continued focus upon reasoning skills is having a positive effect on children's mathematical skills	
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( 78%) 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 2019-2020.	£7,000



