

Cyril Jackson Primary School
Pupil Premium Strategy 2019 - 2020

Headteacher: Hodo Dirir

Chair of Governors: Sue Stollery

Pupil Premium Link Governor: Sue Stollery

Pupil Premium Profile 2019 - 2020

Number of eligible pupils:	Pupil Premium is 223. FSM Ever 6 174. (July 2020)
Amount per pupil:	£1320
Total pupil premium budget:	£233,600 (budget 103)

Cyril Jackson KS2 SATs results	Reading			Writing (TA)		Mathematics	
		School 2019 - 2020	National 2018 - 2019	School 2019 - 2020	National 2018 - 2019	School 2019 - 2020	National 2018 - 2019
% of children achieving the expected standard	All	67%	73%	71%	78%	72%	79%
	Disadvantaged	61%	62%	57%	68%	64%	67%
% of children achieving high level of attainment	All	40%	27%	28%	20%	34%	27%
	Disadvantaged	39%	17%	21%	11%	39%	16%
Average Scaled Score	All	-	104	-	NA	-	105
	Disadvantaged	-	102	-	NA	-	103
Average Progress	All	-		-		-	
	Disadvantaged	-		-		-	

		School 2019 - 2020	National 2018 - 2019
% of children achieving the expected standard in R, W & Ma	All	62%	65%
	Disadvantaged	54%	51%
% of children achieving high level of attainment in R, W & Ma	All	19%	11%
	Disadvantaged	18%	5%

- Pupil outcomes are based on teacher assessment and take into account the detrimental impact of COVID.
- There is comparative data has been taken from the 2018 – 2019 national benchmarks due to the cancellation of the statutory tests in 2019-2020.

Cyril Jackson KS1 SATs results

		Reading		Writing		Mathematics	
		School 2019 - 2020	National 2018 - 2019	School 2019 - 2020	National 2018 - 2019	School 2019 - 2020	National 2018 - 2019
% of children achieving the expected standard	All	68%	75%	66%	69%	70%	76%
	Ever FSM	78%	60%	83%	53%	72%	61%
% of children Working at Greater Depth	All	14%	25%	14%	15%	16%	22%
	Ever FSM	0%	13%	11%	7%	11%	11%

Year 1 Phonics screening check results

		School 2019 - 2020	National 2018 - 2019
Pass	All	NA	82%
	Ever FSM	NA	70%

Executive Summary

Barriers to educational achievement faced by eligible pupils at the school:

- The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of nursery.
- Many of our children arrive in the Nursery setting exhibiting a level of development which is well below national expectations (this was true of 88% of children for *Speaking* in September 2019).
- Parental support for their children’s learning can be challenging for all parents. Some parents are often unable to support their children’s learning at home for a range of reasons, including lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home and for some parents high levels of EAL in the family.
- Social and emotional learning: we recognise that social and emotional wellbeing is all important, not only to our children’s welfare but has a direct impact on their learning.

We will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps, raising attainment and improving progress of disadvantaged pupils through:

1. Reduction in pupil/teacher ratio

- Three class teachers teach English and mathematics to each two-form entry cohort from Year 1 – Year 6, the Lower pupil: teacher ratios enables greater opportunities for specific feedback; both orally and through high quality diagnostic feedback.
- The SENDCO has been allocated to support a group of pupils with high levels of SEND.

2. Effective intervention classes to improve achievement in English and mathematics

- Implementation of a range of evidence based interventions targeted at children’s specific needs
- Targeted one to one and small group speech and language therapy
- Further development of reading comprehension approaches to improve reading focused on learners’ understanding of the text
- Additional professional development on teaching of phonics and early reading to raise rates of progress and improve reading and phonic check outcomes in Year 1 and Year 2
- Targeted teaching in upper KS2 to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs

3. Teaching Assistants impact on raising standards

- Sustained professional development (alongside class teachers) to ensure high quality feedback on learning impacts on raising achievement
- High quality professional development for TAs that mirrors that for teachers so staff work effective together to further raise the quality of teaching, leading to increases in attainment. Training to deliver one to one and small group support

4. Parental Engagement

- Active engagement of parents in supporting their children’s learning

5. Meeting individuals’ particular needs

- Provision of extra-curricular activities and enrichment throughout the curriculum engages and enriched the learning opportunities for our pupils impacting on their attainment.
- Interventions which target social and emotional learning

6. Active involvement of Governors and Monitoring & evaluation of the impact of spending.

- Monitoring and evaluation will take place as detailed above
- In addition to this:
- The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors
- Outcomes for Pupil Premium will be reviewed on a bi-annual basis at the main Governing Body Meeting
- An annual Pupil Premium review will take place
- Governors will undertake a learning walk focused on provision funded by the Pupil Premium
- Governors will include pupil premium as a focus for pupil voice – gathering children’s views on the provision and the impact this has had on them

1. Area: Reduction in pupil/teacher ratio

- Three class teachers teach English and mathematics to each two-form entry cohort from Year 1 – Year 6, the Lower pupil: teacher ratios enables greater opportunities for specific feedback; both orally and through high quality diagnostic feedback.
- The SENDCO has been allocated to support a group of pupils with high levels of SEND.

Rationale: Sutton Trust-EFF Toolkit (2020)

- *“Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning.” (+8 months)*
- *Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. (+3 months)*
- *“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.” (+4months)*

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost
Assessment support (LA) <ul style="list-style-type: none"> Local Authority School Improvement Officer Professional Development Provide additional support to Senior teachers to lead on the implementation and direction of outstanding, focused interventions across their phases 	<ul style="list-style-type: none"> Early identification of children who are working at below expected. Tracking of progress for identified groups of children, especially pupil premium, to narrow gap between lowest and highest attaining children. 		<ul style="list-style-type: none"> On-going professional development for staff – developing assessment model which is fit for purpose according to new expectations 	<ul style="list-style-type: none"> Termly evaluation of progress across the school for identified groups. PPM meetings 	£2,000
Year 1 - 6 Additional Teacher <ul style="list-style-type: none"> 3 Teachers in each year group An additional part-time class teacher for year 6 Intervention programmes to be run during assemblies 	<ul style="list-style-type: none"> Raised attainment Increase rates of progress 95%+ to make sufficient progress from end of KS1 95%+ to achieve expected standard at end of KS2 Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> Yr 1 - Y6 Responsive working with children to provide interventions as they need it Identify classes (July 2018) Review groups & adjust as needed - ongoing 	<ul style="list-style-type: none"> Lesson observations in line with school review programme Half termly tracking data review Planning and work surveys ASP data / ISDR 	7 x £20,000 £140,000
SEND Lead <ul style="list-style-type: none"> An additional teacher provides full day support to an identified group of pupils in Elm class (Communication Group). A qualified Early Years Educator and a teacher provides full day support to an identified group of pupils. 	<ul style="list-style-type: none"> Raised attainment Increase rates of progress Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> Pupils identified and reviewed termly Responsive working with children to provide interventions as they need it Review groups & adjust as needed - ongoing 	<ul style="list-style-type: none"> Pupil progress meetings IEPs reviews 	£20,000 £10,000 = £30,000
				Total cost for area:	£172,000

2. Effective intervention classes to improve achievement in English and mathematics

- Implementation of a range of evidence based interventions targeted at children’s specific needs
- Targeted one to one and small group speech and language therapy
- Further development of reading comprehension approaches to improve reading focused on learners’ understanding of the text
- Additional professional development on teaching of phonics and early reading to raise rates of progress and improve reading and phonic check outcomes in Year 1 and Year 2
- Targeted teaching in upper KS2 to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs

Rationale: Sutton Trust-EFF Toolkit, 2020

- *“The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months’ progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.” (+5 months)*
- *“Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months’ additional progress).” (+5 months)*
- *“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.” (+4months)*
- *“Reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils’ attention to text features are likely to be particularly useful when reading expository or information texts. “ (+6 months)*

Strategy	Outcomes and success criteria	Owner	Milestones	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost
Phonics & Early Reading <ul style="list-style-type: none"> • Additional professional development to raise the quality of teaching of early 	<ul style="list-style-type: none"> • Increased in % of children achieving the Y1 phonics check 	Teachers and	<ul style="list-style-type: none"> • Lesson observations of phonics and guided reading 	<ul style="list-style-type: none"> • Lesson observations • Book look reviews • Assessment points 	£2,500

Strategy	Outcomes and success criteria	Owner	Milestones	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost
reading lading to raised achievement (RWInc development day) <ul style="list-style-type: none"> • Model lesson, team teaching, lesson observations with feedback and follow up professional development • Additional tracking and early intervention for target groups to raise outcomes in phonics 	<ul style="list-style-type: none"> • Significant majority of children making sufficient progress in reading in Y1 over the course of the year • Quality of teaching of phonics and guided reading judged to be at least good in Y1 	reading leaders	<ul style="list-style-type: none"> • Half-termly tracking of phonics and book bands • Target groups identified & interventions put in place (Jan) 	<ul style="list-style-type: none"> • Impact of interventions review (December, March, July) • Y1 phonics check outcomes, July 	
<u>Speech and Language Therapy</u> <ul style="list-style-type: none"> • Service Level Agreement (1 days per week) with NHS • Targeted support for individuals and small groups • Individualised programmes based on identified needs, with follow up support/work from named TAs 	<ul style="list-style-type: none"> • Accelerated rates or progress • Raised attainment • Increase in the percentage reaching nationally expected levels • Narrow gap between highest and lowest attaining pupils 	SENCO	<ul style="list-style-type: none"> • Identify target individuals and groups (Sept, March) • 8-10 week programme in place • Follow up weekly support from TA 	<ul style="list-style-type: none"> • Tracker data analysis • On-going monitoring by Senco 	£7,500
<u>Book Club</u> <ul style="list-style-type: none"> • Weekly book club with teachers for identifies pupils. 	<ul style="list-style-type: none"> • Increased reading for pleasure. • Accelerated rates or progress • Raised attainment 	UPS Teachers	<ul style="list-style-type: none"> • Identify target individuals and groups (Sept 2018, March 2019) 	<ul style="list-style-type: none"> • School staff involved in evaluation and monitoring process. • Tracker data analysis 	£2,500
				Total cost for area:	£12,500

3. Teaching Assistants impact on raising standards

- Sustained professional development (alongside class teachers) to ensure high quality feedback on learning impacts on raising achievement
- High quality professional development for TAs that mirrors that for teachers so staff work effective together to further raise the quality of teaching, leading to increases in attainment. Training to deliver one to one and small group support

Rationale: Sutton Trust-EFF Toolkit (2020)

- *“Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.” (+2 months)*

Strategy	Outcomes and success criteria	Owner	Milestones	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost
<p>Teaching Assistants</p> <ul style="list-style-type: none"> • Provide individualised tailored programmes to vulnerable pupils. • Provide targeted support to pupils who are disengaged/need help managing their behaviour. • Provide targeted support to address identified barriers to learning for vulnerable pupils. 	<ul style="list-style-type: none"> • Accelerated rates or progress • Raised attainment • Increase in the percentage reaching nationally expected levels • Narrow gap between highest and lowest attaining pupils • Improved learning behaviours – independence, resilience, confidence 		<ul style="list-style-type: none"> • Needs based (September onwards) • Individual and group programmes to be put in place in response to outcomes from pupil progress meetings (September onwards). • Identified individuals to be supported as needed. 	<ul style="list-style-type: none"> • Pupil progress meetings to include discussion & evaluation of outcomes (Termly) • Lesson observations to include focus on impact of additional adults (October, February, May) • Impact of interventions review (Termly) • Tracker data analysis ongoing 	£42,000
				Total cost for area:	£42,000

4. Parental Engagement

- Active engagement of parents in supporting their children's learning

Rationale: Sutton Trust-EFF Toolkit, 2020

- *There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment. (+2 months)*
- *"Parental engagement is consistently associated with pupils' success at school. Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings." (+3 months)*

Strategy	Outcomes and success criteria	Owner	Milestones	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost
Parental Workshops <ul style="list-style-type: none"> • Provide targeted support to address identified barriers to learning for vulnerable pupils. 	<ul style="list-style-type: none"> • Parent workshops identified termly for whole class support • Co-ordinated programme of programmes covering English, maths and IT • 1:1 or small parent group identified to deliver training on specific programme e.g. maths strategy or phonics 	AHT Inclusion	<ul style="list-style-type: none"> • Needs based following PP meetings (November, March and June) 	<ul style="list-style-type: none"> • Attendance of parents • Impact of interventions review (November 2018, March 2019 and June 2019) 	SLT Time
Home School Workers <ul style="list-style-type: none"> • Identify and support families to raise levels of attendance 	<ul style="list-style-type: none"> • Attendance rates increase for identified pupils 	AHT Inclusion	<ul style="list-style-type: none"> • Identified individuals to be supported as needed. 	<ul style="list-style-type: none"> • Inclusion Support Leaders to monitor attendance data and identify interventions where appropriate 	£1,000
Homework <ul style="list-style-type: none"> • The school provides bespoke resources for all learners to complete at home. 	<ul style="list-style-type: none"> • The outcome and success increased parental involvement with their child's learning. 	AHT Inclusion	<ul style="list-style-type: none"> • Monitored weekly by class teachers and phase leaders. 	<ul style="list-style-type: none"> • Pupil progress meetings • Parents meeting 	£1,000
				Total cost for area:	£ 2,000

5.Meeting individuals’ particular needs

- Provision of extra-curricular activities and enrichment throughout the curriculum engages and enriched the learning opportunities for our pupils impacting on their attainment.
- Interventions which target social and emotional learning

Rationale: Sutton Trust-EFF Toolkit, 2020

- *“Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (+4 months)*

Strategy	Outcomes and success criteria	Owner	Milestones	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost
<p>Enrichment</p> <ul style="list-style-type: none"> • Strong curricular links to external events and experiences for all pupils (passports). • Extra-curricular links (theatre trips etc.) • After school club 	<ul style="list-style-type: none"> • Accelerated rates or progress • Raised attainment • Increase in the percentage reaching nationally expected levels • Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> • Children/families identified as needing support to ensure that children can attend all enrichment activities that are offered. • Broad and varied experiences offered to encourage aspiration and ambition. • Trips to help to develop a sense of belonging and British Values. 	<ul style="list-style-type: none"> • Monitoring of family involvement. • Record of opportunities that children have had access to. • Pupil Voice • Parent Voice • Work surveys to show evidence of links between enrichment and learning. 	£500
				Total cost for area:	£500

6. Active involvement of Governors and Monitoring & evaluation of the impact of spending.

Monitoring and evaluation will take place as detailed above

In addition to this:

- The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors
- Outcomes for Pupil Premium will be reviewed on a bi-annual basis at the main Governing Body Meeting
- An annual Pupil Premium review will take place
- Governors will undertake a learning walk focused on provision funded by the Pupil Premium
- **Governors will include pupil premium as a focus for pupil voice – gathering children’s views on the provision and the impact this has had on them**

Strategy	Outcomes and success criteria	Owner	Milestones	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
<p><u>Headteacher and the Assessment Coordinator with responsibility for Pupil Premium</u></p> <ul style="list-style-type: none"> • Headteacher has responsibility to provide monitoring and evaluation of interventions for pupil premium children to ensure that they get the right support in a timely fashion. 	<ul style="list-style-type: none"> • PP children tracked across their school experience to ensure that they make at least expected progress. • Accelerated rates or progress • Raised attainment • Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> • Children identified for intervention support through regular meetings with intervention teachers and TAs. • Weekly tracking of intervention provision to identify 	<ul style="list-style-type: none"> • Pupil progress meetings • Tracking of intervention work, evaluation of individual programmes. • End of year data. 	£5,000	
				Total cost for area:	£5,000	

Area	Expenditure
Reduction in pupil/teacher ratio	£172,000
Effective intervention classes to improve achievement in English and mathematics	£12,500
Teaching Assistants impact on raising standards	£42,000
Parental Engagement	£2,000
Meeting individuals' particular needs	£500
Active involvement of Governors and Monitoring & evaluation of the impact of spending	£5,000
Total pupil premium expenditure:	£234,000

Impact of Pupil Premium Spending

The following section summarises the impact of work to raise achievement and improve outcomes for Pupil Premium children in 2019/20.

The school evaluates the impact on each pupil at the end of each term. The evaluation focuses on the progress the pupil has made and the levels they have achieved as a result. We also evaluate how the intervention has impacted on the pupil's confidence. Evaluations show that additional support has impacted positively on outcomes for children:

Y1 Phonics Check

- The quality of teaching of Early Reading (phonics, guided reading, shared reading) has been judged to be consistently good or better, with much outstanding practice.
- In 2018-2019, 81% of all pupils achieved the Y1 phonics check. Pupils eligible for the Pupil Premium significantly exceeded the school and national benchmark at 94%. 2019 – 2020, the school anticipated the phonics screening results to be in line with the previous year's figures.
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Year 6: end of Key Stage 2 SATs

- Quality of Teaching and Learning – Exceptionally strong teaching team 2019 – 2020.
- In 2018 – 2019, KS2 Groups – disadvantaged children at CJ were in line or above the national benchmarks for all subjects at the expected level. Disadvantaged children significantly outperformed the national at greater depth and the combined measure. 2019 – 2020, the school anticipated the end of key stage two results to be in line with the previous year's figures.

Year 2: end of Key Stage 1 SATs

- In 2018- 2019, the % of disadvantaged pupils achieving the expected standard is lower than the national level for all pupils in reading, writing and mathematics. Results are below national levels in reading (-15%), writing (-25%) and mathematics (-21%).
- In 2018 – 2019, the % of disadvantaged pupils achieving greater depth is comparable to all pupils in reading, writing and mathematics. Results compared to national levels in reading (-11%), writing (-11%) and mathematics (-12%).
- In 2019 – 2020, the school anticipated the end of key stage one results to be closer to national and an improvement on the data from the previous year's figures.