Wallsend Jubilee Pupil Premium Strategy Statement 2019/20

1. Summary information

School	Wallsend Jubilee Primary School				
Academic Year	2019/20	Total PP budget	£159,200	Date of most recent PP Review	February 2020
Total number of pupils	374	LAC PP	15.7%	Date for next internal review of this strategy	April 2020
Number of pupils eligible for PP	114 (30.4%)	PP children with SEMH needs as a barrier to learning	53.5%		

2. Current attainment (2018/19)

End of KS2	Pupils eligible for PP (21) *(PP National average)*	Pupils not eligible for PP (24) *(national average)*
% achieving in reading, writing and maths in year 6	57% (NA 51%)	83% (NA 65%)
% making progress in reading in year 6	62% (NA 62%)	92% (NA 73%)
% making progress in writing in year 6	71% (NA 68%)	88% (NA 79%)
% making progress in maths in year 6	81% (NA 67%)	96% (NA 79%)

Although more of our non- pupil premium children achieved their SATs reading, writing and maths, our pupil premium children still performed well in comparison with national averages across in reading, writing and maths. 21% of our pupil premium children had special educational needs.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	**School context of deprivation:** Our school context of deprivation means that there are a large number of families facing social and economic challenges which can often lead to low parental engagement and communication. Our school deprivation indicator places our school at decile 5. 16% of our pupil premium children sit below the school average in decile 4 however 41% of all our pp children sit in decile 3, 2 and 1. Low parental engagement results in parents feeling un able to support their children in their learning.
B.	**Pupil premium children with SEND needs:** In specific cohorts there are a large proportion of PP children who also have SEND needs. The following figures show the percentage of PP children with SEND. Year 4: 30.7%, in year 5: 26.6% and 50% in year 6.
C.	**Social Care and emotional needs:** 16/18 of our vulnerable children are pupil premium (Around 89%). Our pupil premium intervention tracker shows that overall around 50% of our pupil premium children have social, emotional or mental health needs as a primary or secondary barrier to learning.

External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	**Lower attendance:** Overall attendance figures show that non pp children have a higher attendance record compared with pupil premium with a gap of 1.2%. There is also a higher percentage of pp children with persistent absences (13.1%) compared with non-pupil premium (4.3%)

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improve attainment and progress in reading, writing and maths for PP children across all cohorts. Continue to increase the parental engagement through a variety of events/activities that will better inform the parents of what their children do in school by discussing and modelling the schools approaches and policies for different subjects. This means they can then support them in their learning.	Mrs Hawkins will ensure that all pupil premium in current year 5 continue to make progress that is similar or better to non-pupil premium children, closing the ARE gap in maths and reading. All parents including parents of PP children to have a better understanding of the curriculum and how children learn. Parents feel that they are better equipped to support their children in their learning.
B.	To improve the attainment and progress in reading, writing and maths for our pupil premium children with SEND needs (Specifically year 3, 4, 5 and 6).	Pupil eligible for pupils premium across the school make accelerated progress, narrowing the ARE gap between PP and non PP children.
C.	To support the social, emotional and mental health of pupil premium children so we can continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including the more able disadvantaged pupils with a particular focus on reading and writing.	Pupils eligible for PP across the school make rapid progress so that the gap between themselves and non PP is narrowed and a high proportion of pupils make age related expectation.
D.	To increase the attendance rates for all pupil premium children across the school. Ensure that the attendance rate of PP children is similar with non PP children.	Overall attendance rate of all pupil premium pupils improves. The attendance rats of PP children improves so that attendance rates are better than national average.

5. Planned expenditure	

Academic year	2018/19

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?	Comments
To continue to increase the amount of PP achieving greater depth by the end of reception, year 2 and year 6 in reading, writing and maths.	Curriculum meetings to take place for maths and literacy Quality first teaching from ALL teachers in school as they all contribute to the data outcomes in EYFS, end of KS1 and end of KS2. Reception to join whole school phonics at Christmas. Further reading interventions put in place for higher ability children. Attendance at nurture groups to develop confidence and behaviour for learning traits Targeted support from HLTA 's/TAs	Data shows that a larger percentage of non PP achieve greater depth compared to PP children. Parents will continue to be further informed of strategies used in school to develop their child's knowledge and understanding with a larger focus on reading.	Middle leaders to lead curriculum meetings with up to date information CPD for staff Targeted group of children identified for both maths and English. Increased support time given to those children by the class teacher or the HLTA on a daily basis. Regular learning walks Regular observations Regular moderation of writing Regular book scrutinies Termly data input and analysis Termly pupil progress meetings with head teacher	S.Fenton (Teacher & Literacy Lead) J.McKay (Maths Lead) J.Tappenden (Teacher) L.Bryson B.Hawkins (DHT) D.Harrison (Headteacher) HLTAs & TAs	Termly data collection Termly pupil progress meetings	

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?	Comments
To ensure that progress is in line with school expectations (6 steps a year) and is similar to non-pupil premium	Primary Literacy Project approach to be used across school Curriculum meetings to take place for maths and literacy Quality first teaching Targeted TA and HLTA support for identified PP children. The following intervention groups will be completed: 1st Class @ Number Read, Write Inc Read, Write Inc Spelling Write Away Together Homework club	Data shows that progress across all year groups is similar between pp and non pp because of the interventions and strategies we are using therefore we want to keep our current approaches in place. Curriculum meetings have worked well in the past and parents will be further informed of strategies used in school to develop their child's knowledge and understanding.	Targeted group of children identified for both maths and English. Increased support time given to those children by the class teacher or the HLTA on a daily basis. Regular learning walks Regular observations Regular moderation of writing Regular book scrutinies Termly data input and analysis Termly pupil progress meetings with head teacher Evidence of impact will be collected through PUMA, PIRA and HAST tests termly and social and emotional progress will be measured using Sterling Children's Wellbeing. Opportunities for NQT's/teachers in first few years of teaching to observe other experienced teachers.	S.Fenton (Teacher & Literacy Lead) J.McKay (Maths Lead) Individual class teachers HLTAs and TAs B.Hawkins (DHT) D.Harrison (Head - teacher) C.Miller (SENCO) J.Tappenden	Monitoring carried out by HT and Pupil Premium Manager Regular monitoring of PP books Collect pupil voice before PLP and at the end of the year once PLP has been used	
			Total budgeted cost			
ii. Targeted support						
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?**	**Comments**

The attainment and progress gap between PP children and non PP children continue to close in years 3, 4, 5 and 6 and the progress of pp children who also have SEN needs to make at least good progress (6 steps)	Quality first teaching using a range of strategies offered by outside agencies and the schools' SENCO. Small group support and 1:1 support when necessary. Rapidly improve progress through booster groups in maths, reading and writing. Targeted TA support in class to boost pupils knowledge and understanding.	Teaching is at least good across the school there for teaching will be to a good standard. Booster groups have worked well in the past, lifting our year 6 SATs above national.	Head teacher drop-ins will monitor quality of teaching and analyse progress over time through observation, pupil voice and progress.	L.Bryson C.Miller (SENCO) D.Harrison (Head - teacher) B.Hawkins (Deputy/ booster) HLTAs & TAs J.Tappenden	Half-termly reviews	
To positively develop social, emotional and mental health	Identified PP children to attend nurture group support with our Parent Liaison Officer (Reception- Miss Storey, TA).	Previous nurture groups have been very successful across the school.	Children will be given a questionnaire to complete at the beginning and at the end of a unit with Mrs Bryson, this will measure their feelings and developments during their time in nurture group.			
	Games clubs over lunchtime	It has been proven that children have more positive behaviour over lunch time when their time is structured with clubs. They are able to identify and cope with a range of feelings and become more aware of their feelings and how to help themselves when they are feeling a certain way.	Professional dialogue between Mrs Bryson, Miss Tappenden and Mr Harrison at the mid-point and end of the program will highlight next steps to further progress children's knowledge and understanding. Support from Rising Sun 'House of Objects' if necessary			
	Creating in the invention shed	The Invention Shed is popular with children.				
	Cocoon Room and Jubilee Junction (lunchtimes)	Children are developing a better understanding of how to self- assess their social/emotional health/needs and are able to drop in to discuss any issues that are worrying them over lunchtime. Children who struggle socially can also use this time for more structured play. Having a room that has a clear purpose (Calm/place to talk and express feelings) allows children to feel safe and relaxed.	Mrs Bryson will run Jubilee Junction each day in our Cocoon room. Mrs Bryson is trained and experienced in talking to children regarding social/emotional issues. Mrs Bryson also runs our nurture groups so children will feel comfortable speaking with her. Children in KS2 will become 'champions' and will be trained to offer further support to other children on the yard.			You can now see our 'Wellbeing Champions' on our website.
			Total budgeted cost			

iii. Other approaches

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?	Comments
Parents are better informed of how their children learn and are willing to engage with school to support their children's learning. Parents provide a better role model to their children regarding the importance of lifelong learning.	Staff with management responsibilities (Subject leaders, middle managers and SLT) to host/organise a parental engagement event/activity that will better inform parents of the work children complete at school when needed.	Feedback has shown that curriculum meetings have developed the parent/carers knowledge and understanding about how their child learns and how to support them further.	Verbal discussions with parents attending meetings/activities. Leaders to meet with SLT to discuss and share content of event beforehand.	All teachers D.Harrison (Headteacher) B.Hawkins (DHT) L.Bryson	After each event After parents evening	
To increase attendance rates for all pupils across the school. Ensure that the attendance rates for PP children improves.	Parental engagement events as outlined above. School to design and implement an attendance brochure to identify the importance of attendance. Continue to develop the traffic light attendance system to encourage improved attendance. L.Bryson to review PP attendance fortnightly and contact parents if necessary. Children to be rewarded for good attendance, weekly prizes.	The parents/carers of PP children with lower attendance rates tend to avoid contact with the school. A large portion of our vulnerable pupils are PP. Parents will be supported to bring their child to school if they are unable to. Parents see the importance of school attendance therefore their child's attendance will improve, as increased parental engagement directly links to increased pupil attendance and progress.	Send home information leaflets highlighting the importance of a consistent education, making consequences of poor attendance clear. Make it high priority in school Parents understand that lateness and poor attendance can add up to a significant chunk of missed learning time. Parents also understand that poor punctuality means children can miss the same subject at the beginning of the day and that will greatly affect their knowledge development in a specific area of the curriculum. Analyse school attendance. Ensure member of staff has the appropriate time to engage with parents and support their needs weekly, reviewing cases fortnightly.	L.Bryson D.Harrison (Headteacher) B.Hawkins (DHT) J.Tappenden All teachers	Fortnightly review of attendance Collate information regarding parental engagement after each event.	
					Total budgeted cost	

6. Review of expenditure				
Previous Academic Year		**2018/19**		
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**
To increase the amount of PP achieving greater depth by the end of reception, year 2 and year 6 in reading, writing and maths	To increase the amount of PP achieving greater depth by the end of reception, year 2 and year 6 in reading, writing and maths.	Reception The amount of PP children achieving greater depth in reception has increased in to 22.5% in maths and 22.5% in writing (0% in both subjects in 2018). KS1 The amount of PP children achieved greater depth by the end of ks1 increased by 10% in reading (0% in 2018) and 11.7% in writing (8.3% in 2018) and was slightly down in maths by 3.3% KS2 The amount of PP children achieved greater depth by the end of ks2 increased by 17.3% in maths (0% in 2018), 13% in writing (0% in 2018) and was slightly down in reading by 0.4%. Overall more PP achieved greater depth during the academic year 2018-2019 compared with 2017-2018.	We will continue to hold parent events so children are supported at home using correct approaches. Regular learning walks, observations and book scrutinies meant feedback was given to the teaching staff quickly with positive points and next steps for development. Staff CPD allowed all members of teaching staff to learn new strategies and understand the whole school approach towards a subject. The PLP training allowed teachers to engage and support pupils in a consistent approach across the school. The amount of pupils achieving greater depth in reading in reception must improve by July 2019. Further phonics support will be put in place to address this issue along with further parent events to show how to effectively read with your child at home.	£39, 200

To narrow the ARE gap in reading and writing between PP and non PP children	Primary Literacy Project approach to be used across school *(Running over 2 years)* Curriculum meetings to take place for maths and literacy Quality first teaching Targeted TA and HLTA support for identified PP children. The following intervention groups will be completed: 1st Class @ Number Read, Write Inc Read, Write Inc Spelling Write Away Together Homework club	The ARE gap in reading and writing has slightly narrowed between PP and non – PP in most year groups. As there are such a high level of PP children with SEND needs we need to be focussing on supporting them further in order to narrow the ARE gaps throughout the school.	Approaches/strategies from the PLP training will be used throughout the school starting September 2019 to support the progress and attainment in reading and writing. Focus on giving PP children with SEND further support.	

ii. Targeted support				
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**
The attainment and progress gap between PP children and non PP children continues to close in years 3, 5 and 6, focusing on PP children with SEND needs.	Quality first teaching using a range of strategies offered by outside agencies and the schools' SENCO. Small group support and 1:1 support when necessary. Rapidly improve progress through booster groups in maths, reading and writing. Targeted TA support in class to boost pupils knowledge and understanding.	**Year 3 (30.7% PP with SEND)** The progress gap has narrowed throughout the year with PP children making more progress than non PP in reading (+0.7) , writing (+0.2) and maths (+0.1) **Year 5 (46.6% PP with SEND)** The progress gaps in year 5 are similar to autumn term with PP making more progress than non PP in reading (+0.1) **Year 6 (20.8% PP with SEND)** Progress gaps between PP and non – PP have remained similar in reading and writing however PP have made better progress in maths (0.8), overtaking non-pp progress	Current interventions are having a positive impact. Further support is needed in upper KS2 next year as progress in writing and maths was more than 0.5 progress points behind non pp. Focus needs to be on progress	£53, 000
To positively develop social, emotional and mental health	Identified PP children to attend nurture group support with our Parent Liaison Officer (Reception- Miss Storey, TA). Games clubs over lunchtime Creating in the invention shed	Pupils attended nurture groups throughout the year, attended 'Jubilee Junction' (Our lunchtime drop in) and received 1:1 support from Mrs Bryson when necessary. We also opened a new nuture room called the 'Cocoon Room' which has proven popular for pupils, parents and outside agencies to use.	We will continue to have a strong focus on SEMH at Wallsend Jubliee and will continue to develop our 'Cocoon Room'	

iii. Other approaches

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
Parents are better informed of how their children learn and are willing to engage with school to support their children's learning. Parents provide a better role model to their children regarding the importance of lifelong learning.	All staff with management responsibilities (Subject leaders, middle managers and SLT) to host/organise a parental engagement event/activity that will better inform parents of the work children complete at school.	Overall this approach has supported all children who attend our school. Parent events have been popular and impact has been reflected in the school's increased attendance, the amount of homework being returned and the overall attitudes of children.	Parents/carers who have attended events have said that they feel more confident to support their child at home. Next year our events need to be more specific. For example rather that a phonics meeting, there should be a meeting about reading with your child at home so various strategies and approaches can be modelled.	£40, 000
To increase attendance rates for all pupils across the school. Ensure that the attendance rates for PP children improves.	Parental engagement events as outlined above. School to design and implement an attendance brochure to identify the importance of attendance. Continue to develop the traffic light attendance system to encourage improved attendance.	Overall school attendance has increased to 96%. Pupil premium figures have improved, in 2018 there was a 2.5% gap between pp and non-pp attendance (With non-pp having better attendance). By 2019 the gap has closed to 1.14% (With non-pp having better attendance). 13.1% of persistent absentees are pupil premium in comparison to 4.3% non - pupil premium persistent absentees. The gap between pupil premium and non - pupil premium overall attendance figures is 1.2% (non PP having better attendance). 10/14 pupils on our attendance improvement plans are pupil premium (71.4%)	Work that is carried out by L.Bryson to monitor attendance, including persistent offenders is making a positive impact. School communicates well with parents using clear documentation and has a well-structured attendance policy in place. School must continue to improve the attendance rate of pp children.	

7. Additional detail

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

Our full strategy document can be found online at: www.aschool.sch.uk