

Pupil premium strategy statement (primary)

1. Summary information					
School	Wallsend Jubilee Primary School				
Academic Year	2017/18	Total PP budget	£142 580	Date of most recent PP Review	February 2018
Total number of pupils	382	Number of pupils eligible for PP	96	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths in year 6 (15 children)	73% (NA 47%)	84%
% making progress in reading in year 6	87% (NA 59%)	86%
% making progress in writing in year 6	73% (NA 65%)	84%
% making progress in maths in year 6	80% (NA 63%)	89%
% achieving in reading, writing and maths in year 2 (11 children)	73% (NA 49%)	65%
% making progress in reading in year 2	73% (NA 63%)	73%
% making progress in writing in year 2	73% (NA 54%)	71%
% making progress in maths in year 2	73% (NA 62%)	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
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 is decile 5 however 31% of all our children come from a decile 3. Low parental engagement results in parents feeling unable to support their children in their learning and have a fear of engaging with school.
B.	Progress of year 2 FSM6 pupils: Internal monitoring systems indicate that the progress across year 1 2016/17 is lower than non-pupil premium children. Indications show that a significant proportion of FSM6 pupils are identified SEN pupils or tracked SEN pupils. Many of these children identify as having low self - esteem and poorly developed work habits.
C.	Narrowing the gap: To ensure that in other year groups the gap between FSM6 pupils and non FSM pupils narrows or exceeds the progress of non FSM6 pupils:
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance: Overall attendance half terms 1-4 in 2016/17 showed FSM6 pupils at 94.8. As a group they performed only very slightly worse than national at 5.1%. 12.2% of FSM6 pupils were persistent absence (PA) pupils across half terms 1-4 in 2016/17. This was better than national but combines to make our total absentee rate at 4.5% which is higher than national.

E.		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve attainment and progress in reading, writing, maths and GPS in our current year 6 class for pupils eligible for pupil premium (Our current year 6 class has 32% FSM6 entitlement).</p> <p>New Headteacher's priority for 2017/18 is 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.</p>	<p>Mrs Hawkins will ensure that all pupil premium in current year 6 continue to make progress that is similar or better to non-pupil premium children.</p> <p>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.</p>
B.	<p>To improve the attainment and progress in reading, writing and maths in our current year 2 class for pupils eligible for pupil premium. (Our current year 2 class has 28% FSM6 entitlement)</p>	<p>Pupil eligible for pupils premium in current year 2 make rapid progress across the year so the gap between pupil premium and non-pupil premium is narrowed</p>
C.	<p>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 on mathematics as it is a school priority.</p>	<p>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.</p>
D.	<p>Increase attendance rates for all pupils across the school. Ensure that the attendance rates for PP children improves.</p>	<p>Overall attendance rates for all pupils improves. The attendance rates of PP children improves so that attendance rates are better than national average.</p>

5. Planned expenditure					
Academic year	2017/18				
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?
PP pupils in year 6 to make expected or better progress to ensure there is no gap between PP and non PP pupils	Small group teaching in literacy and numeracy AM with an experienced teacher.	At the end of year 5 PP children were making similar progress as non PP children. Attainment is at expected age related in reading and maths for PP with PP children doing better by 4% in writing than non PP children. However in writing PP children's attainment has a 15% gap in comparison to non PP children. With the increased expectations of the SATs and class size may affect progress.	Targeted group of children identified for both maths and writing. Joint planning between year 6 teacher and DHT. Regular moderation of writing Regular book scrutinies Termly data input and analysis Termly pupil progress meetings with headteacher Data analysis	B.Hawkins (DHT) D.Harrison (Headteacher)	Termly data collection Termly pupil progress meetings July 2018 final review
PP pupils in year 2 to make rapid progress to ensure that the gap is narrowed between PP and non PP pupils	Curriculum meetings to take place for maths and literacy Quality first teaching from experienced year 2 teachers Attendance at nurture groups to develop confidence and behaviour for learning traits Targeted support from HLTAs for 2 hours daily	Parents will be further informed of strategies used in school to develop their child's knowledge and understanding. Internal data systems tell us that a gap has emerged across year 1 which shows that PP children (11 children) are doing less well than non PP children 55% of PP children have also been identified as SEND tracked children, this group will benefit from small group specialist support alongside appropriate nurture support. 36% of PP children have joined us from different settings since the end of reception. Data indicates that the children entered our setting not at ARE.	Middle leaders to lead curriculum meetings with up to date information Targeted group of children identified for both maths and English. Increased support time given to those children by the class teacher or the HLTAs on a daily basis. Regular learning walks Regular observations Regular moderation of writing Regular book scrutinies Termly data input and analysis	S.Fenton (Teacher & Literacy Lead) J.Hopkin (Maths Lead) J.Tappenden (Teacher) L.Oliver (HLTA) B.Hawkins (DHT) D.Harrison (Headteacher)	Termly data collection Termly pupil progress meetings

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 mathematics as it is a school priority.	<p>Curriculum meetings to take place for maths and literacy</p> <p>Quality first teaching</p> <p>Targeted TA and HLTA support for identified PP children.</p> <p>The following intervention groups will be completed: Pirate Writing 1st Class @ Number Read, Write Inc Read, Write Inc Spelling</p> <p>Homework club</p>	<p>Parents will be further informed of strategies used in school to develop their child's knowledge and understanding. Internal tracking systems show that:</p> <p>Year 3 PP children are making similar progress across reading, writing and maths compared to non PP children</p> <p>Year 4: PP children are making similar progress than non PP children Autumn 2017: 1 % gap in reading, 0% in writing and 0% in maths</p> <p>Year 5: PP children are making slightly less progress than non PP children.</p> <p>Children will be supported in school to complete homework to a high standard building on previous knowledge and understanding.</p>	<p>Targeted group of children identified for both maths and English.</p> <p>Increased support time given to those children by the class teacher or the HLTA on a daily basis.</p> <p>Regular learning walks</p> <p>Regular observations</p> <p>Regular moderation of writing</p> <p>Regular book scrutinies</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with headteacher</p> <p>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.</p>	<p>S.Fenton (Teacher & Literacy Lead)</p> <p>J.Hopkin (Maths Lead) Individual class teachers</p> <p>HLTAs and TAs</p> <p>B.Hawkins (DHT)</p> <p>D.Harrison (Headteacher)</p>	<p>Monitoring carried out by HT and Pupil Premium Champion</p> <p>Regular monitoring of PP books</p>
Total budgeted cost					£103, 207
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?

<p>The attainment and progress of PP children to match that of non PP children</p> <p>To develop strong behaviour for learning traits and readiness to learn</p>	<p>Identified PP children to attend nurture group support with our Parent Liaison Officer.</p> <p>Games clubs over lunchtime</p>	<p>Through observations, pupils voice and professional dialogue it was identified that a proportion of pupils for a variety of different reasons were exhibiting poor behaviour for learning traits. This identification came about through out increased focus on the 6Rs for learning throughout school.</p> <p>Previous nurture groups have been very successful across the school.</p> <p>It has been proven that children have more positive behaviour over lunch time when their time is structured with clubs.</p>	<p>Using Sterling Children's Wellbeing Scale to measure impact</p> <p>Mrs Bryson to be 'Shedicated' to appropriately use the school's invention shed (CPD training by Rising Sun House of Objects)</p> <p>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.</p> <p>Headteacher drop-ins will monitor quality of teaching and analyse progress over time through observation, pupil voice and progress shown on 'Sterling Children's Wellbeing' assessments.</p>	<p>L.Bryson</p> <p>D.Harrison (Headteacher)</p> <p>J.Tappenden</p> <p>S.Bell (TA)</p> <p>S.Thompson (HLTA)</p>	<p>Half-termly reviews</p>
Total budgeted cost					£27, 793
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?
<p>Parents are better informed of how their children learn and are willing to engage with school to support their children's learning.</p> <p>Parents provide a better role model to their children regarding the importance of lifelong learning.</p>	<p>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.</p>	<p>Through previous questionnaires parents have stated that they would like to be better informed about what their children engage in in school.</p> <p>Through parents evening attendance surveys and discussions a proportion of parents don't feel ready to attend parents' evenings due to low self-esteem and confidence.</p>	<p>Measure the attendance at each event</p> <p>Use questionnaires at the beginning and at the end of each event to evaluate the impact of each parental session.</p>	<p>All teachers</p> <p>D.Harrison (Headteacher)</p> <p>B.Hawkins (DHT)</p>	<p>After each event</p> <p>After parents evening questionnaire</p>

<p>To increase attendance rates for all pupils across the school. Ensure that the attendance rates for PP children improves.</p>	<p>Parental engagement events as outlined above.</p> <p>School to design and implement an attendance brochure to identify the importance of attendance.</p> <p>Continue to develop the traffic light attendance system to encourage improved attendance.</p>	<p>To support parents who have barriers to bringing their children to school.</p> <p>Parents see the importance of school attendance as increased parental engagement directly links to increased pupil attendance and progress.</p>	<p>Send home information leaflets highlighting the importance of a consistent education, making consequences of poor attendance clear. Make it high priority in school</p> <p>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.</p> <p>Analyse school attendance. Ensure Parent Liaison Officer has the appropriate time to engage with parents and support their needs</p>	<p>L.Bryson</p> <p>D.Harrison (Headteacher)</p> <p>B.Hawkins (DHT)</p> <p>N.Willis (Business Manager)</p>	<p>Half-termly review of attendance</p> <p>Collate information regarding parental engagement after each event.</p>
Total budgeted cost					£11, 075

6. Review of expenditure				
Previous Academic Year		2016/17		
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
PP pupils across school to make accelerated progress and for identified gaps to be addressed	Key priority for TA's to support PP pupils specifically	Gaps were identified early and appropriate support implemented. As a result of this the majority of groups of children who were identified an intervention made progress similar to that of non PP children.	To have early identification of PP children where gaps are developing and put appropriate support in early ensuring interventions are adapted regularly to suit the continually changing needs of individuals or small groups.	£24987
Improved language skills in EYFS	Early identification and rapid referral to SaLT. Specially trained HLTA to provide speech and language interventions to focus on speech, language & communication.	82% of pupils exit reception in summer 2017 at expected for speaking against a national 85%. This a 3.6% increase compared to 2016 which means we are narrowing the gap. In 2016 on entry to reception 46% of children were at 30-50 months expected, by the end of reception 84% of children were at expected in communication and language which is a value added of 38%.	Speech and Language intervention is effective. Children are quickly identified and support further. It has been identified that another HLTA should be trained so further high quality speech and language interventions can take place more regularly. An HLTA will attend Elklan Training next academic year (2017/18) so high quality 1:1 and small group support can be given throughout EYFS.	£2017
PP pupils to be targeted and monitored to make accelerated progress	Pupil Premium Leader	Data was analysed each term and from this intervention groups were identified quickly and efficiently.	Identifying intervention groups quickly and analysing data regularly ensured most year groups made good or better progress. Next year the Pupil Premium Champion will work closely with the SENCo to further identify strategies that can be used to accelerate the progress of those pupils who are PP and SEND.	£300
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
Families to be supported to ensure high % attendance, engagement and progress for pupils	Care, Guidance & Support Assistant supports families in challenging circumstances	Parental meetings for attendance were well attended. In Autumn term there were 8 families on red for attendance, this reduced to 5 families by the summer term.	School needs to ensure that parents of PP children with lower than average attendance feel comfortable coming into school to support their children's learning. This would enable parents to see the value of education and feel comfortable in our environment. Attendance meetings need to continue and school needs to consider fining families who's attendance continues to either drop or show no improvement.	£874.50

Increase % of PP pupils attaining GLD by the end of Reception	TA in EYFS	Overall 77% of all PP children achieved GLD compared to 62% of non-PP children achieving GLD.	Interventions in EYFS are effective. Targeting social and emotional needs through interactive play based strategies has allowed children to become more confident.	£11124
Gaps narrowed between PP and non PP pupils across all phases	One to one and small group intervention	In the majority of year groups the gap between PP and non PP has narrowed. In many year groups PP children are doing as well as non PP children. Evidence year 2 and year 6 (data pack)	The majority of year groups made good or better progress. The gap between PP and non PP was significant in year 1. The proportion of PP in this year group are also SEN or lower ability. The Pupil Premium Champion will work closely with the SENCo next year to further support the needs of these pupils. Year 1 will be a main priority for next year.	£39787.84
Gaps narrowed in year 6 for PP pupils in English and maths.	Year 6 booster classes	In total in year 6 there were 15 pupil premium children. In all areas PP children did better than PP children nationally. In reading, writing and maths combined PP children at Wallsend Jubilee were 26% above national average.	Targeted support in year 6 in the form of booster classes was successful. This approach will be carried on next year.	£26107.03
Gap narrowed in KS1 maths.	Numicon intervention	In 2016 55% of our PP children made expected in maths at KS1. In 2017 73% of PP children made expected in maths. This is an increase of 18%. In 2017 school is in line with non PP children.	Intervention strategies and use of Numicon was successful. Whole school developments in mathematics was a school priority and data is indicating that developments are successful.	£5451
Gaps narrowed in phonic knowledge in KS2	Read, Write Inc. "Fresh Start" programme	6 children from the year 6 cohort engaged in the fresh start programme. 50% of those achieved expected in reading at the end of KS2.	This approach works for children who have more developed decoding and inference skills but sit below national.	£2305.80
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
Emotional support for PP pupils who find it difficult to make positive relationships with peers	Lunchtime friendship clubs	Down to interventions such as 'Jubilee Junction' and increased staffing levels on the yard children finish their lunch time ready for learning. There has been an decrease in incidents over lunch time and a decrease in children being put on red during the afternoon.	Jubilee Junction support children's emotional wellbeing to better engage in the afternoon session.	£1 476

Support PP pupils to access out of school clubs	Parents offered financial support to ensure PP pupils can access enrichment activities	Individuals attended clubs with the financial support offered by school.	School will continue to finance and support families when needed to give all PP children the experience and access of out of school clubs. PP were able to build their social skills and this raised their confidence levels.	£1000
PP pupils are not at a disadvantage and can access all opportunities eg. school trips, residential visits, Gifted & talented programme at Burnside Business and Enterprise College and Western Primary School	Crisis fund	When necessary trips were financed by school and residential visits for 2 individuals were also partially funded by school.	School will continue to financially support families when necessary so all PP children have the opportunity to be involved in new experiences.	£1000

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