



## Pupil premium strategy statement: George Romney Junior School

### 1. Summary information

|                               |                             |   |         |   |           |
|-------------------------------|-----------------------------|---|---------|---|-----------|
| <b>School</b>                 | George Romney Junior School |   |         |   |           |
| <b>Academic Year</b>          | 2017/18                     | <b>Total PP budget</b>                  | £35,546 | <b>Date of most recent PP Review</b>                  | n/a       |
| <b>Total number of pupils</b> | 131                         | <b>Number of pupils eligible for PP</b> | 29      | <b>Date for next internal review of this strategy</b> | July 2018 |

### 2. Current attainment and progress: July 2017

| Subject              | Cohort Average |     | Cumbria Average |     | National Average |     | Boys (16) |     | Girls (17) |     | PPG (5) |      | SEND (3) |     |
|----------------------|----------------|-----|-----------------|-----|------------------|-----|-----------|-----|------------|-----|---------|------|----------|-----|
|                      |                |     |                 |     |                  |     |           |     |            |     |         |      |          |     |
| <b>Year Six (33)</b> | Read           | 85% | Read            | 74% | Read             | 71% | Read      | 94% | Read       | 76% | Read    | 100% | Read     | 0   |
|                      | Write          | 85% | Write           | 77% | Write            | 76% | Write     | 94% | Write      | 76% | Write   | 100% | Write    | 0   |
|                      | Maths          | 91% | Maths           | 74% | Maths            | 75% | Maths     | 94% | Maths      | 88% | Maths   | 100% | Maths    | 33% |
|                      | GPS            | 79% | GPS             | 76% | GPS              | 77% | GPS       | 88% | GPS        | 71% | GPS     | 100% | GPS      | 0   |
| <b>R,W&amp;M</b>     |                | 82% |                 | 61% |                  | 61% |           | 88% |            | 71% |         | 100% |          | 0   |

| Progress             | Cohort Average |      | Cumbria Average |       | National Average |   | Boys (16) |      | Girls (17) |       | PPG (5) |      | SEND (3) |       |
|----------------------|----------------|------|-----------------|-------|------------------|---|-----------|------|------------|-------|---------|------|----------|-------|
|                      |                |      |                 |       |                  |   |           |      |            |       |         |      |          |       |
| <b>Year Six (31)</b> | Read           | 1.4  | Read            | 0.01  | Read             | 0 | Read      | 1.06 | Read       | 1.7   | Read    | 0.5  | Read     | -8.4  |
|                      | Write          | -1.1 | Write           | 0.09  | Write            | 0 | Write     | -0.4 | Write      | -1.8  | Write   | -0.2 | Write    | -9.04 |
|                      | Maths          | 0.5  | Maths           | -0.76 | Maths            | 0 | Maths     | 1.14 | Maths      | -0.08 | Maths   | -0.3 | Maths    | -7.4  |
|                      | GPS            |      | GPS             |       | GPS              |   | GPS       |      | GPS        |       | GPS     |      | GPS      |       |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) |   |
|--|---|
| <b>In-school barriers</b>  |   |
| <b>A.</b>  | Oral language skills in Y3 are lower than non PP children – impact on vocabulary and subsequent reading/writing skills  |
| <b>B.</b>  | Knowledge and understanding of the world and life experiences are lower for majority of PP children across all year groups when compared to non PP – less confident in discussion |
| <b>C.</b>  | From lower starting points in Y3; PP children are not making progress as quickly as non PP children during KS2 (maths and reading in 2017)  |
| <b>External barriers</b>   |   |
| <b>D.</b>  | Attendance rates for pupils eligible for PP were 95% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind                   |
| <b>E.</b>  | Homework, reading practice etc. rarely completed at home for target group of PP children – impact on follow-up learning in classroom  |

| 4. Outcomes |   |   |
|-------------|---|---|
|             | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
| <b>A.</b>   | Improve oral language skills for pupils eligible for PP children in Y3/Y4 (introducing P4C in Y3/Y4 across all children as well as small group support)   | Pupils eligible for PP in Y3/Y4 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations   |
| <b>B.</b>   | Improve confidence of PP children in classroom discussions and improved engagement across whole key stage and give opportunity to explore 'big' ideas from outside their daily sphere of experience (introducing P4C in Y3/Y4 across all children as well as small group support) | Teachers report an improvement in engagement and participation of PP children compared to starting points in September. HT and other leaders see this in learning walks throughout the year |
| <b>C.</b>   | Continue to track progress of PP children and compare to non PP in core subjects termly. Put in appropriate EEF recommended interventions as required to increase progress  | Pupils eligible for PP make as much progress as non PP pupils identified, across Key Stage 2 in maths, reading and writing  |
| <b>D.</b>   | Increased attendance rates for pupils eligible for PP   | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95% to 97% in line with non PP pupils.                          |
| <b>E.</b>   | Increased engagement with parents resulting in better understanding/higher valuing of homework and other additional learning activities   | PP children have improved rates of completion for homework and other learning activities. Measurable programmes such as IDL/Exemplar show children using resources outside school day.      |

## 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

| WHY?<br>Outcomes:   | WHAT & WHEN?<br>Actions to be taken:  | WHO?<br>Staff involvement:  | MONITORING  | MILESTONES<br>How will we know we have been successful?   |
|---|---|---|---|---|
| Ensure quality first learning for all children in all classes in all subjects             | <ul style="list-style-type: none"> <li>-all staff aware of high expectations from headteacher and subject leaders regarding learning environments; core subject expectations and assessment procedures</li> <li>-all core subject leaders to revise and update 'non-negotiables' in September INSET and modify subject policies</li> <li>-effective monitoring and evaluation of learning through the triangulation of classroom observation, evidence in books and checkpoint data by subject leaders</li> <li>-'pupil voice' actively sought in a range of different methods during the year , including feedback to governors in summer term</li> <li>-appraisal targets set with clear links to Teaching Standards and the needs of individual staff</li> </ul> | <ul style="list-style-type: none"> <li>All staff including TAs</li> <li>EngSL/MaSL/SciSL/SENCo</li> <li>SENCo/HT</li> <li>All staff/HT</li> </ul> | <ul style="list-style-type: none"> <li>SLT</li> <li>HT</li> <li>Governors</li> <li>SMSC Committee</li> <li>Resources Committee</li> </ul> | <ul style="list-style-type: none"> <li>-expectations and non-negotiables shared at INSET 04.09.17; assessment procedures followed during year; MER evidence from SLs and other activities such as learning walks...</li> <li>-SLT to complete 'Leadership Overview' on termly basis to plan and deliver required M&amp;E with staff meeting follow-ups</li> <li>-all classes to complete EDT surveys twice during the year and feedback acted upon in between; pupil interviews conducted by HT and each core SL – feedback taken on-board</li> <li>-all class teachers complete successful appraisal cycle. Good evidence of action/impact of targets over the year</li> </ul> |
| <b>IMPACT/EVALUATION:</b>   |   |   |   |   |
| All children have individual pupil plans which highlight to parents the needs and actions | <ul style="list-style-type: none"> <li>-all class teachers have addition 'pupil interview' time during autumn one</li> <li>-all class teachers to complete individual pupil plans for all PP &amp; SEND children during autumn one</li> <li>-all pupil plans shared with parents on termly basis; reviewed and updated in accordance with needs/progress</li> <li>-SENCo to interview PP &amp; SEND children about the impact of their plans during spring term</li> </ul>  | <ul style="list-style-type: none"> <li>All staff</li> <li>Class teachers</li> <li>Class teachers</li> <li>SENCo</li> </ul>                        | <ul style="list-style-type: none"> <li>HT</li> <li>SENCo</li> <li>HT</li> <li>SEND Gov</li> </ul>   | <ul style="list-style-type: none"> <li>-All PP &amp; SEND children have relevant Pupil Plan in place by 06.10.17</li> <li>-Pupil interviews successfully completed during autumn term – provide good evidence of engagement and progress – parent input at termly meetings</li> <li>-Notes created by class teachers – discussed with HT at CP1, CP3 &amp; CP5</li> </ul>   |
| <b>IMPACT/EVALUATION:</b>   |   |   |   |   |

|  |   |   |  |   |
|--|---|---|--|---|
| Whole staff evaluation of needs of PP cohort and specific teaching approaches used/adapted to meet needs | -staff meeting to discuss needs of PP children as cohort and strategies to meet their needs as part of QFL (e.g. growth mindset/clockwork classroom etc.)<br>-Headteacher and EWO to maintain thorough and targeted support for attendance<br>-SENCo and SERIS worker to train and then trial P4C approaches to enhance provision for PP children<br>-'PawsB' mindfulness programme delivered to all Y5/Y6 classes during autumn term | All staff including TAs<br><br>HT/EWO<br><br>SENCo/HLTA<br><br>HLTA | HT<br><br>Governors<br>Termly Report<br>HT<br><br>HT | -Staff meeting 12.09.17 to discuss cohort needs. Update PP strategy document – link to target setting for PP cohort<br>-complete regular review meetings. School to reduce 'avoidable' absence and increase overall attendance to 97%<br>-attend training; begin regular sessions in class; target groups with HLTA – impact on language, vocabulary, confidence of PP cohort |
| <b>IMPACT/EVALUATION:</b>  |   |   |  |   |
| SENCo and HT to monitor PP and SEND groups progress and ensure good outcomes for all                     | -PP strategy evaluated and re-drafted autumn one to ensure best practice and clear focus for PP children<br>-termly meetings after PPM to evaluate cohort progress using provision map<br>-reporting impact back to Progress & Standards committee on a termly basis  | SENCo/HT<br><br>HT<br><br>ASSCo                                     | HT<br><br>P&S<br>Committee<br>HT                     | -updated PP strategy relevant to all PP children in school published on website<br>-clear progress evident from provision map. Good progress towards diminishing any gaps for PP cohort<br>-clear reports to P&S. P&S able to challenge data and understand picture for PP cohort across school   |
| <b>IMPACT/EVALUATION:</b>  |   |   |  |   |
| SENCo and HT to evaluate views of PP and SEND children alongside peers                                   | -HT to investigate possibility of continuation of EDT electronic pupil voice questionnaire<br>-Refine questionnaire to allow identification and analysis of PP and SEND specifically – complete twice<br>-triangulate views with those of class teachers and parents and other observations/feedback  | HT<br><br>all class teachers<br><br>SENCo                           | HT<br><br>HT<br><br>HT                               | - all classes to complete EDT surveys twice during the year and feedback acted upon in between; pupil interviews conducted by HT and each core SL – feedback taken on-board<br>-evaluate whether actions taken by staff are impacting for children and are parents aware  |
| <b>IMPACT/EVALUATION:</b>  |   |   |  |   |

**Total Cost: £1500**

## ii. Targeted support

| WHY?<br>Outcomes:   | WHAT & WHEN?<br>Actions to be taken:  | WHO?<br>Staff involvement:  | MONITORING   | MILESTONES<br>How will we know we have been successful?  |
|---|---|---|--|--|
| Additional support and intervention used to maximum effect with targeted children                         | <ul style="list-style-type: none"> <li>-whole staff involvement in target setting process at the beginning of the new school year</li> <li>-SENCo identification of PP &amp; SEND children requiring additional support – dialogue with class teachers and TAs</li> <li>-tried and tested interventions such as Fast Lane and Catch-up used in school and targeted towards individuals</li> <li>-SENCo to create and update Provision Map for children receiving additional support – linked to checkpoints</li> <li>-Headteacher to create and update 'vulnerable children matrix' – update termly</li> <li>-trial of individual 1-2-1 'Exemplar Education' tutoring programmes for some PP children who may benefit</li> <li>-class teachers paid to run additional tutorial sessions during PPA time during spring and summer terms</li> </ul> | <ul style="list-style-type: none"> <li>All staff including TAs</li> <li>SENCo</li> <li>SENCo</li> <li>GR &amp; RB</li> <li>HT</li> <li>SENCo/HT</li> <li>Y5/Y6 staff</li> </ul> | <ul style="list-style-type: none"> <li>HT</li> <li>HT</li> <li>Governors</li> <li>Termly Report</li> <li>MaSL</li> <li>SMSC committee</li> <li>HT</li> <li>HT</li> </ul> | <ul style="list-style-type: none"> <li>-Staff meeting 19.09.17 to complete target setting process – reviewed by HT and shared with P&amp;S</li> <li>-TA timetables reflect needs of target groups and individuals. New provision map to record progress</li> <li>-evidence from interventions will show impact and progress measured in 'fine' levels if necessary</li> <li>-completion of provision map – updated termly at CP1, CP3 &amp; CP5</li> <li>-matrix completed after evaluative discussion with inclusion team – headlines shared at SMSC</li> <li>-children participate in online learning tutorials. Evidence of impact evaluated – does it work?</li> <li>-Staff work with target groups from own class. Good AfL of ch. allows rapid progress</li> </ul> |
| <b>IMPACT/EVALUATION:</b>   |   |   |  |  |
| Ensure that all parents of PP & SEND children are met at least termly and pupil plans shared and reviewed | <ul style="list-style-type: none"> <li>-completion of vulnerable children matrix Oct 2017– updated with new Y3 children</li> <li>-all class teachers to have additional PPA time to meet individual children for interviews Sept 2017</li> <li>-all PP &amp; SEND plans completed by 06.10.17 and shared with parents before half-term</li> <li>-Maintain high focus of PP &amp; SEND children with individualised reports at PPM</li> </ul>  | <ul style="list-style-type: none"> <li>HT</li> <li>All staff/HT</li> <li>All class teachers</li> <li>All class teachers</li> </ul>  |  | <ul style="list-style-type: none"> <li>-All class teachers have additional time to meet and talk to PP and SEND ch.</li> <li>-All PP &amp; SEND children have relevant Pupil Plan in place by 06.10.17</li> <li>-Pupil interviews successfully completed on termly basis – provide good evidence of engagement and progress – parent input at termly meetings</li> <li>-Notes created by class teachers – discussed with HT at CP1, CP3 &amp; CP5</li> </ul>   |
| <b>IMPACT/EVALUATION:</b>   |   |   |  |  |
| Develop individual Behaviour & Attitude reports for targeted children to communicate with parents         | <ul style="list-style-type: none"> <li>-HT to develop B&amp;A reports and target individual children for use e.g. children currently supported at Early Help</li> <li>-Review progress of individuals using vulnerable children matrix on termly basis</li> <li>-Ensure feedback from parents – make sure they understand what they can do to support their children</li> </ul>   | <ul style="list-style-type: none"> <li>HT/Class teachers</li> <li>HT/SENCo</li> <li>Class teachers</li> </ul>   |  | <ul style="list-style-type: none"> <li>-format agreed and completed by EHA children on regular basis(fortnightly?) shared in TAF meetings</li> <li>-HT and SENCo to ensure completion of matrix on termly basis</li> <li>-clear communication with school/parents. Evidence in TAF minutes</li> </ul>  |
| <b>IMPACT/EVALUATION:</b>   |   |   |  |  |

|  |  |   |                                    |  |
|--|--|---|------------------------------------|--|
| Engage target group of PPG children with additional online tutorial support                            | - HT and SENCo to evaluate and select target children from across the school at CP1 and meet with parents to discuss intervention and implications<br>-Class teachers to enable target children to access 'Exemplar Education' website and start 1:1 tutorials<br>-SENCo to monitor children's usage/progress with online tutorials – feed into termly evaluations/PPM | HT & SENCo<br><br>Class Teachers<br><br>SENCo | HT<br><br>HT<br><br>P&S Committee  | -Target groups selected and parents informed November 2017<br><br>-Weekly sessions online for PPG children to access EE website and encourage use at home<br>-Letter/briefing run for parents to explain benefits of EE and encourage ch. to use at home   |
| SENCo and other SLT members to meet with individual parents to discuss intervention/additional support | -HT to inform in writing parents about additional input e.g. Y6 more able classes/maths boosters<br>-SENCo to meet with parents to explain purpose and use of online resources e.g. IDL/Mathletics<br>-fortnightly meetings with EWO to prioritise and target children and families  | HT<br><br>SENCo<br><br>HT/EWO                 | HT<br><br>HT<br><br>SMSC Committee | -letters to all parents re: additional Y6 classes. Impact questionnaire for children EBI???<br>-Letter/briefing run in HT2 for parents of targeted children to encourage/support use of IDL etc<br>-Weekly >95% reports created; >90% parents informed at parents evening; >90% parents invited to APP meetings with EWO if required |
| <b>IMPACT/EVALUATION:</b>  |  |   |                                    |  |

**Total Cost: £12,600**

**iii. Additional Provision**

| WHY?<br>Outcomes:   | WHAT & WHEN?<br>Actions to be taken:   | WHO?<br>Staff involvement:                   | MONITORING                         | MILESTONES<br>How will we know we have been successful?   |
|---|--|--|------------------------------------|---|
| Any PP family has access to SERIS time to support good mental health and well-being | -pupil welfare standing item on weekly staff meeting – ensures regular discussion about children and needs<br>-identified member of staff available to talk to parents when the need arises<br>-termly review meetings as inclusion team to discuss 'Vulnerable Children Matrix' | HT/All staff<br><br>JM<br><br>HT/SENCo/JM/TM | HT<br><br>HT<br><br>SMSC Committee | -all staff have good knowledge of ch. and their backgrounds and needs<br>-individual or groups of ch. receive timely support for well-being<br>-Matrix kept current and progress can be recorded throughout the term/year |
| <b>IMPACT/EVALUATION:</b>   |  |  |                                    |   |
| Any PP family has access to EWO support to ensure maximum attendance                | -weekly reviews of attendance data >95% reports used from ScholarPack<br>-fortnightly meetings for HT and EWO to discuss issues and priorities support<br>-implementation of APP and accelerate to Early Help/Child in Need as relevant  | HT/Office Manager<br>HT & EWO<br><br>EWO     | SMSC Committee                     | -poor attendance will be caught early and actions taken to support families put into place quickly<br><br>-ch. with multiple factors influencing attendance will be accelerated to appropriate level of support           |

|  |   |                |    |  |
|--|---|----------------|----|--|
|  | -impact discussed on a termly basis with inclusion team when completing 'Vulnerable Children Matrix'  |                |    |  |
| <b>IMPACT/EVALUATION:</b>  |   |                |    |  |
| Any PP family has financial support to enable children to access all areas of the curriculum | -all PPG children have swimming lessons paid for by the school<br>-all PPG children offered 50% reduction on Breakfast Club, The Den, other after-school activities and additional lessons such as guitars<br>-PPG bursaries available to pay 50% towards trips, visits and residential | Office Manager | HT | -all PPG children access swimming every week and make the same progress if not better as non-PPG children in distance and personal survival<br>-all PPG children access the activities they want/need to and there is a fair distribution of PPG/non PPG ch. at activities |
| <b>IMPACT/EVALUATION:</b>  |   |                |    |  |

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|----------------------------|
| <b>Total Cost: £13,452</b> |
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