



## Pupil premium strategy statement: George Romney Junior School

### 1. Summary information

<b>School</b>	George Romney Junior School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£30,065	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	114	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	July 2019

### 2. Current attainment and progress: July 2018

Subject	Cohort Average		Cumbria Average		National Average		Boys (17)		Girls (19)		PPG (6)		SEND (7)	
<b>Year Six (36)</b>	Read	89%	Read	78%	Read	75%	Read	94%	Read	84%	Read	67%	Read	67%
	Write	78%	Write	80%	Write	78%	Write	88%	Write	68%	Write	67%	Write	33%
	Maths	83%	Maths	75%	Maths	76%	Maths	94%	Maths	74%	Maths	67%	Maths	57%
	GPS	71%	GPS	78%	GPS	78%	GPS	82%	GPS	58%	GPS	67%	GPS	29%
<b>R,W&amp;M</b>		69%		64%		64%		76%		63%		50%		33%

Progress	Cohort Average		Cumbria Average		National Average		Boys (16)		Girls (18)		PPG (6)		SEND (7)	
<b>Year Six (34)</b>	Read	0.6	Read	0.01	Read	0	Read	1.77	Read	-0.4	Read	-0.75	Read	-0.9
	Write	-2.4	Write	0.4	Write	0	Write	-2.0	Write	-2.7	Write	-1.6	Write	-5.32
	Maths	-1.7	Maths	-0.6	Maths	0	Maths	1.28	Maths	-4.42	Maths	-2.97	Maths	-3.57
	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 across the school 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 2018)
<b>External barriers</b>	
<b>D.</b>	Attendance rates for pupils eligible for PP were 96% (despite gap closing by 50%, 2017-2018 PP are below the target for all children of 97%).
<b>E.</b>	A significant proportion (68%) of PP cohort have identified vulnerability factors which potentially impact on learning and progress

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 as well as all pupils in school through thorough and rigorous implementation of whole-school training for P4C. Explicit teaching of core academic and specific curriculum vocabulary to all children as part of daily QFT <b>*Link to all class teacher appraisal target</b>	All children in school – especially PP children demonstrate progress in confidence and ability to discuss learning in classes in P4C sessions and also across the broader curriculum e.g. maths Children will have a better understanding, knowledge and application of curriculum specific vocabulary
<b>B.</b>	A constant focus on planning quality and engaging experiences for learning which will improve knowledge and understanding of the world which will in turn increase 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 (P4C & Global Goals)	Children have a greater understanding of the world in which they live. 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 96% to 97% in line with non PP pupils.
<b>E.</b>	Reduce the potential impact of vulnerabilities through quality pupil plans which identify appropriate class teacher support alongside appropriate interventions of additional support from other staff	PP children are safe and happy I school and are making strong rates of progress in school across all areas of the curriculum

## 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

WHY? Outcomes:	WHAT & WHEN? Actions to be taken:	WHO? Staff involvement:	MONITORING	MILESTONES 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>	<p>All staff including TAs</p> <p>EngSL/MaSL/SciSL/SENCo/HT</p> <p>All staff/HT</p>	<p>SLT</p> <p>HT</p> <p>Governors</p> <p>SMSC Committee</p> <p>Resources Committee</p>	<p>-expectations and non-negotiables shared at INSET 02.09.18; assessment procedures followed during year; MER evidence from SLs and other activities such as learning walks...</p> <p>-SLT to complete 'Leadership Overview' on termly basis to plan and deliver required M&amp;E with staff meeting follow-ups</p> <p>-all SLs to ensure that monitoring of subjects includes element of pupil voice e.g. interviews and record; School Council to develop pupil questionnaire linked to learning; addition of pupil voice section to individual plans</p> <p>-all class teachers complete successful appraisal cycle. Good evidence of action/impact of targets over the year</p>
<b>IMPACT/EVALUATION:</b>				
All class teachers to actively participate in 'Personal Research' element of appraisal	<ul style="list-style-type: none"> <li>-staff allocated books from recommended reading list from Carmel Bones and other sources</li> <li>-staff to read and evaluate principles/strategies highlighted in books</li> <li>-staff to share most specific points from research and implement in their classrooms</li> <li>-evaluate with colleagues/HT during appraisal discussions</li> </ul>	All class teachers including HT	HT	<ul style="list-style-type: none"> <li>-Staff meeting 16.07.18 to allocate reading and explain project</li> <li>-Staff meeting 21.11.18 for staff to present salient points from reading</li> <li>-Positive outcomes from implementation of ideas/strategies – formal and informal discussion between staff – clear benefits identified with HT</li> </ul>
<b>IMPACT/EVALUATION:</b>				

All class teachers and TAs to be confident in the use and range of applications of 'P4C' as a teaching tool	-staff to actively participate in P4C whole-staff training sessions -staff to trial P4C approaches with children between autumn and spring training -aspects of P4C learning to be clearly identified in med term planning; evidenced through pupil voice -SENCo to train to L2 (L3?) as P4C lead in the school to support other staff -Individual evaluation as part of appraisal process as whole school target	All staff	HT	-staff will have completed training and feel prepared and confident to trial P4C enquiries in their own classrooms -staff will have observed each others enquires informally and discussed impact -over time, children will demonstrate expected benefits of P4C such as better use of language, better discussion techniques, a greater ability to focus on a question and evaluate it etc...
		All staff	HT	
		All staff	Resources Committee	
		SENCo	HT	
<b>IMPACT/EVALUATION:</b>				
Additional support and intervention used to maximum effect with targeted children	-whole staff involvement in target setting process at the beginning of the new school year -SENCo identification of PP & SEND children requiring additional support – dialogue with class teachers and TAs -tried and tested interventions such as Fast Lane and Catch-up used in school and targeted towards individuals -SENCo to create and update Provision Map for children receiving additional support – linked to checkpoints -Headteacher to create and update 'vulnerable children matrix' – update termly	All staff including TAs	HT	-Staff meeting 19.09.18 to complete target setting process – reviewed by HT and shared with P&S -TA timetables reflect needs of target groups and individuals. New provision map to record progress -SLs to review and evaluate impact of additional support and be able to demonstrate impact -completion of provision map – updated termly at CP1, CP3 & CP5 -matrix completed after evaluative discussion with inclusion team – headlines shared at SMSC
		SENCo	HT	
		SENCo	Governors Termly Report	
		SENCo	SMSC committee	
		HT		
<b>IMPACT/EVALUATION:</b>				
All SEND/PPM children have individual pupil plans which highlight to parents the needs and actions	-all class teachers have addition 'pupil interview' time during autumn one -all class teachers to complete individual pupil plans for all PP & SEND children during autumn one -all pupil plans shared with parents on termly basis; reviewed and updated in accordance with needs/progress -SENCo to interview PP & SEND children about the impact of their plans during spring term	All staff	HT	-All PP & SEND children have relevant Pupil Plan in place by 06.10.18-Pupil interviews successfully completed on termly basis – provide good evidence of engagement and progress – parent input at termly meetings -Notes created by class teachers – discussed with HT at CP1, CP3 & CP5
		Class Teachers	HT & SENCo	
		Class Teachers	HT	
		SENCo	SEND Governor	
<b>IMPACT/EVALUATION:</b>				

**Total Cost: £3405.06**

## ii. Targeted support

WHY? Outcomes:	WHAT & WHEN? Actions to be taken:	WHO? Staff involvement:	MONITORING	MILESTONES 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>-trailing use of Clicker 7 to support PP &amp; SEND children in their writing</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>-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>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 Nov 2018– updated with new Y3 children</li> <li>-all class teachers to have additional PPA time to meet individual children for interviews Sept 2018</li> <li>-all PP &amp; SEND plans completed by 08.10.18 and shared with parents before half-term addition of children's voice to pupil plan discussion</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 08.10.18</li> <li>-Pupil interviews successfully completed on termly basis – provide good evidence of engagement and progress – parent &amp; child 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>				
Individual Behaviour & Attitude reports for	-HT to maintain B&A reports and target individual children for use e.g. children currently supported at Early Help	<ul style="list-style-type: none"> <li>HT/Class teachers</li> <li>HT/SENCo</li> </ul>		-format agreed and completed by EHA children on regular basis shared in TAF meetings

targeted children to communicate with parents	-Review progress of individuals using vulnerable children matrix on termly basis -Ensure feedback from parents – make sure they understand what they can do to support their children	Class teachers		-HT and SENCo to ensure completion of matrix on termly basis -clear communication with school/parents. Evidence in TAF minutes
<b>IMPACT/EVALUATION:</b>				
Engage target group of PP children Chatter Books Club Engage target group of PP readers using Rugby readers	- EngSL to develop additional resources across Y5/Y6 to promote additional reading time and structure dialogue about books that have been read - PESL to engage a range of reluctant (boys?) readers using Barrow Raider Rugby readers programme	Eng SL  PESL	HT  HT  P&S Committee	-Target groups selected and parents informed November 2018 (Chatter Books)  -Target groups selected and parents informed January 2019 (Rugby Readers)  -Weekly sessions for targeted children
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 -SENCo to meet/write to parents to explain purpose and use of online resources e.g. IDL/Mathletics -fortnightly meetings with EWO to prioritise and target children and families	HT  SENCo  HT/EWO	HT  HT  SMSC Committee	-letters to all parents re: additional Y6 classes. Impact questionnaire for children EBI???  -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: £14,722.43**

### iii. Additional Provision

WHY? Outcomes:	WHAT & WHEN? Actions to be taken:	WHO? Staff involvement:	MONITORING	MILESTONES 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 -identified member of staff available to talk to parents when the need arises -termly review meetings as inclusion team to discuss 'Vulnerable Children Matrix'	HT/All staff  CW  HT/SENCo & CW/TM	HT  HT  SMSC Committee	-all staff have good knowledge of ch. and their backgrounds and needs -individual or groups of ch. receive timely support for well-being -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 -fortnightly meetings for HT and EWO to discuss issues and priorities support -implementation of APP and accelerate to Early Help/Child in Need as relevant -impact discussed on a termly basis with inclusion team when completing 'Vulnerable Children Matrix'	HT/Office Manager HT & EWO  EWO	SMSC Committee	-poor attendance will be caught early and actions taken to support families put into place quickly  -ch. with multiple factors influencing attendance will be accelerated to appropriate level of support
<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 -all PPG children offered 50% reduction on Breakfast Club, The Den, other after-school activities and additional lessons such as guitars -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 -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>				

<b>Total Cost: £10,545</b>
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