



Pupil premium strategy statement: George Romney Junior School

1. Summary information

School	George Romney Junior School				
Academic Year	2019-2020	Total PP budget	£25,080	Date of most recent PP Review	n/a
Total number of pupils	101	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2020

2. Current attainment and progress: July 2019

Subject	Cohort Average		Cumbria Average		National Average		Boys (22)		Girls (16)		PPG (8)		SEND (6)	
Year Six (38)	Read	84%	Read	75%	Read	73%	Read	73%	Read	100%	Read	75%	Read	67%
	Write	79%	Write	79%	Write	78%	Write	68%	Write	94%	Write	63%	Write	33%
	Maths	82%	Maths	78%	Maths	79%	Maths	77%	Maths	88%	Maths	50%	Maths	50%
	GPS	79%	GPS	78%	GPS	78%	GPS	68%	GPS	94%	GPS	63%	GPS	33%
R,W & M		74%		65%		65%		64%		88%		50%		33%

Progress	Cohort Average		Cumbria Average		National Average		Boys (20)		Girls (16)		PPG (8)		SEND (6)	
Year Six (36)	Read	1.55	Read	0.01	Read	0	Read	-0.57	Read	4.21	Read	N/a	Read	1.44
	Write	-1.06	Write	0.4	Write	0	Write	-2.48	Write	0.81	Write	N/a	Write	-3.27
	Maths	-1.34	Maths	-0.6	Maths	0	Maths	-1.37	Maths	-1.31	Maths	N/a	Maths	-2.39
	GPS		GPS		GPS		GPS		GPS		GPS		GPS	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Oral language skills across the school are lower than non PP children – impact on vocabulary and subsequent reading/writing skills
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
C.	From lower starting points in Y3; PP children are not making progress as quickly as non PP children during KS2
External barriers	
D.	Attendance rates for pupils eligible for PP were 95.2% (despite gap closing by 50%, 2017-2018 PP are below the target for all children of 97%).
E.	A significant proportion (50%) 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>
A.	Improve oral language skills for pupils eligible for PP children as well as all pupils in school through thorough embedding of whole-school training for P4C and re-visiting 'Dialogic' teaching approaches Explicit teaching of core academic and specific curriculum vocabulary to all children as part of daily QFT All subjects to be regularly monitored with PP children a focus for engagement and progress (whole-school CPD 'Excellence in Leadership' * Links to all class teacher appraisal target	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.	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
C.	Continue to track progress of PP children and compare to non PP in core subjects termly. Class teachers to prioritise adjustments/strategies appropriate for individuals and their needs. In some cases, appropriate EEF recommended interventions as required to increase progress. PP children to maintain progress into KS3.	Pupils eligible for PP make as much progress as non PP pupils identified, across Key Stage 2 in maths, reading and writing. Eng SL to work successfully with HoD in English at Dowdales on improved tracking after transition
D.	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 95.2% to 97% in line with non PP pupils.
E.	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 in school, they are engaged in learning and are making strong rates of progress in school across all areas of the curriculum

5. Planned expenditure

Academic year

2019/2020

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	<p>-all staff aware of high expectations from headteacher and subject leaders regarding learning environments; core subject expectations and assessment procedures</p> <p>-all core subject leaders to revise and update 'non-negotiables' in September INSET and modify subject policies</p> <p>-effective monitoring and evaluation of learning through the triangulation of classroom observation, evidence in books and checkpoint data by subject leaders</p> <p>-'pupil voice' actively sought in a range of different methods during the year , including feedback to governors in summer term</p> <p>-appraisal targets set with clear links to Teaching Standards and the needs of individual staff</p> <p>-all subject leaders to attend 'Excellence in Leadership' workshop Jan 2020 and work alongside SJB staff to develop systematic approach to 'deep dive' style evaluation</p> <p>*Links to P4C training across whole school – improve accuracy of dialogue which is fit for purpose</p>	<p>All staff including TAs</p> <p>EngSL/MaSL/SciSL/SENCo/HT All staff/HT</p> <p>All staff/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>Progress & Standards Committee</p>	<p>-expectations and non-negotiables shared at INSET 03.09.19; 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&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>
IMPACT/EVALUATION:				
All class teachers to actively participate in 'Dialogic Teaching'	<p>-INSET session 03.09.19 to (re) introduce concept of increased dialogue in learning and given personal copies of 'Towards Dialogic Teaching'</p> <p>-staff to read and evaluate principles/strategies in book and discuss in PDM 27.11.19</p>	All class teachers and TAs including HT	HT	<p>-Staff discussion 03.09.19 and resources shared (notes and books)</p> <p>-Staff meeting 27.11.19 results in set expectations for classrooms and learners</p>

element of appraisal	-staff to evaluate implementation of strategies with colleagues after peer observations (spring one) -SENCo to attend training linked to closing the 'word gap' as well as participating in 'Top Tips' network	SENCo	HT	-Positive outcomes from implementation of ideas/strategies – formal and informal discussion between staff – clear benefits identified with HT -Feedback to all staff, increased range of strategies in classrooms
IMPACT/EVALUATION:				
All class teachers and TAs to be confident in the use and range of applications of 'P4C' as a teaching tool	-aspects of P4C learning to be clearly identified in medium term planning; evidenced through pupil voice -all staff to continue to develop techniques within own P4C practice -P4C displays reflect the children's ability to ask questions about their learning but also about other aspects of the world they live in – reinforcing the process	All staff All staff All staff SENCo	HT HT Resources Committee HT	-staff will have completed training to at least L1 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...
IMPACT/EVALUATION:				
All children have focused opportunities to develop a broader and better academic vocabulary linked to topic learning	-SENCo to remind staff of the need for focused, specific, academic vocabulary to be taught and explored by children -teaching teams to create 'Goldilocks words' resource banks for each phase linked to curriculum learning -Word-level studies and focus on subject specific vocabulary to be a priority in all aspects of curriculum -Specific, set talk partners in every classroom designed to model and expand use of good range of vocabulary in oral sessions -opportunity for EngSL to work across cluster of schools (including secondary to further develop ideas/strategies for embedding vocabulary).	SENCo All staff EngSL	HT HT HT	-discussion in INSET 1 regarding the range of vocabulary and need to teach this – especially for 'disadvantaged' children -interactive resources created by staff (Smart Notebooks with videos/pictures/sound bites etc) -displays in classrooms which reflect vocabulary for learning in key subjects such as mathematics
IMPACT/EVALUATION:				

Total Cost: £1,815

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"> -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 -trailing use of Clicker 7 to support PP & SEND children in their writing -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 -class teachers paid to run additional tutorial sessions during PPA time during spring and summer terms 	<ul style="list-style-type: none"> All staff including TAs SENCo SENCo HT SENCo/HT Y5/Y6 staff 	<ul style="list-style-type: none"> HT HT Governors Termly Report MaSL SMSC committee HT HT 	<ul style="list-style-type: none"> -Staff meeting 19.09.17 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 -evidence from interventions will show impact and progress measured in 'fine' levels if necessary -completion of provision map – updated termly at CP1, CP3 & CP5 -matrix completed after evaluative discussion with inclusion team – headlines shared at SMSC -children participate in online learning tutorials. Evidence of impact evaluated – does it work? -Staff work with target groups from own class. Good AfL of ch. allows rapid progress
IMPACT/EVALUATION:				
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"> -completion of vulnerable children matrix Oct 2019 – updated with new Y3 children -all class teachers to have additional PPA time to meet individual children for interviews Sept 2019 -all PP & SEND plans completed by 08.10.19 and shared with parents before half-term addition of children's voice to pupil plan discussion -Maintain high focus of PP & SEND children with individualised reports at PPM 	<ul style="list-style-type: none"> HT All staff/HT All class teachers All class teachers 		<ul style="list-style-type: none"> -All class teachers have additional time to meet and talk to PP and SEND ch. -All PP & SEND children have relevant Pupil Plan in place by 08.10.18 -Pupil interviews successfully completed on termly basis – provide good evidence of engagement and progress – parent & child input at termly meetings -Notes created by class teachers – discussed with HT at CP1, CP3 & CP5
IMPACT/EVALUATION:				
Individual Behaviour &	-HT to maintain B&A reports and target individual children for use e.g. children currently supported at Early Help	HT/Class teachers		-format agreed and completed by EHA children on regular basis shared in TAF meetings

Attitude reports for 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	HT/SENCo Class teachers		-HT and SENCo to ensure completion of matrix on termly basis -clear communication with school/parents. Evidence in TAF minutes
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IMPACT/EVALUATION:

Engage target group of PP readers using Rugby readers	- PESL to engage a range of reluctant (boys?) readers using Barrow Raider Rugby readers programme	PESL	HT P&S Committee	-Target groups selected and parents informed January 2020 (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

IMPACT/EVALUATION:

Total Cost: £10,587

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

IMPACT/EVALUATION:

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
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IMPACT/EVALUATION:

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 visits	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
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IMPACT/EVALUATION:

Total Cost: £8,862