



Pupil premium strategy statement: George Romney Junior School

1. Summary information

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

2. Current attainment and progress: July 2018

Subject	Cohort Average		Cumbria Average		National Average		Boys (17)		Girls (19)		PPG (6)		SEND (7)	
Year Six (36)	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%
R,W&M		69%		64%		64%		76%		63%		50%		33%

Progress	Cohort Average		Cumbria Average		National Average		Boys (16)		Girls (18)		PPG (6)		SEND (7)	
Year Six (34)	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)	
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 (maths and reading in 2018)
External barriers	
D.	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%).
E.	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>
A.	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 *Link 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. 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
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 96% 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 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"> -all staff aware of high expectations from headteacher and subject leaders regarding learning environments; core subject expectations and assessment procedures -all core subject leaders to revise and update 'non-negotiables' in September INSET and modify subject policies -effective monitoring and evaluation of learning through the triangulation of classroom observation, evidence in books and checkpoint data by subject leaders -'pupil voice' actively sought in a range of different methods during the year , including feedback to governors in summer term -appraisal targets set with clear links to Teaching Standards and the needs of individual staff 	<p>All staff including TAs</p> <p>EngSL/MaSL/ SciSL/SENCo 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&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>
<p>IMPACT/EVALUATION:</p> <p><i>All staff feeling confident in teaching all groups of pupils resulting in children making good progress. All pupils feeling confident talking about their learning and progress and what they have enjoyed learning about in school (school councillors feeding back to Governors in Summer Term). Subject leaders confident about progress and teaching and learning in their subjects as evidenced by progress data, feedback to staff, pupil work and pupil responses. Pupil premium pupils are discussed as a specific group in Pupil Progress meetings, common barriers and issues are identified across classes and actions put in place.</i></p>				
All class teachers to actively participate in 'Personal Research' element of appraisal	<ul style="list-style-type: none"> -staff allocated books from recommended reading list from Carmel Bones and other sources -staff to read and evaluate principles/strategies highlighted in books -staff to share most specific points from research and implement in their classrooms -evaluate with colleagues/HT during appraisal discussions 	All class teachers including HT	HT	<ul style="list-style-type: none"> -Staff meeting 16.07.18 to allocate reading and explain project -Staff meeting 21.11.18 for staff to present salient points from reading -Positive outcomes from implementation of ideas/strategies – formal and informal discussion between staff – clear benefits identified with HT

IMPACT/EVALUATION:

Teachers shared new strategies linked to personal research books. Staff meeting discussion identified whole school approaches to trial. Staff agenda item linked to developing vocabulary and rolled on to summer term presenting key vocabulary linked to summer 2 topics. Evidence of key vocabulary teaching and learning in classrooms, children's books and pupil use of key subject specific vocabulary. Children able to discuss historical specific terms used in Stone Age topic. Extended planning with key focus on vocabulary, to be continued next academic year.

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	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...
	-staff to trial P4C approaches with children between autumn and spring training	All staff	HT	
	-aspects of P4C learning to be clearly identified in med term planning; evidenced through pupil voice	All staff	Resources Committee	
	-SENCo to train to L2 as P4C lead in the school to support other staff -Individual evaluation as part of appraisal process as whole school target	SENCo	HT	

IMPACT/EVALUATION:

All classes identified curriculum targets and ran P4C sessions both linked to topic subjects and as stand-alone sessions. Discussions with pupils and staff identified specific related well to P4C teaching approach (MJ, KF, OB, ES, JA) demonstrated good response from PP pupils. Staff are all working towards completing 6 required sessions in order to gain level 1 qualification (Spring Term 2020) and Bronze Level qualification (Spring 2020). 2 staff also trained and ran P4C sessions with classes linked to sustainable food. Governor joined staff training session and fed back to governing body on impact and benefits of teaching P4C. Group of pupils attended county P4C celebration event at Netherwood Hotel and fed back to classmates which raised status and interest. Staff increasing in confidence and developing skills.

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	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 identification of PP & SEND children requiring additional support – dialogue with class teachers and TAs	SENCo	HT	
	-tried and tested interventions such as Fast Lane and Catch-up used in school and targeted towards individuals	SENCo	Governors Termly Report	
	-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	SENCo HT	SMSC committee	

IMPACT/EVALUATION:

Groups of pupils identified and interventions timetabled. Evidence and progress tracked in pupil progress meetings and provision map updated termly. JD and DR to review regularly. Following on from staff meeting from staff personal research regular evaluation of strategies. Impact of sharing information at staff meetings, pupil progress meetings, inset has highlighted across school pupil premium priorities.

All SEND/PPM children have individual pupil plans which highlight to	-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 staff Class Teachers	HT HT & SENCo	-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
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parents the needs and actions	-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	Class Teachers SENCo	HT SEND Governor	-Notes created by class teachers – discussed with HT at CP1, CP3 & CP5
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IMPACT/EVALUATION:

All SEND and PP pupils had plans and contributed comments. 100% of pupils interviewed during Spring and Summer term responded positively to interventions they had received. Plans enable staff to effectively identify barriers and needs. Implement strategies and evaluate effectiveness in a timely manner. Plans shared with parents and pupil input is included.

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	-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	All staff including TAs SENCo SENCo HT SENCo/HT Y5/Y6 staff	HT HT Governors Termly Report MaSL SMSC committee HT HT	-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: *Following additional research into online learning tutorials it was decided by JD and DR not to participate (Credit loan agreement). See above re impact. Triangulation of information, action and review has developed an effective whole school intervention system for targeted children.*

Staff Meeting + Pupil Progress Meetings + Pupil Plans + TA Intervention reviews + Matrix + JD DR

A number of pupils across the school were removed from interventions during the year as they had closed the gap sufficiently as identified in pupil progress meetings. A review of SEN register highlighted increased progress. As a result of regular progress meetings pupils were added to the register.

Ensure that all parents of PP & SEND children are	-completion of vulnerable children matrix Nov 2018– updated with new Y3 children	HT All staff/HT		-All class teachers have additional time to meet and talk to PP and SEND ch.
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met at least termly and pupil plans shared and reviewed	-all class teachers to have additional PPA time to meet individual children for interviews Sept 2018 -all PP & SEND plans completed by 08.10.18 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	All class teachers All class teachers		-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: <i>Positive parental feedback given to JD from Parents Evening meetings. Action: To add parental feedback to pupil plans. (2019/20)</i>				
Individual Behaviour & Attitude reports for targeted children to communicate with parents	-HT to maintain B&A reports and target individual children for use e.g. children currently supported at Early Help -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/Class teachers HT/SENCo Class teachers		-format agreed and completed by EHA children on regular basis shared in TAF meetings -HT and SENCo to ensure completion of matrix on termly basis -clear communication with school/parents. Evidence in TAF minutes
IMPACT/EVALUATION: <i>Provide essential current information to feed into EH meetings, CiN meetings, CP meetings. Provide parents with an overview of where their child is, positive feedback from parents has shown they find information useful and it has an impact. Pupils have a deeper understanding of what is expected to be a GRJS pupil. An important aspect of self-review.</i>				
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
IMPACT/EVALUATION: <i>Improved communication with parents has improved pupil engagement in interventions, particularly those that are available to access at home. Reading interventions has increased the engagement with reading. We Love to Read mornings continue to provide an invaluable link between school and parents and is also a positive way of encouraging parental involvement.</i> Action: <i>Ensure new Y3 parents are welcomed and encouraged to attend. Regular re-promotion of Reading for Treasure. Y6 Booster classes (focus different groups eg more able and SEND) continue to have a positive impact and to be continued next year.</i> Action Discussion with Y6 teachers when to begin.				

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: <i>Pupils accessing SERIS support has been maximised in a need to meet basis and catch up session planned in once interventions and support has been accessed. This has maximised number of pupils accessing support and allowed early intervention to take place. Regular termly review meetings discuss impact and any further pupils. Whole school approach to Growth Mindset, P4C, is having a visible impact on pupil's positive mental health. (Pupil voice interviews).</i>				
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
IMPACT/EVALUATION: <i>Regular TAF meeting to support families support their children attended by HT, EWO and class teachers SENCO as required. Positive impact on pupil behaviour and attitudes. TR/AR individual case studies. Overall attendance d suggests needs to remain a focus.</i>				
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
IMPACT/EVALUATION: <i>School prioritises additional learning for all pupils eg swimming, school trips, music (drumming, guitars). After school clubs and Breakfast clubs are offered with good uptake from PP pupils. PP parents engage in school trips. All pupils benefit from all that school offers.</i>				

Total Cost: £10,545