

Pupil Premium 3 Year Strategy 2019-23

Killisick Junior School



Pupil Premium Lead: George Smith

Pupil Premium Governor: Rachel Makey

| Summary information 2021/22 | | | | | |
|-----------------------------|-----|----------------------------------|----|-----------------|--|
| Total number of pupils | 220 | Number of pupils eligible for PP | 92 | Total PP Budget | Total Received £ made up from LAC Funding £ Forces x 6 £ Left £ = pupils |

| 1. Performance Indicators- End KS2 results 2021 | | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard in Read, Writing, Maths 2020 | 48% | 92% | |
| Reading 2020 | 62% | 92% | |
| GPS scale score | | | |
| Maths 2020 | 57% | 92% | |
| Writing 2020 | 48% | 92% | |
| Reading progress score | 1.6 | 2.2 | |

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| Writing progress score | 0.4 | 1.4 | |
| Maths progress score | 0.5 | 1.9 | |
| Attendance 2020-21 | 94% | 97% | |
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| End Y5 for Y6 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school)</i> | |
| % achieving expected standard in Read, Writing, Maths | 60% | 90% | |
| Reading | 70% | 97% | |
| GPS | 67% | 93% | |
| Maths | 81% | 97% | |
| Writing | 63% | 90% | |
| End Y4 for Y5 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school)</i> | |
| % achieving expected standard in Read, Writing, Maths | 56% | 69% | |
| Reading | 75% | 82% | |

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| GPS | 66% | 80% | |
| Maths | 75% | 85% | |
| Writing | 62% | 74% | |
| End Y3 for Y4 | | | |
| % achieving expected standard in Read, Writing, Maths | 48% | 82% | |
| Reading | 72% | 89% | |
| GPS | 59% | 89% | |
| Maths | 54% | 89% | |
| Writing | 68% | 81% | |
| End Y2 for Y3 | | | |
| % achieving expected standard in Read, Writing, Maths | 44% | 66% | |
| Reading | 67% | 75% | |
| GPS | n/a | n/a | |

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| Maths | 67% | 84% | |
| Writing | 50% | 67% | |

| Whole school internal Barriers to learning | |
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| A | A language gap between PP and non PP Pupils |
| B | Gap in attainment on entry |
| C | Emotional Resilience and Behaviour for Learning |
| Whole school external barriers to learning | |
| | Attendance below national |
| | Parental engagement |
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| Priorities | | Success criteria |
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| 1 | To close the vocabulary gap for our children. | Aspirational vocabulary is evident in writing and spoken language. |
| 2 | To promote the emotional well-being of all PP children and develop improved confidence, enjoyment, mental health and resilience in all children. | Decrease in behaviour incidents and exclusions. |
| 3 | To diminish the difference between non-PP and PP achieving ARE at the end of Year 6. | Pupils eligible for PP make at least as much progress as non- PP children, including those identified as high ability and achieve aspirational targets. |

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| 4 | To improve the attendance and punctuality of PP children to be in line with non-PP children and fall in line with national expectation of 96% or above. Our school target is 96.5%. | The gap between the attendance and punctuality of PP and Non-PP children will close. A reduction in the number of PP children with persistent absence. Attendance rates for PP children will be more in line with the rest of the school. |
| 5 | To increase the number of parents accessing online events. Pupils to be active in the school community and take on roles of responsibility. | An increase in the number of parents aware of and applying for PP funding for their child/children. |

Priority 1

To close the vocabulary gap for our children.

Overall Success Criteria

An increase in % of PP children using and understanding vocabulary related to their age.

Children successfully using the Word of the Week in their speech and writing.

Evaluating method for measuring progress against success criteria

Fortnightly Book Look by SLT.

Resource implication for priority 1

High quality texts to extend vocabulary. WOTW and oracy training from English Lead- link to weekly spellings.

| Key Actions/ Approach | What is the evidence and rationale for this choice? (including EEF) | Timeline | Staff Lead | Resource Implication | Progress (Red, amber, green) |
|---|---|---|-----------------------------|----------------------------------|--|
| English Lead to introduce Closing the vocabulary Gap. Ongoing training re words of the week. Children in all years experience quality first teaching in English- focus on vocabulary. | EEF research constantly finds that good teaching is the most important lever schools have to improve outcomes Improved oral skills will have a direct impact on children's progress in | Ongoing Ongoing by all staff and monitored termly. | PP Lead ENGLISH Lead | Closing the Vocabulary Gap texts | All classes using higher level vocab as their Word of the Week; all planned into lessons and displayed in all classes- English |

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| | writing. EEF research indicates that the average impact is +5 months. | | | | Lead monitoring vocab throughout school. All displays are now vocab-rich. This was noted by new DQASI (June 2021). Children are using WOTW in their writing and identifying them. |
| <p>Oral language interventions for identified children</p> <ul style="list-style-type: none"> • Additional speech and language interventions delivered where needed- Black Sheep materials used • Additional reading/vocab interventions across school e.g Switch On • Literacy Volunteer | <p>Concerns re speech and communication sentence construction, word knowledge / vocabulary</p> <p>EEF research in Early Literacy approaches</p> | ongoing | <p>PP and Senco to monitor impact of interventions.</p> <p>English Lead</p> <p>TAs</p> | | <p>S and L materials being used for target children.</p> <p>Literacy Volunteer continues to have a great impact.</p> <p>Reading progress is good across school.</p> |
| <p>Explicit focus on extending children's vocabulary, teaching and using new words during each new enquiry in all classes. (Vocabulary displayed in classrooms- working walls/ vocabulary mats and Sticky Knowledge mats)</p> | <p>The Chartered College for teaching indicates that developing oracy has cognitive, personal & social</p> | ongoing | <p>English Lead</p> <p>Curriculum Lead</p> <p>Class teachers</p> | | <p>Vocab-rich environment; knowledge mats have the correct vocab (Curriculum Lead monitored).</p> |

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| High quality texts. Books for All projects. | and engagement & empowerment gains. | ongoing | English Lead | High quality texts | High quality texts in place for all year groups. |
| Aspirational language modelled by all staff and promoted across school | | ongoing | All Staff | | Displays in all classes use the high quality vocab. |
| Radio Station | | | LC | Radio Station | Radio Station in place. A number of children being trained to use it. |

Priority 2

To continue to strive for higher rates of progress and attainment for all pupil premium pupils including high attaining pupils eligible for PP and academically vulnerable children.

The gap between the attainment of Pupil Premium children and Non-Pupil Premium children will continue to close in reading, writing and maths.

Overall Success Criteria

Pupils eligible for PP make at least as much progress as non- PP children, including those identified as high ability and achieve aspirational targets.

As a result of quality first teaching, assessment data will show higher % of PP children achieving in reading , writing and maths.

Evaluating method for measuring progress against success criteria

Children's progress monitored through Pupil Progress meetings and the analysis of data, inputted half termly on Scholar Pack.
Lesson Study approach.

Resource implication for priority 2

| Key Actions/ Approach | What is the evidence and rationale for this choice? (including EEF) | Timeline | Staff Lead | Resource Implication | Progress (Red, amber, green) |
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| Teachers set targets for individual children using information from formative assessment | EEF research constantly finds that good teaching is | ongoing | Class teachers | | Pupil progress meetings are |

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| | the most important lever schools have to improve outcomes | | | | supportive yet challenging re target-setting for individuals and groups. |
| SLT and Subject Leaders monitor pupil progress using 1/2 termly data to support gap analysis. Targets then looked at for individual children. | | Half-termly | SLT PP Lead | Monitoring time for SLT/ English/Maths/PP Leads | Ongoing assessment and intervention, e.g. Ready To Progress in Maths, Writing gaps. |
| Pupil Progress meetings with class teachers to identify and challenge the potential barriers to learning and maintain emphasis on achievement for all. | | Half-termly | Class Teachers HT Inform PP Lead | | Barriers are discussed and any actions noted and monitored. PP progress is good. |
| Quality first teaching in all classes with carefully planned lessons to cater for needs of individuals. Lesson Study approach to be trialled, with focus on PP children's engagement, Modelling in English. | | ongoing | Class teachers SLT monitoring and leading groups | Staff meeting time (X3) Cover for lesson study meetings, classroom visits and feedback meetings. | Impact of Lesson Study is good. (See Lesson Study monitoring report) |
| High quality curriculum in both core and foundation subjects that will excite and enthuse all learners, who will demonstrate a positive attitude to learning and achieving. | | ongoing | Class teachers | Resources to support Literacy e.g high quality texts Resources to support mastery approach in Maths; T/Table Rockstars/remote learning using ActiveLearn | High quality texts; Curriculum Lead monitoring planning, MLs monitoring Foundation subjects, with regular staff meetings and monitoring (see monitoring). |

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| | | | | Specific resources for topics and 'hooks' into learning Class trips and experiences | |
| All subject leaders to deliver and monitor their area of the curriculum to ensure planned progression. | | Ongoing | Subject leaders | See above | See monitoring forms- very thorough. |
| All PP children to be able to access home learning. Those families who need it will be given tablets/laptops and/or access to wifi to be able to access all home learning support. | | ongoing | PP Lead, HT, SBM | Routers | All completed. |

Priority 3

To promote the emotional well-being of all PP children and develop improved confidence, enjoyment, mental health and resilience in all children. (increased engagement through enrichment opportunities so that any social and emotional issues that pupil premium children have do not impact on their attainment and progress.)

Overall Success Criteria

Children who feel secure and fully supported, both academically and emotionally.

PP Children are engaged in their learning

Increase in attainment and progress of PP children

All PP children have responsibility in school

Evaluating method for measuring progress against success criteria

Pupil interviews

Monitoring of data to track progression

Use of MyConcern to help identify and track ongoing needs of individual children.

Resource implication for priority 3

| SLT time | | | | | |
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| Key Actions/ Approach | What is the evidence and rationale for this choice? (including EEF) | Timeline | Staff Lead | Resource Implication | Progress (Red, amber, green) |
| PP Lead to undertake regular Learning Walks | To gain an overview of provision across the school | Half termly (following pupil progress meetings) | PP Lead | Staff time | BfL excellent. |
| PP to meet with PP children and give them an opportunity to voice opinions. (questionnaires etc) | Pupil dialogue to raise self-esteem and talk about own experiences of learning. Providing opportunities for children to share thoughts and ideas- given a voice. | termly | PP Lead | Staff time | Very positive feedback from range of PP children. See monitoring report- 6.21 |
| Target emotional support to identified children to ensure well-being is supported; <ul style="list-style-type: none"> • ELSA • Think Children sessions • Meet and greet by TAs • Drawing and Talking Therapy (GAP) • School Therapy Dog • Additional support/meetings with parents • Daily Wellbeing Curriculum- all classes | Provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar, safe and supportive environment To discuss progress and offer support as required. EEF= On average, interventions focused on emotional wellbeing have an identifiable and valuable impact on attitudes to learning and social relationships in | ongoing | Liaison with HT/PP Lead and ELSA | Any additional training for staff (existing ELSA trained staff running interventions) Key information on MyConcern Any specific resources to support interventions | Many children have been affected during Covid. Many children in receipt of S&E and ELSA support. Attendance is good; children are giving higher wellbeing scores during check-ins, each morning. Behaviour is excellent. MyConcerns are followed up quickly; discussed |

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| | school. They also have an average overall impact of four months additional progress on attainment. These interventions are almost always perceived to improve emotional or attitudinal outcomes. | | | | weekly at SLT meeting. |
| Provide extra-curricular activities free or subsidised for PP children <ul style="list-style-type: none"> • Music tuition • School clubs • Residential trips • Educational visits/visitors • Houses of Parliament • Community work • Responsibilities in school (Some of these are on-hold due to Covid-19) | All PP children have access to a wide range of activities | ongoing | Class teachers Office staff GD to oversee which children are accessing which activities- termly. | | Music tuition uptake- Music Festival Residential trips- all children went who wanted to go (finance not a barrier) |
| Continue to promote school values across the whole school to create a culture of high aspiration. | Use every day opportunities to promote values and raise aspirations. | ongoing | Whole school staff | | Values embedded. Next step is to add these specifically to curriculum planning, for 9.21. |

Priority 4

The attendance and punctuality of PP children will improve to be in line with non-PP children and fall in with national expectation of 96% or above.

Overall Success Criteria

The gap between the attendance and punctuality of PP and Non-PP children will close. Overall 96.5% is the target.

There will be a reduction in the number of PP children with persistent absence.

Attendance rates for PP children will be more in line with the rest of the school.

Evaluating method for measuring progress against success criteria

HT/SLT/PP Lead to regularly monitor attendance and lateness of all PP Pupils via Scholar Pack and through conversations with Office staff and Class Teachers.

Resource implication for priority 4

Scholar Pack system used to record and monitor attendance.

| Key Actions/ Approach | What is the evidence and rationale for this choice? (including EEF) | Timeline | Staff Lead | Resource Implication | Progress (Red, amber, green) |
|--|---|---------------|--------------------|---|--|
| Understanding of low attenders updated and amended weekly | <p>The difference in attendance of PP pupils (94.8%) and non-PP children (96.6%) in relation to national expectations.</p> <p>PP overviews will enable any barriers to be identified to enable an increase in attendance.</p> <p>PP Funding to enable bespoke provision for pupils needing support with attendance e.g breakfast/after school clubs</p> | weekly | Office staff HT | Info will be highlighted and accessed via scholar Pack. | Ongoing meetings with HT; phone calls. |
| Phone call/ text to parents if pupils have not turned up to school (first port of call/welfare check) | | ongoing | Office staff | Staff record and monitor on Scholar Pack | Ongoing. |
| Specific letters/ phone calls from HT or SLT to parents to make them aware of concerning drop in attendance and impact on their child/children's learning. | | ongoing | HT/SLT | | Weekly contact with PA- GS/SS/LC. |
| Attendance highlighted and celebrated in weekly assemblies | | weekly | | | Weekly celebration. |
| End of Academic Year awards and raffle ticket incentive for 100% attendance. Termly attendance medals. | | Yearly termly | | Weekly attendance 'run' and trophy for class. | Ongoing. |
| LoSV London Visit is attendance linked | | yearly | HT/SLT | Funding for visit | Move to next yr due to Covid. |

| Priority 5 | | | | | |
|---|---|---------------------------------|--------------|----------------------|---|
| To increase the number of parents accessing Dojo, parents evenings and assemblies etc online (Covid-19) | | | | | |
| Overall Success Criteria | | | | | |
| 100% parents/carers on Dojo; 100% access parents evenings. Feedback is positive. | | | | | |
| Evaluating method for measuring progress against success criteria | | | | | |
| Number of parents accessing Dojo and attending parents evening. | | | | | |
| Resource implication for priority 5 | | | | | |
| Key Actions/ Approach | What is the evidence and rationale for this choice? (including EEF) | Timeline | Staff Lead | Resource Implication | Progress (Red, amber, green) |
| RN to ensure all parents are signed up to Dojo. | | ongoing | Office staff | | All parents signed up. |
| Teachers to target parents through messaging. | | Regular newsletters on the Dojo | SLT, RN | | Messaging and engagement monitored by SLT and fed back to meeting weekly. |
| Target parents for parents evening through phone calls, etc. | | yearly | HT | | Contact through Lockdown will all parents good. |
| All assemblies | | | PP Lead | | Assemblies all online and feedback and engagement of parents is good. |

