Pupil premium strategy statement SKEGNESS JUNIOR ACADEMY 2019-2020

1. Summary information					
School	Skegness Junior Academy				
Academic Year	2019/20	Total PP budget	Est £239.000	Date of most recent PP Review	September 2019
Total number of pupils	357	Number of pupils eligible for PP	168 (47%)	Date for next internal review of this strategy	March 2020

2. Current attainment (End of 2018/19 SAT data)		
All Pupils (Special consideration and remarks to be added)	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
Reading: 41%	36%	47%
Writing: 70%	58%	84%
Maths: 65%	49%	84%
Combined: 36%	29%	45%
SPAG: 51%	39%	66%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Inference and deduction / understanding of vocabulary / application of vocabulary
B.	Pace and stamina of reading
C.	Regular application of core skills from the curriculum in their writing across the curriculum
D.	Application of skills in maths to problem solving

	External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Lates – pupil arriving during registration or assembly time who are missing some of the core basics covered in registration e.g. maths blast, reading support and a range of other learning and development opportunities	

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved inference and deduction skills- SATS reading results improved	Books reflect higher level of focus on inference and deduction across all year groups After school reading club to be run by class teachers in all year groups
B.	Pupils to be able to read with increased fluency and accuracy- SATS reading results improved	Greater proportion of pupils reading books at their chronological age More parental engagement Pupils reading with more fluency and stamina Reading profile raised- increase in reading for pleasure Greater understanding / application of a range of language
C.	Children are able to apply their writing skills across the curriculum- outcomes in books	Books /IT based evidence will show NS / feedback from teachers developing more precise content Pupils will be consistent in their application of skills Work in all subjects is of the same 'level' / having the same content applied to show pupils are 'secure' in their learning After school writing clubs to be run by teachers
D.	Pupils to be able to interpret / represent word problems in a sequence of images /stages to support calculation processes- outcomes in books	Books show pupils representing problems in a variety of ways Higher proportion of pupils achieving ARE / GD in maths outcomes Pupil voice shows they are more secure in their understanding and approach to problems After school maths clubs to be run by teachers
E.	Children arriving late is reduced, specifically those who are PP- reflected in attendance data outcomes Mental health support	Attendance panel meetings in place including in the home where parents / carers can't / don't attend Introduce a lates policy- work with EWO Principal to contact persistent offenders parents/carers Pupils to catch up on work missed due to absence Lates % reduced Mental health is supported

5. Planned expenditure						
Academic year	**2019/20**					
i. Quality of teaching for all						
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	

Develop inference and deduction /vocabulary A (£18,000)	1.CPD – review of SAT tests 2. Use of PIXL analysis tools/resources 3.Integrate the use of IT as detailed above for guided reading responses and development of the written responses – IT present in school £2000 CPD 4.Consultancy Support Introduce new approach across all phases for vocabulary to focus on Tier 2 words Support children with mental health needs where appropriate- Engagement with Mobilise Curriculum project and Mental Health programmes	Develop the verbal response of pupils for inference and deduction where they can physically see this in action and then to apply to paper based reading of text once the skill has been developed- review precision marking of responses Providing pupils a verbal explanation of how to develop their responses has a higher impact than a written next step which pupils need to interpret more than when verbal	Review of pupil books to review application of inference and deduction against the % in SATs /moderation/staff workshops Review of data half termly for core learning to review the impact –this includes pupil progress meetings led by phase leaders. Vocabulary should come through in writing	English leader	Half termly based on data – attainment and progress inc via PiXL analysis Books show more focus on the inference and deduction strands Vocabulary has a higher profile. Teachers become confident as application level increase
Develop reading pace, stamina and enjoyment of reading A,B (£10,000)	1.Review of guided reading teaching- workshops 2.Develop whole class guided reading approaches as appropriate 3.Integrate 'Speed Reading' resources from PiXL to support speed and fluency 4.Termly reading age testing – half termly for targeted pupils who require accelerated progress to be made 5.Promote reading – celebrations, rewards, author contact- penpal, purchase of library books using pupil voice, increase parental engagement Support children with mental health needs where appropriate- Engagement with Mobilise Curriculum project and Mental Health programmes	Whole class guided reading has been researched and shown to be one of the highest impact methods of teaching reading currently Provides more opportunity for book talk amongst peers Practice of reading will developing pace and secure phonics application and other reading skills	Pupil voice to review attitudes to reading 3 times per year Dec, April, July Half termly / termly reading age review compared to chronological age English lead to listen to pupils read as part of monitoring Review of PiXL testing	English Lead	Half termly
Develop the consistency of application of writing content across their work and subjects C (£30,000)	2 .Pupils to be provided with a greater range of experiences across the curriculum to engage and inspire writing – trips, hands- on experiences, Virtual reality, visitors Introduce Vocabulary approach for all phases Curriculum under review to build in	English leader/ teaching and Learning lead to work with non-core leaders further links across the curriculum and high quality texts for the curriculum Experiences will add exciting experiences to the curriculum to engage and stimulate pupils in writing	Monitoring of books Pupil voice about attitudes to writing Writing displays in corridors, classrooms Greater proportion of pupils are meeting ARE / GD standards in writing	English Lead/ teaching and Learning leader work with Non-core leaders- cross curricular focus	Half termly Review impact 1 x term

increased opportunities. Support

| Pupils to be able to interpret / represent word problems in a sequence of images / stages to support calculation processes

(£5,000) | 1.After school clubs for maths run by teachers
2. staff workshops on strategies to support children with this approach. Revisit calculation policy
3. Use of PIXL/other resources to support
Support children with mental health needs where appropriate- Engagement with Mobilise Curriculum project and Mental Health programmes | Visual representations help support pupils with the calculation process | Monitoring of books

Learning environments to model the process of drawing problems out and the associated calculations | Interim Maths Lead | Half termly |

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted support from TA including class based learning and interventions A,B,C,D (£25,000)	Further training of staff in 'Catch Up', English and Maths interventions, PIXL, Reading expectations, continuing employed of externa consultancy in Englsh. After school clubs for reading, writing and maths linked to AFL and PiXL Development of PiXL palettes for targeted pupils to support in class and additional interventions	Catch Up, afternoon interventions and after school clubs have positively impacted on progress. This provides an opportunity for small groups to work together on developing knowledge, understanding and application of skills	TA timetable for intervention / support to be established Teacher assessment alongside PiXL to be used to identify focus pupils Review of interventions to ensure high quality teaching and learning is taking place Review of pupil books to ensure the application of their intervention session	Raising Standards Leader	Half termly monitoring of interventions and pupil books Half termly review of progress data to ensure the intervention is resulting in accelerated progress for each pupil
Children arriving late is reduced, specifically those who are PP- reflected in attendance data outcomes (E)	Continued EWO involvement with families. Hold SAP meetings in family home if not attended. Remain on site to address late comers. Letters out to parents carers to inform them of robust approach. FKW to engage with families to liaise with school and harder to reach families Awards given to children who have 100% attendance. Whole school team to work together to monitor, plan for and action attendance issues; follow up absence quickly by making calls earlier.	If children are in school they are safe and they can begin to make progress. Routines and stability provide a safe haven. Opportunities to take part in enrichment activities and win awards improve confidence and self-esteem. Children who are late miss a vital part of their learning time when instructions are being given. Interception of late arrival by the EWO and FKW should minimise this happening.	All attendance data closely monitored with data collected termly. Any absence/lates addresse immediately. Improved attenders will be rewarded	EWO, FKW Attendance officer on site, Principal, SLT	Dec, March and July-

iv. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children arriving late is reduced, specifically those who are PP- reflected in attendance data outcomes (E)	EWO involvement to support the reduction of lates, persistence absences and overall increase attendance £3,000 Family Support Worker to work with families around attendance, support that is needed to ensure secure environments for pupils £10,000 Pastoral support in place for pupils to discuss concerns, worries and to provide coping strategies £5000 Counselling services to be employed for those who require additional support to that which the academy can offer internally £5000 Taxi allocation to support with attendance and pupils safety / welfare £2000 PP breakfast club places allocated, bagel scheme- this will link to those frequently late as well as is funfit children(£8,000) Further staff to be trained in Theraplay	EWO Family Support to support with ensuring pupils access school Counselling and pastoral to support pupils to share concerns and worries and work with pupils to overcome these to ensure that they can focus on their learning and progress Ensuring breakfast and sport can engage the functionality of the brain and support learning. This will also support ensuring pupils are in school on time Informing parents maintains a strong working relationship between home and school and enables parents/ carers the opportunity to support Theraplay has been integrated across the site and had a significant positive impact on behaviours and pupils being able to self-regulate	Meeting 2 x weekly re safeguarding/behaviour/attendance concerns to see incidents for specific pupils Review of attendance – to ensure attendance is improving – EWO to work form site not remote location to ensure availability Progress at CP/CIN/TAC/LAC against targets – personal and learning based reviewed.	EWO, FKW Attendance officer on site, Principal, SLT, EAL FKW	Lates reviewed every 2 weeks- red list kept up to date
A,B,C,D & E Cross over funding with SEN / PP / Mental health training and resources £30,000 – staffing and agency involvement	Identifying specific needs of pupils and ensuring they have the suggested provision to meet targeted rates of progress	Pupils require the appropriate provision in order to make expected progress -Resources -Interventions STAPS, EP , counselling etc	Review of data to track progress and attainment	SENCO	Termly

Curriculum Development and providing learning opportunities through trips and visitors (£30,000)	Engage pupils through a range of learning experiences to motivate writing, learning and retention of learning		Review of books which will reflect the use of the trips and visitors		Half termly All year groups have had visitors / trips

6. Review of expenditure

Previous Academic Year	

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop writing skills Develop targeted learning and support Develop reading skills	IT integration PiXL links Intervention Developed writing opportunities and M&E Focus of inference and deduction in reading and M&E of this	Key stage 2 tests show: Expected Standard: Reading All 41% PP 36% Writing All 70% PP 58% Maths 65% PP49% Combined All 36% PP 29% SPAG All 51% PP 39% The year group had significantly high SEN (32%) and PP (57%) compared to national. Children made progress from their starting points. The national progress floor target was achieved for this cohort	PiXL to be continued and extended further to all year groups utilising the combined tracker element. All year groups currently conduct testing and gap analysis to develop interventions Reading to develop further with a focus on discussions and reading opportunities Increase mental health support	Curriculum development/enrichment of library/employment of English consultant PiXL costs Staff support Easter school Clubs **Total £107000**

ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

| Increased application to problem solving and greater precision in pupils written responses | Online 1:1 tutoring Change is lesson structure to focus on problem solving Arithmetic embedded in other curriculum areas and during transitions PiXL links | Maths 65% PP49%

The year group had significantly high SEN (32%) and PP (57%) compared to national. Children made progress from their starting points. The national progress floor target was achieved for this cohort | Online tutoring under review- little evidence of impact.
Lessons to continue with a focus on application to problem solving and verbal reasoning

Develop the teaching of drawing out each step of word problems to aid the process of calculating and ordering the required steps to solve these

PiXL to continue. All year groups to have same approach.
All year groups currently conduct testing and gap analysis to develop interventions
Increase mental health support | Staffing
Clubs
Curriculum development
Books/resources to support
Total £70,000 |

iii. Other approaches

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Decrease in concerns and issues arising around pupils welfare inc reduction of lates	Support with attending school on time EWO support Family Key Worker support Breakfast club Monitoring of lates enhanced Enhanced Pastoral support and CPD Counselling services	Very few behaviour issues. 1 child at placement. Exclusions have significantly reduced this academic year. This has been because of the increased level of pastoral support, including Theraplay, the use of counselling services and the early involvement of other agencies. Lates have reduced – through the monitoring of lates the majority of those who were late on a regular basis are now on time / are improving at arriving on time more frequently. Attendance for all at the close of summer term was 95.92%.	Monitoring of lates will continue in order to further reduce the amount of school and learning missed Theraplay will continue and further staff CPD to be provided Further pastoral CPD to be provided to develop knowledge and understanding of specific needs of pupils as they arise Increase mental health support	EWO and FKW Taxis, SEN support services and CPD **Total £78,000**
			Grand total	**£255000** **This exceeds budget for 201819 at £220000**