

Pupil premium strategy statement (TDAJ)

1. Summary information					
School	Thomas Deacon Academy Juniors				
Academic Year	2019-20	Total PP budget	£114,840	Date of most recent PP Review	Sept 2019
Total number of pupils	372	Number of pupils eligible for PP	87	Date for next internal review of this strategy	Sept 2020

Current attainment		CP3 2019		Difference	Progress	
<i>Y6 standards are based on Y6 ARE</i>		<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP</i>	
Y6 (31)	% achieving standard or above in reading	58%	56%	+2%		
	% achieving standard or above in writing	65%	64%	+1%		
	% achieving standard or above in maths	68%	72%	-4%		
	% achieving standard or above in all 3 (combined)	48%	46%	+2%		
<i>Y3,4,5 standards are based on the flightpath</i>					Progress (1 or more steps)	
		<i>Pupils eligible for PP</i>			<i>Pupils eligible for PP (29)</i>	<i>Pupils not eligible for PP (65)</i>
Y5 (29)	% achieving standard or above in reading	34%	69%	-35%	28%	29%
	% achieving standard or above in writing	21%	40%	-19%	24%	44%
	% achieving standard or above in maths	21%	40%	-19%	28%	21%
		<i>Pupils eligible for PP</i>			<i>Pupils eligible for PP (19)</i>	<i>Pupils not eligible for PP (74)</i>
Y4 (19)	% achieving standard or above in reading	72%	72%	0%	17%	31%
	% achieving standard or above in writing	89%	65%	+24%	89%	80%
	% achieving standard or above in maths	83%	73%	+10%	33%	27%
		<i>Pupils eligible for PP</i>			<i>Pupils eligible for PP (14)</i>	<i>Pupils not eligible for PP (75)</i>
Y3 (15)	% achieving standard or above in reading	57%	63%	-6%	14%	32%
	% achieving standard or above in writing	50%	57%	-7%	57%	57%
	% achieving standard or above in maths	43%	57%	-14%	21%	16%

1. 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.	Oral language skills and communication is lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	
B.	Involvement of families of disadvantaged pupils in their child's learning – lack of confidence or limited knowledge to support learning at home or attend school events.	
C.	Social and emotional wellbeing, requiring support, nature and family support	
2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>To ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all children.</p> <p>Improve oral language and communication skills for pupils eligible for PP. Improve listening skills and ability to follow instructions, in addition to their understanding of vocabulary.</p>	<p>The gap between the attainment of PP and NPP in year 5 (Y6 2019-20) will be closed by at least 15% in reading and writing and at least 10% in maths.</p> <p>The targeted pupils who are using Bedrock vocabulary will achieve a percentage attainment increase of at least 40%, based on pre and post testing.</p> <p>50% of delivery snapshots reveal that children are answering questions in full sentences and are consistently modelled to by an adult.</p>
B.	Develop the involvement of families of disadvantaged pupils in their child's learning.	<p>80% of targeted families demonstrate evidence of increased involvement with reading with children at home.</p> <p>At least 80% of parents attend parents evening consultations.</p> <p>80% of targeted families will be regularly contacting the FLO and Y5/6 phase leader so that PP learners (Y6 2019-20) reach their targets for the end of year 6.</p> <p>40% of PP families will attend at least 1 subject workshop across the year.</p>
C.	Children feel happy and safe in school, even if there are issues at home.	<p>80% of PP pupils attend breakfast club to ensure they have a good breakfast to start the day.</p> <p>For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom</p> <p>All disadvantaged pupils receive ample mentoring and support for their specific needs – FLO/learning mentor. Children given support to do homework during school time (homework club)</p> <p>School to support disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential.</p>

3. Planned expenditure

Academic year	2019/20
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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

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?
A, To ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all children	McKie Mastery approach TDAJ to refine the Core Power teaching and learning, Power Literacy and Power Maths. Four HLTA's employed to enable to structure to be effective. CPD which is driven by gaps in 'teacher power performance' and led by teachers who have these gaps as their strength.	Core Power teaching and learning is a whole-school approach which integrates strong drivers of progress and achievement in very innovative ways. 1) Pupils are not automatically grouped by age but by where they are up to in their learning. 2) They all get feedback and encouragement at every stage of every lesson. 3) They work within a familiar lesson structure where the teacher leads them to independence and self-confidence in small manageable learning steps. 4) They are reviewed and regrouped as appropriate every eight weeks or so. 5) Skills mastery is linked to a rich vibrant curriculum where they put what they have learned to good use. 6) High levels of pupil engagement and good behaviour result from the well-paced, interesting lessons, motivational approaches and familiar routines and expectations.	Rigorous and robust system of staff CPD. Planning and book scrutinies. Learning walks and lesson observations. Leadership monitoring – Claire McKie	LB/EG/NW AC/TW	8 week cycle of planning and assessment
Total budgeted cost					£44,925

<p>B,C</p> <p>Develop the involvement of families of disadvantaged pupils in their child's learning.</p>	<p>Parent based subject workshops/parent café's where parents are invited into school to learn about the core subjects.</p> <p>Motivating and incentivising children to attend school every day and to commit to the Everybody Every Night home reading ethos through the use of pupil rewards.</p> <p>Subsidised Breakfast Club to ensure that all PP children who attend have the best start to the day through a nutritious breakfast and a structured social experience.</p>	<p>Parents were asked about what they want to learn about in a welcome meeting held in September 2019. The analysis of the feedback suggests that parents would like to know more about how to support their children with maths and reading.</p> <p>A comprehensive review of research on the impact of parental involvement showed that learning at home was the biggest single influence on the achievement of children. Family Learning provides a simple solution that enables schools to have a positive influence on the home learning environment, which has been shown to have a huge impact on children's development.</p> <p>As part of the EBEN program, the reading diaries will be checked daily and priority readers are identified. These children will be given the opportunity to read daily as part of a 1:1 session, focused on fluency and comprehension development.</p>	<p>Subject workshops to be planned and communicated in the Autumn term.</p> <p>TAs to monitor and rewards given to those children who commit to the Everybody Every Night home reading ethos.</p> <p>TDAJ pupil activity coordinator to implement a strategy plan for the breakfast club.</p>	<p>EG AC/TW</p> <p>TAs report to class teachers.</p> <p>KJ</p>	<p>A parent evaluation of the workshops to be completed during the event.</p> <p>Weekly</p> <p>Termly</p>
Total budgeted cost					£66,958
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?

<p>A. Improved oral language skills and communication.</p>	<p>Bedrock vocabulary</p> <p>Encouraging all adults and all children to speak in full sentences.</p>	<p>While most children develop verbal reasoning skills with relative ease, others find it more challenging. Verbal reasoning is particularly difficult for children who are recognised as having delayed language skills, specific language impairment, Autistic Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate learning difficulties. Children with less obvious oral language difficulties may begin to struggle when they start to read.</p> <p>As part of the McKie Mastery high quality teaching, the children and the adults should be speaking in full sentences. There are various strategies involved in the model, which enable children to understand how to speak in a full sentence.</p>	<p>Bedrock used for children who require it.</p> <p>Delivery snapshots complete by phase leaders and subject leaders</p>	<p>EG</p> <p>EG/AC/NW/TW</p>	<p>Termly impact reports from Bedrock</p> <p>Weekly SLT meetings</p>
<p>A, C</p> <p>To continue to track, monitor and provide targeted support in order to close the gap between PP and non PP pupils, in particular year 6 pupils.</p>	<p>Rigorous data analysis and pupil tracking, to allow us to identify whether PP children are making appropriate progress and are on track to reach ARE.</p> <p>Barriers for each individual are identified and regular meetings are held between EG/AC and KJ to discuss the progress of these individuals.</p> <p>KJ to make regular contact with PP parents in year 6 to inform them of small steps of progress for each individual.</p>	<p>Rigorous data analysis will be used to identify the strengths and areas for development in each subject. Various interventions are then planned for each individual.</p> <p>It is important that time is spent identifying the individual barriers for each pupil and aiming to provide targeted support.</p>	<p>Review interventions through the IARC and PPMs.</p> <p>Learning walks and lesson observations to review the effectiveness of interventions.</p> <p>Analysis of the work produced by the children and their test scores when taking the mock SATs assessments.</p>	<p>LB/EG/AC/NA</p> <p>Class teachers</p> <p>IARCS complete by intervention leaders</p>	<p>EG to meet with KJ and AC after 6 weeks of the intervention/strategy being implemented.</p>
Total budgeted cost					£26,845

iii. 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?
<p>C. To improve the emotional wellbeing of PP children who require it.</p>	<p>Emotional wellbeing support/learning mentor.</p> <p>A Family Liason Officer will be appointed at TDAJ to provide support for those families who require it.</p> <p>Wider opportunities are provided for PP children through the employment of a 'Pupil activity coordinator'.</p>	<p>NFER report stresses the importance of deploying staff effectively and the how interventions which target social and emotional needs can have an impact on learning.</p>	<p>EHA training to be provided in the Autumn term.</p> <p>CPD opportunities throughout the year.</p> <p>1 meeting per month between EG/LB and KJ to discuss each individual and to review their support.</p> <p>Pupil progress meetings led by phase leaders to discuss the individuals who may need interventions for emotional wellbeing.</p> <p>CT to complete referral forms for children. 1:1 and small group mentoring to take place.</p> <p>TDAJ pupil activity coordinator to implement a strategy plan for the wider opportunities.</p>	<p>KJ</p> <p>LB/EG</p> <p>AC/NW/class teachers</p> <p>KJ</p>	<p>Every month</p>
<p>C To ensure that disadvantaged children take part in visits and trips and extra-curricular activities</p>	<p>A specialist music teacher will teach brass, woodwind and piano to Year 3, 4 and 5 disadvantaged pupils</p> <p>Curriculum linked school visits are subsidised to ensure that all children have access to a wide range of visits and experiences that enhance</p>	<p>Children's enjoyment and aspirations will be raised and they are offered new experiences.</p>	<p>PP children will be able to attend music lessons and trips with the cost being subsidised by the school.</p>	<p>EG/LB</p>	<p>Termly reports sent by reception staff to EG.</p>

	their ability to access the curriculum and raise their achievement and aspirations.				
Total budgeted cost					£11,872.90
Total budgeted cost for the complete strategy					£150,600.90

4. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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
Improved oral language and communication skills for pupils eligible for PP, improved listening skills and the ability to follow instructions.	McKie Mastery approach	<p>Pupils eligible for PP in each year group make rapid progress by the end of the year so that the gap between PP and non PP is closed. See PPM data analysis at CP3 and Y6 ks2 results.</p> <p>Success criteria were met in Y6 as pupils eligible for PP achieved a higher combined score than pupils not eligible for PP. 48% (PP) compared to 46% (NPP).</p> <p>Success criteria was not met in Y5 as the gap was not closed enough.</p>	<p>Next year, ensure that the success criteria for this section is more measurable, consider the percentage that could be closed in each area.</p> <p>The evidence collected in learning walks, planning scrutiny and book scrutiny reveal that the McKie Mastery teaching approach is having a positive impact on the progress of PP learners. The quality of work produced by these individuals is high. The QFT approach is still in its initial stages and requires further refinement.</p> <p>The interventions that were used in y5 are not effectively closing the gap between PP and NPP. Consideration must be made into the barriers for this group, looking even closer at the barriers for each individual in order to close the gap.</p>	£47,550

Develop the involvement of families of disadvantaged pupils in their children's learning.	EBEN reading ethos Parent based subject workshops Breakfast club	80% of targeted families demonstrate evidence of increased involvement by either reading with children at home, supporting home learning tasks or attending an event at school. Success criteria are partly achieved - increased involvement with reading at home to 67%. 51% of the targeted families attended parents evening. End of year data to show PP children are working at ARE for reading. See Cp3 data – y3, y4 and y6 are working at ARE for reading compared with NPP pupils. Y5 are not and require a different approach next year.	EBEN appears to have a positive impact on the involvement of families. Next academic year, this approach will be even more consistent across the year groups. Attendance to the parent subject workshops needs to be higher next year. In order to do this, an initial 'welcome meeting' will be held and parents will be given the opportunity to identify what they would like to learn more about and the times they are available to come into school. Subject specific workshops will then be planned in advance and communicated earlier on in the year. Breakfast club has been very effective and teachers report that the children are more focused and ready to learn when they come into the classroom. The strategy plan will continue to be led by the TDAJ pupil activity coordinator.	£35850
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated 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
Improved oral language and communication skills for pupils eligible for PP, improved listening skills and the ability to follow instructions.	Language for thinking program Bedrock vocabulary Pupil progress meetings	Pupils eligible for PP in each year group make rapid progress by the end of the year so that the gap between PP and non PP is closed. See PPM data analysis at CP3 and Y6 ks2 results. Bedrock vocabulary impact reports that PP learners achieved a 24% average increase in their attainment. Interventions in year 6, which targeted individuals in pupil progress meetings were effective and they achieved slightly higher than NPP pupils.	Bedrock was used effectively across lower key stage 2. Next academic year, it should be used more widely across the whole school. Part of the MCKie Mastery program involves speaking in full sentences. This has started, however could be more consistent across the school. Interventions that are used for the year 5 pupils must be targeted by carefully looking at their individual barriers. Pupil progress meeting organisation will require further refinement this year, due to the group system used for McKie Mastery PTL.	£29344

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated 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
Children feel happy and safe in school, even if there are issues at home.	<p>Emotional wellbeing intervention</p> <p>Specialist music teachers</p> <p>School trips</p> <p>Wider opportunities provided for PP children through the employment of a Pupil activity coordinator.</p>	<p>The majority of the success criteria were met this year. PP children were given the opportunity to come into school and enjoy the bagel breakfast, ensuring that they had a good start to their day.</p> <p>They continued to participate in various sporting, competitive and enjoyable activities outside the classroom. (See visits and clubs lists for detail)</p> <p>The Pupil activity coordinator role has been well established at TDAJ and the pupil premium children have been enjoying several additional activities. Children's university provision is being utilised. School holiday provision has been on offer and the children enjoyed a day trip to the Zoo over Easter! Homework club has been on offer and several visitors have provided exciting opportunities – such as musicians and a motivational coach.</p> <p>The Emotional wellbeing IARC shows that the intervention had a positive impact on the targeted individuals.</p>	<p>Bagel breakfast will continue next year, with plans to extend the provision more widely into key stage 3.</p> <p>The pupil activity coordinator role has been well established and will continue to plan and organise opportunities for our PPM children.</p> <p>A new role has been established in school for next academic year. A family liaison officer will work closely with the parents of PPM children to provide support and ensure that a wider range of children feel happy and safe, both at home and at school. She will also offer support in school as a learning mentor.</p>	£12,272.90
Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>See TDAJ Pupil activity coordinator strategy statement.</p> <p>Pupil voice data</p> <p>McKie Mastery snapshots</p> <p>Pupil progress meeting notes</p> <p>CP3 data, attendance and behaviour snapshot.</p>				