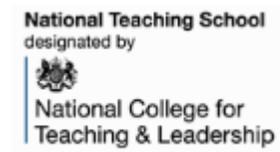


# Pupil premium strategic plan 2017-18

## West Jesmond Primary School



1. Summary information					
School	West Jesmond Primary School				
Academic Year	17-18	Total PP budget	£66260	Date of most recent PP Review	N/A
Total number of pupils	605	Number of pupils eligible for PP	43PP 5LAC	Date for next internal review of this strategy	April 2018

2. Attainment 15-16 (numbers in brackets indicate number of pupils)				
	SPAG	Reading	Writing	Mathematics
Reception (4)	-	75%	75%	75%
Year 2 (10)	-	67%	56%	67%
Year 6 (7)	75%	50%	75%	38%
Attainment 16-17 (numbers in brackets indicate number of pupils)				
	SPAG	Reading	Writing	Mathematics
Reception (4)	-	50%	50%	50%
Year 2 (2)	-	100%	100%	100%
Year 6 (9)	78%	78%	78%	78%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Language acquisition and development for prior low attaining pupil premium / SEND children
B.	Wider cultural development and experience for prior low attaining pupil premium children
C.	Barriers relating to social and cultural integration for prior low attaining pupil premium children
D.	Mindset and resilience of prior low attaining pupil premium children to face the challenges of new higher curriculum expectations
E.	Personal, career and academic aspirations of all pupil premium children

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Attendance – absence 5.1% National 5.08% persistent absence 10.3%	
<b>G.</b>	Parental support and partnership: understanding curriculum expectations; supporting with homework; significance of attendance	
<b>2. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<i>Pupils acquire a rich and varied vocabulary, regardless of socio-economic background</i>	<i>Shortfall in language acquisition is addressed ensuring prior lower attaining children from EYFS meet ARE by end of KS1; from KS2 meet ARE by end of KS2</i>
<b>B.</b>	<i>Cultural and social experiences contribute to wider life experience and support the development of a rich and varied vocabulary based on first hand experience</i>	<i>Cultural experiences contribute to children meeting ARE from prior low attaining starting points</i>
<b>C.</b>	<i>Social economic background does not impact upon pupil progress, attainment, or sense of self worth</i>	<i>Increased percentages of children, particularly from low attaining starting points, achieve ARE</i>
<b>D.</b>	<i>Children receiving the pupil premium have a positive view of themselves as a learner matched with high aspirations for their future.</i>	<i>Increased percentages of children, particularly from low attaining starting points, achieve ARE</i>
<b>E.</b>	<i>Pupils are self-motivated to achieve ARE and recognise academic progress and attainment as an important stepping stone in life</i>	<i>Increased percentages of children, particularly from low attaining starting points, achieve ARE</i>
<b>F.</b>	<i>Pupils are motivated to attend school regularly. Parents support their child to attend school regularly</i>	<i>Pupil premium absence and persistent absence is below the national average</i>
<b>G.</b>	<i>Parents are able to fully support their child in school</i>	<i>Parents of children receiving the pupil premium feel confident to support their child with reading, writing and maths</i>

### 3. Planned expenditure

Academic year

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?
<p>All pupils accessing and aspiring towards meeting age related expectations by the end of the academic year/</p>	<p>Delivering curriculum through 'mastery' curriculum involving collaborative learning: breaking subject matter and learning content into units with clearly specified objectives. Learners work through each block of content in a series of sequential steps.</p> <p>Mastery style curriculum delivered through increased use of collaborative learning and meta-cognitive strategies (learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development)</p>	<p><b>Mastery: moderate impact and very low cost (+5 months)</b>  <b>Evidence suggests 'learning strategy with good potential, particularly for low attaining students'.</b>  <b>Particularly effective when delivered via collaborative and or group learning.</b></p> <p><b>Collaborative learning: moderate impact and low cost (+5 months)</b>  <b>Evidence suggests structured approaches with well-designed tasks lead to the greatest learning gains.</b>  <b>Approaches which promote talk and interaction between learners tend to result in the best gains</b></p> <p><b>Metacognition: high impact and low cost (+8 months)</b> The evidence indicates that <b>teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.</b></p> <p><b>Growth Mindset: improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort (+2 months)</b></p>	<p><b>Planned and delivered via individual subject leader school development plans. Already in place in maths, work in progress in wider curriculum.</b></p> <p><b>As above with focused CPD to support teachers and teaching assistants to implement strategies linked to collaboration, metacognition and mindset.</b></p> <p><b>Learning across all four strands will also be reflected in weekly newsletter to keep parents up to date with how strategies are being implemented / evaluated.</b></p>	<p><b>Dominic Martin</b></p> <p><b>Kevin McVittie</b></p> <p><b>Rebecca McVittie</b></p> <p><b>Tom Jones</b></p>	<p><b>Throughout academic year 16-17</b></p>

To raise staff awareness of different 'strands' of pupil vulnerability: academic, medical, behavioural, mental health, financial, attendance and punctuality	<p>Planned delivery through wider considerable of what it means to be vulnerable at West Jesmond.</p> <p>Strategy will be delivered through pupil specific intervention and wider whole such intervention such as poverty proofing.</p>	<p><b>Social and emotional learning (+4 months)</b></p> <p><b>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community: (3) School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.</b></p>	<p>Interventions are clearly linked to pupil data.</p> <p>Interventions have a clear focus, timeline and expected impact.</p> <p>Interventions are reviewed and progress / impact challenged through appraisal / review meetings.</p>	Inclusion Team	Throughout academic year 16-17
To improve whole school assessment for learning to ensure rapid intervention to identify and address gaps in pupil knowledge and understanding	<p>Introduction of ipads into classrooms for all members of staff to allow them to collect on going data within classroom monitor markbooks.</p> <p>Using tablet devices as means to deliver high quality feedback to pupils, other than written / verbal.</p> <p>Using tablet devices to involve pupils in ongoing feedback through pupil / teacher electronic interaction.</p>	<p><b>Digital Technology (+4 months)</b></p> <p><b>Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months) : Technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more.</b></p> <p><b>Feedback (+8 months)</b></p> <p><b>Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.</b></p>	<p>Teachers need support and time to learn to use new technology effectively. This involves more than just learning how to use the technology; it should include support to understand how it can be used for learning.</p> <p>Planning, implementation and evaluation of effective use of technology is driven by learning and teaching goals rather than a specific technology: technology is not an end in itself.</p> <p>Monitoring of markbooks during appraisal and progress meetings. Moderation of markbook outcomes.</p> <p>CPD linked to use of markbooks and ipads as feedback / assessment information gathering tools.</p>	SLT	<p>Throughout academic year 16-17</p> <p>90 ipads £37,100 Apps £2,000</p>

<p>To raise awareness of pupil mental health and develop a culture of resilience in which pupils challenge themselves through growth mindset and resilience</p>	<p>In conjunction with a mastery curriculum, self-regulation will be introduced via placing emphasis on the importance of a growth mindset approach to learning. This will support all pupils and staff to work towards ARE regardless of starting points.</p>	<p><b>Self-regulation (+8 months)</b></p> <p><b>Managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for currently low achieving pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.</b></p>	<p><b>CPD sessions with staff on growth mindset for themselves and pupils. Focus will be placed on messages given to pupils about effort vs outcome, failure vs success, and ability vs potential.</b></p> <p><b>Class Dojo will be used as a way of sharing / explaining growth mindset at a level which is accessible by all pupils, particularly younger pupils.</b></p> <p><b>Weekly whole school assemblies and newsletters will be used to reinforce messages, to ensure consistency, with parents and pupils.</b></p>	<p>SLT</p>	<p>Throughout academic year 16-17</p>
<p>Participation in the arts specifically music and art</p>	<p>Appointment of Director of Music position</p> <p>Specific intervention led by Director of music:</p> <p>Identified children selected as need some support to access the curriculum, participating effectively in class and to be able to articulate their knowledge and thoughts (in lessons and during social time) using appropriately developed language and social skills. The sessions, focus on activities which will develop concentration and listening skills, language and speaking skills, turn taking and social skills as well as development of motor skills and self confidence.</p> <p>Additional release time for Art Co-ordinator to work alongside and upskill class teachers</p>	<p><b>Arts participation (+2 months)</b></p> <p><b>Defined as involvement in artistic and creative activities, such as music, painting, or sculpture. It can occur either as an additional part of the curriculum or as extra-curricular activities.</b></p> <p><b>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners.</b></p>	<p><b>Termly evaluations of school development priorities – specific focus is given to targeting vulnerable pupils</b></p> <p><b>Evaluation as part of progress towards Arts Mark award</b></p>	<p>Karen Wigham Mel Byers</p>	<p>Throughout academic year 16-17</p> <p><b>Director of Music 0.6 April-Aug, 0.5 Aug – salary contribution</b></p> <p><b>Art Co-ordinator 0.1 April – July salary contribution</b></p>

Total budgeted cost					
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>Improved pupil aspirations particularly linked to future employment opportunities</p> <p>Improved pupil awareness of good financial management and implications for future.</p>	<p>Lucy Oades Raising Aspirations TLR</p> <p>Establishment of Raising Aspirations Lead who will support whole school via enterprise based tasks and targeted groups vulnerable pupils with small group work designed to raise aspiration and promote pupil confidence / self-esteem.</p> <p>Virgin Money make £5 Grow Project – giving pupils practical insight into the benefit of a good understanding of mathematics in daily life.</p>	<p><b>Aspirations interventions (+0 months)</b></p> <p><b>Aim is to change aspirations directly by exposing children to new opportunities or they make seek to develop general self-esteem, motivation or self-efficacy.</b></p> <p><b>Evidence base that supports 0 months gain is considered weak with further studies required according in EDF toolkit.</b></p> <p><b>Maths in Context (awaiting evaluation)</b></p> <p><b>To use real-world contexts when teaching maths, especially using examples related to personal finance. The aim is that this should make the subject more accessible, engaging, and relevant to real life,</b></p>	<p><b>Ensure clear focus on establishing and maintaining pupil aspirations. Focus on aspiration as ultimate goal must not be lost sight of to maintain impact.</b></p> <p><b>Ensure that activities promote skills and knowledge that enable pupils to move towards their identified aspiration.</b></p> <p><b>Focus on specific needs of individual pupils and avoid generalisations about disadvantaged communities.</b></p> <p><b>Projects are planned and evaluated around financial management principles. Cost / Profit evaluated around clear parameters.</b></p>	Lucy Oades	<p>End of each term</p> <p><b>TLR + 1 additional day salary contribution</b></p>

<p>Improved pupil well-being, particularly for those who have experienced trauma, loss, anxiety etc.</p>	<p>Kalmer Counselling service</p>	<p><b>Social and emotional interventions (+4 months)</b></p> <p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. In this instance specialised programmes which are targeted at students with particular social or emotional problems.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p><b>Initial referral forms highlight areas of difficulty / need ensuring appropriate children are selected for the sessions.</b></p> <p>Entry and exit questionnaires are completed with 'clients' to ensure / measure impact. This includes Strengths Difficulties Questionnaire (SDQ) data completed by teaching staff and Child Outcome Rating Scales (CORS: Me, Family, School and Everything)</p> <p>Qualitative data is gathered and shared anonymously with SLT / SENCO to evaluate impact.</p>	<p>Dominic Martin</p> <p>Cathy Hogan</p> <p>Sharon Kennett</p>	<p>Half termly reports from School Counsellor</p> <p><b>Kalmer Counsellor £2,300</b></p>
<p>Improved engagement with reading, both inside and outside of school</p>	<p>Book Happy reading intervention</p>	<p><b>See evidence for parent participation (+4 months)</b></p> <p>A love of reading is an important precursor for engaging with the written word. Interventions often focus on academic progress. It is recognised that a love of reading is equally important, perhaps more important for those who initially struggle to read. Therefore, alongside structured phonics interventions it is recognised that stimulating a love of reading is likely to have a long term impact upon pupils' access and engagement with books. The sharing of books at home is an integral part of the programme. Improved parental engagement; listening to and sharing books is therefore an important strand of this intervention.</p>	<p><b>On entry baseline is completed by provider to evaluate needs; additional on entry information provided by class teacher.</b></p> <p>Detailed termly updates are provided by provider in the form of a pen portrait describing impact from observations. Reading habits and reading behaviours including types of book chosen are also evaluated.</p>	<p>Rebecca McVittie</p> <p>Dominic Martin</p>	<p>Termly</p> <p><b>Book Happy sessions £5,100</b></p>

Improved pupil participation in sports and physical education	Small group sports interventions with specialist sports coach	<p><b>Sports participation (+ 2 months)</b></p> <p><b>Interventions engage pupils in sports as a means to increasing educational engagement and attainment. The overall impact of sports participation on academic achievement is positive (about two additional months' progress). Participation is linked to engagement with core curriculum subjects, thus the intervention acts as a motivating factor for pupil engagement in the whole curriculum.</b></p> <p><b>Participating in sports and physical activity is likely to have wider health and social benefits.</b></p>	<p><b>Termly evaluations of school development priorities – specific focus is given to targeting vulnerable pupils</b></p>	Tariq Farooqi	Funded through PE Grant
Improvement in early language acquisition, vocabulary and pupil talk	<p>Talk Boost</p> <p>Early years support worker working daily in pre lunchtime, lunchtime and post lunchtime period. To facilitate discussion and talk over lunchtime period and follow up pre and post lunch time learning with targeted pupils</p>	<p><b>Oral language interventions (+5 months)</b></p> <p><b>Emphasis on the importance of spoken language and verbal interaction in the classroom.</b></p> <p><b>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</b></p>	<p>Leader, class teacher and support assistant performance appraisal</p> <p>Early years lead termly school development plan evaluation</p> <p>Early years lead monitoring; formal and informal</p>	Liz Thompson	Talkboost training and resources £630
<b>Total budgeted cost</b>					



		<p><b>school and academic success</b></p> <p>Provision should also include staff training, rather than just simply increasing the quantity of provision or changing the physical environment of early years settings.</p>			<p><b>Director of EYFS salary costs</b></p>
<p>Improved parental participation in school life.</p>	<p>To provide parent workshops across year groups and subjects to support parents to support their children</p> <p>Increased Attendance Officer time to support / challenge / promote good and regular attendance in pupils</p> <p>Parent Partnership Co-ordinator role</p>	<p><b>Parental Involvement (+ 3 months)</b></p> <p><b>This covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills, general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</b></p>	<p><b>Parent workshops are offered at variety of times to suit needs of working parents.</b></p> <p><b>Clear and simple strategies given to support parents to support children – strategies / learning do not assume prior knowledge or confidence with subject areas.</b></p> <p><b>Varied approaches used to improve attendance: letters, phone calls, parenting contracts etc.</b></p> <p><b>Regular evaluations completed of outcomes and impact on pupil attendance.</b></p> <p><b>Evaluation of parent partnership work via Parent Partnership co-ordinator school development plan reviews</b></p>	<p>SLT</p> <p>Helen Jordan (Attendance Officer)</p> <p>Dianne Sanderson (Parent Partnership Co-ordinator)</p>	<p>Termly</p> <p><b>Attendance Officer salary costs</b></p> <p><b>Parent Partnership TLR salary contribution</b></p>
<b>Total budgeted cost</b>					<b>£127,561</b>