

Pupil premium strategy statement (TDAJ)

1. Summary information						
School	Thomas Deacon Academy Juniors					
Academic Year	2018-19	Total PP budget	£124,080	Date of most recent PP Review	CP3 2018	
Total number of pupils	372	Number of pupils eligible for PP	94	Date for next internal review of this strategy	CP3 2019	

Current attainment		CP1 2018		Difference	Progress	
<i>Y6 standards are based on Y6 ARE</i>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>		<i>Pupils eligible for PP (31)</i>	<i>Pupils not eligible for PP (62)</i>
Y6 (31)	% achieving standard or above in reading	39% ARE 6% GDS	31% ARE 6% GDS	+8%	13%	10%
	% achieving standard or above in writing	22% ARE 0% GDS	24% ARE 0% GDS	-2%	-	-
	% achieving standard or above in maths	39% ARE 3% GDS	35% ARE 5% GDS	+4%	26%	24%
<i>Y3,4,5 standards are based on the flightpath</i>					Progress (1 or more steps)	
		<i>Pupils eligible for PP</i>	<i>Pupils not 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	41%	68%	-27%	41%	48%
	% achieving standard or above in writing	17%	40%	-23%	17%	32%
	% achieving standard or above in maths	45%	58%	-13%	41%	47%
		<i>Pupils eligible for PP</i>	<i>Pupils not 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	84%	69%	+15%	95%	78%
	% achieving standard or above in writing	84%	76%	+8%	79%	78%
	% achieving standard or above in maths	84%	73%	+11%	79%	78%
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>			
Y3 (15)	% achieving standard or above in reading	67%	62%	+5%		
	% achieving standard or above in writing	47%	56%	-9%		
	% achieving standard or above in maths	67%	79%	-12%		

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language and communication skills for pupils eligible for PP. Improve listening skills and ability to follow instructions.	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.
B.	Develop the involvement of families of disadvantaged pupils in their child's learning.	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. All parents attend parents evening consultations. End of year data to show PP children are working at ARE for reading.
C.	Children feel happy and safe in school, even if there are issues at home.	PP pupils attending breakfast club to ensure they have a good breakfast to start the day. For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom All disadvantaged pupils receive ample mentoring and support for their specific needs – wellbeing mentor. School to support disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential. Children given support to do homework during school time (homework club)

3. 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

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, C 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 implement and embed the Core Power teaching and learning, Power Literacy and Power Maths. Four HLTA's employed to enable to structure to be effective.	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/NA AC/TW	8 week cycle of planning and assessment
Total budgeted cost					£47,550

<p>B,C</p> <p>Develop the involvement of families of disadvantaged pupils in their children's learning.</p>	<p>Family learning</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>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>An 'exit point' where parents are invited into school will be set up for the end of each topic, where learning can be shared. (see IPC planning documents)</p> <p>Parent based subject workshops/parent café's where parents are invited into school to learn about the core subjects.</p> <p>CT's to monitor and reward 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/NA</p> <p>EG</p> <p>Class teachers report to phase leaders</p> <p>KJ</p>	<p>A parent evaluation of the exit point to be completed during the event.</p> <p>Termly</p> <p>Weekly</p> <p>Termly</p>
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Total budgeted cost £35850

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>Language for thinking program</p> <p>Bedrock vocabulary</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>Pupil progress meetings to identify children who are B1 or below who require additional interventions.</p> <p>Language for thinking program/Bedrock used for children who require it.</p>	<p>EG</p>	<p>Every 6 weeks</p> <p>Use of the iARC to track the impact of the intervention</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 5 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>Wider opportunities are provided for PP children through the employment of a 'Pupil activity coordinator'.</p>	<p>PIXL resources will be used to identify the strengths and areas for development in each subject. PIXL interventions are then planned using specific learning therapies which target specific needs.</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.</p> <p>TDAJ pupil activity coordinator to implement a strategy plan for the wider opportunities.</p>	<p>LB/EG/AC/NA</p> <p>Class teachers</p> <p>IARCS complete by intervention leaders</p> <p>KJ</p>	<p>CT to review the progress of individuals in pupil progress meetings.</p> <p>After each checkpoint, data used to identify the progress of each group.</p> <p>Termly</p>
Total budgeted cost					£29344
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.</p> <p>To improve the emotional wellbeing of PP children who require it.</p>	<p>Emotional wellbeing intervention.</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>2 members of staff (1 in each phase) to attend training led by CHUMS.</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.</p> <p>1:1 and small group mentoring to take place.</p>	<p>VC/KS</p> <p>AC/NA/class teachers</p>	<p>After 6 weeks using the GL emotional literacy assessment.</p>
<p>C</p> <p>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</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</p>

	ensure that all children have access to a wide range of visits and experiences that enhance their ability to access the curriculum and raise their achievement and aspirations.				
Total budgeted cost					£12,272.90
Total budgeted cost for the complete strategy					£125,016.90