



# **Pupil Premium Strategy Statement:**

## **Old Catton Junior School**

**Review 2018-2019 Strategy 2019-2020**



## Pupil premium strategy statement

### School overview

Metric	Data
School name	Old Catton Junior School
Pupils in school	231
Proportion of disadvantaged pupils	17.7%
Pupil premium allocation this academic year	Joint allocation with White Woman Lane Junior School: £163 480
Years covered by statement	2018-2019 Review 2019-2020 Strategy
Publish date	March 2020
Review date	March 2021
Statement authorised by	Ashley-Best White Executive Head Teacher
Pupil premium lead	Executive Deputy Line Manager
Governor lead	Judy Leggett

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.62
Writing	+3.64
Maths	-1.99

### Disadvantaged pupil performance overview for last academic year

Pupils meeting the expected standard in reading, writing and mathematics, combined	33%
Pupils meeting the higher standard in reading, writing and mathematics, combined	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff training will focus on LTE and The Power of Reading.
Priority 2	Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils.
Priority 3	Inspire a love of reading.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Pupils with poor reading skills at the end of KS1 demonstrate slower progress at KS2 where they have difficulty accessing the broader curriculum. Historically, pupils on entry to Year 3 are unable to replicate the standards achieved at KS1. Narrow vocabulary and lack of exposure to high quality texts limits pupils' progress in reading and writing.</li> </ul>
Projected spending	<i>Joint Spend Old Catton and White Woman Lane Junior Schools: £105 960</i>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress scores in-line with their cohort at Old Catton Junior School.	May 2020
Progress in Writing	Achieve progress scores in-line with their cohort at Old Catton Junior School.	May 2020
Progress in Mathematics	Achieve progress scores in-line with their cohort at Old Catton Junior School.	May 2020
Phonics	By the end of Year 3 all pupils have a reading age in-line with their chronological age	July 2020
Other	All pupils will be fully involved in any inquiry learning.	July 2020

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Power of Reading: trained staff to disseminate strategies to all teaching staff; team teach and mentor.</p> <p>LTE CPD Michael Walsh...focusing deeper thinking in English helping pupils to understand inference.</p> <p>Inquiry Learning CPD....focus on broadening vocabulary across the curriculum and using it in context.</p> <p>Inquiry Mentor training ...this will enable staff to access advice around specific strategies for pupils who do not fully involve themselves in their learning.</p> <p>Shakespeare in Schools....nationwide project aimed at broadening pupils experience of literature and language through performing Shakespearean play extracts.</p>
Priority 2	<p>Establish intervention groups, both teacher and TA led, for vulnerable pupils falling behind. Monitor closely, the use Spelling Shed and TTRockstars.</p> <p>Establish intervention groups for maths run by the Norwich City Primary Stars Programme targeting pupils who would benefit from a football connection to their learning.</p>
Priority 3	<p>Inspire pupils through author visits ensuring that disadvantaged pupils are selected to take part in associated workshops.</p>

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Ensure all pupils have relevant support with SEMH issues by training staff and parents to recognise signs of anxiety and supporting pupils to resolve their issues in a positive way. The 'Talking Mental Health' research project will address this.</p> <p>Involvement in research project, instigated by the school, 'Talking Mental Health'. This project aims to train some staff to deliver a programme to parents enabling them to appropriately support their children who are anxious, preventing more serious mental health issues developing. All staff will be trained to identify signs of anxiety and to understand the principles of the programme being delivered to parents. ( This is being carried out in conjunction with the UEA.)</p>

<b>Priority 2</b>	CPD Trauma Informed Schools. This training is designed to support whole school implementation of trauma informed and mentally healthy practices into schools. Continue to expand the package of support from the Pastoral Team ensuring the emotional well-being of pupils.
<b>Priority 3</b>	Implement the GOAL (Game Of Actual Life) intervention for all Year 6 pupils but focusing on PP pupils.
<b>Priority 3</b>	Improve self-esteem, develop resilience and raise the aspirations of pupils through CC1.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Pupils with SEMH difficulties are unable to focus on their learning, do not always enjoy school and may fail to attend. Pupils who lack the ability to emotionally regulate will be unable to consistently access learning or maintain secure relationships with staff.</li> <li>• Pupils lacking in self-esteem, resilience and aspiration are less likely to be fully involved with their learning; they take fewer risks; have less ambition about their future and are less likely to reach their potential.</li> </ul>
Projected spending	<i>Joint Spend Old Catton and White Woman Lane Junior Schools: £60 550</i>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing sufficient time for staff receiving professional CPD to disseminate information to all other staff	Timetable staff meeting time Provide supply cover for 'mentors' to observe, team teach and advise other staff.
Targeted support	Teacher led intervention groups are subject to cancellation when staff are absent.	Ensure that intervention is rescheduled or covered by a suitably qualified TA. Increase TA capacity.
Wider strategies	Capacity of staff to support the level of need. Staff not trained at an appropriate level to support parents in supporting their children.	Increased hours of Pastoral Support. Collaboration with the YMCA to provide specialist services. Staff CPD for Parent Led CBT Implementation of SDQs to measure the impact of GOAL and CC1.

## Review: last year's aims and outcomes

Aim	Outcome
To improve access to and knowledge of vocabulary – especially from books. This slows progress in reading, writing and GPS in KS2.	Staff member trained in The Power of Reading. Knowledge disseminated to all teaching staff. More challenging texts purchased. GPS is now tracked as part of pupil progress meetings, disadvantaged pupils are highlighted.
Increase access to extra-curricular activities – educational experiences such as trips, music lessons and participation on physical activities.	100% PP pupils have accessed funding to take part in educational visits during curriculum time. 70% of PP pupils have accessed additional funding for music lessons, extra-curricular clubs and residential visits.
Emotional issues for a proportion of pupils are having a detrimental effect on their academic progress. Levels of resilience for some pupils are not good; this can lead to an over reliance on adults and a detrimental effect on academic progress.	Appointment of a Pastoral Manager and Pastoral Support Worker, optimising opportunities for early intervention. Rolling data indicates academic progress is improving.
School attainment data and progress data indicates that disadvantaged pupils are not making as good progress as other pupils at the end of Key Stage 2	In reading, disadvantaged pupils had a slightly lower progress score than the previous year (1.33) whereas in writing and mathematics disadvantaged pupils improved their progress scores against the previous year (1.76 and - 2.09 respectively). The average point score gap at KS1 between non-disadvantaged and disadvantaged pupils, is increasing year on year.