

A photograph of a hand reaching up towards a blue sky with white clouds. The hand is positioned in the lower-left quadrant of the image, with fingers spread. The sky is a vibrant blue with wispy white clouds scattered across it.

# Pupil Premium Strategy Statement: Old Catton Church of England Junior School

*2016 - 2017*

# Pupil Premium Strategy statement: Old Catton Church of England Junior School

## Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

*It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

*Source DfE website*

# Pupil Premium Strategy statement: Old Catton Church of England Junior School

## Principles

At Old Catton and White Woman Lane Federation :

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

# Pupil Premium Strategy statement: Old Catton Church of England Junior School

1. Summary information					
<b>School</b>	Old Catton Church of England Junior School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£38,280	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils</b>	Oct. '15 census 177	<b>Number of pupils eligible for PP</b>	29 (16.4%) Oct. '15 census	<b>Date for next internal review of this strategy</b>	July 2017

2. Attainment			
<b>Attainment for: 2015 – 2016 (4 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	69% / 53%	75%	
<b>% achieving expected standard in reading</b>	77% / 66%	100% / 71%	74% / 66%
<b>% achieving expected standard in writing</b>	82% / 74%	100% / 79%	80% / 79%
<b>% achieving expected standard in maths</b>	82%	75% / 75%	83% / 70%

3. Progress			
<b>Progress for: 2015 – 2016 (4 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% progress in reading</b>	1.0 / 0	0.4 / 0.3	1.07 / 0
<b>% progress in writing</b>	0.7 / 0	0.3 / 0.12	0.77 / 0
<b>% progress in maths</b>	1.6 / 0	0.52 / 0.24	1.77 / 0

<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>OCJS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</i>		
<b>A.</b>	Access to and knowledge of vocabulary – especially from books. This slows progress in reading and writing across years in KS2.	
<b>B.</b>	Access to extra-curricular activities – educational experiences such as trips, music lessons and participation on physical activities	
<b>C.</b>	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.	
<b>D.</b>	School attainment data and progress data tends to indicate that high ability pupils are making less progress than other pupils across Key Stage Two.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>E.</b>	Pupils on entry in Year 3 are often unable to replicate the standards achieved at the end of Key Stage One.	
<b>F.</b>	Low ambition	
<b>G.</b>	Attendance	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Vocabulary knowledge improves; enables children to access the curriculum more effectively. Attainment in reading, writing and GPS improves.	Pupils' vocabulary and knowledge of vocabulary improves and as a result this enables children to access the curriculum more effectively and attainment in reading, writing and GPS improves.
<b>B.</b>	Access to and participation in extra-curricular activities improved.	Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.
<b>C.</b>	Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way.	Fewer crisis or anxiety fuelled incidents. Children retain more friendships and are less distracted as a result of falling out with others. Children need less support in class time to resolve friendship issues.
<b>D &amp; E</b>	Higher rates of progress across Key Stage 2 for all pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across the key stage in maths, reading and writing. Measured in Years 3, 4 and 5 by Teacher assessment supported by Rising Stars Summative assessments and successful moderation practices established between the partnership and the cluster.
<b>F</b>	Children make expected or better attainment and progress and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm. Children talk about academic targets with excitement and confidence. Children set/attempt challenging targets. Children speak ambitiously about their future at secondary school and beyond.
<b>G.</b>	The attendance of children improves.	Reduce the number of persistent absentees (particularly among pupils eligible for PP)

		FPN will no longer be necessary and time spent on Fast Track greatly reduced. Attendance for all children at least in line with the national average of 96%.
--	--	---

## 6. Planned expenditure

Academic year

16/17

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?
<b>A.</b>	<p>Review book available for Guided Reading and available in the school library. Ensure all are high quality children's literature which will both enthral and interest pupils but also give them access to a wide variety of vocabulary. Whole school Reading projects continue – to include purchasing good quality literature for children to own their own copy.</p> <p>Books will be celebrated and enjoyed in school.</p> <p>An author will be celebrated and children encouraged to read.</p>	<p>Guided reading – long term change which will help all pupils. EEF Toolkit identifies that high quality feedback is effective way to improve attainment. Guided reading enables the teacher to work with a small group of children, asking higher order questions and choosing books which will enhance the vocabulary of the children and give them access to high quality reading materials. Reading projects enables the whole school (partnership) to work together to enhance and enrich the curriculum and the reading activities experienced by all children to hook them in and encourage and motivate children to read for pleasure. The Literacy Trust research has found that a huge proportion of children do not own books, we use some PP funds to ensure that all our PP children will own at least 4 books by the end of KS2. Activities and learning completed as a result of reading will show the children's interests in books and will demonstrate improved knowledge of vocabulary.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire.</p> <p>Curriculum maps will be shared with parents.</p> <p>Parents will be invited to participate in the reading project and to learn alongside their child during school visits.</p>	English lead.	July 2017 <b>£500</b>
<b>B.</b>	<p>Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits.</p>	<p>During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics. The extra-curricular activities help the children develop skills outside the curriculum and develop friendships beyond the classroom and in some instances beyond the school. Social skills are developed through participation in a range of clubs provided by</p>	<p>Governor monitoring.</p> <p>Annual analysis of numbers of children who have taken part in clubs. Staff to talk to children and parents about possible interests and available clubs. Initial letters to include information to parents about available funding. Teachers aware of available funding and can approach parents if</p>	Head of School.	July 2017 <b>£1000</b>

		<p>the school or external providers. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence. Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Pupils are able to participate fully in school trips and residential trips Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.</p>	appropriate.		
<b>D &amp; E.</b>	<p>Smaller ability set classes for English and mathematics. Classes taught by highly qualified teaching staff and some groups taught by experienced, well trained teaching assistants.</p> <p>Purchase 'Mathletics' which is online reinforcement of learning which can be completed at home and school.</p>	<p>Although a growing school we still have some mixed age classes in Years 5/6. The TLR posts (1.2 FTE) and the Head of School are all non- class based and teach across the school to teach English and maths in smaller classes in set groups (ability sets). The evidence so far shows that this enables children to make better progress and teachers can focus on ensuring the middle and higher attaining pupils in receipt of PP make good or better progress. This also allows a ReadWriteInc Group to take place to enable those children who are not secure in phonics and comprehension to catch up. Small group teaching with highly qualified staff has shown to be effective; John Hattie and EEF Toolkit.</p> <p>The evidence shows that children are motivated to use such online products and make good or better progress as a result.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Teachers to work with others and identify areas for improvement. Teachers to coach each other. Teachers to support each other in promoting good practice.</p> <p>Children receive interventions from highly trained members of staff to ensure that pupils make better progress as this provides focussed quality first teaching.</p>	<p>Nicky Pellatt Kate Connelly</p> <p>Maths Lead.</p>	<p>July 2017 <b>£26,280</b></p> <p><b>£400</b></p>



<p><b>D &amp; E.</b></p>	<p>To deliver 1:2 tuition to boost children working at ARE and higher achievers, with a specific focus on maths and GPS. In addition to standard lessons.</p>	<p>Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress. Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Extra teaching time and preparation time paid for from PP budget.</p> <p>Impact overseen by English and maths leads.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Nicky Pellatt Kate Connelly</p>	<p>July 2017 <b>£1200</b></p>
<p><b>F.</b></p>	<p>Pupil Progress meetings half termly will inform how children are performing. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. The school will subsidise all children to be able to access Children's University.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention. Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too. Children have the opportunities to experience a range of activities and locations (Learning Destinations) whilst they gather Children's University hours leading to certificates and rewards awarded at graduation ceremonies.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Extra teaching time and preparation time paid for from PP budget.</p> <p>Impact overseen by TLR post holders.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to graduation ceremonies.</p>	<p>Head of School TLR Post</p>	<p>July 2017 <b>£650</b> for CU registration</p>

<b>D, E &amp; F</b>	To improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.	Ensure children have the relevant feedback relative to the learning objectives and staff are to ensure that they highlight what a pupil has done well and what needs to improve, provide next steps in children’s learning. In discussion with children and parents, and paying attention to formative and summative assessments, targets will be set and shared with at a termly assertive mentoring meeting.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.	SLT	Termly No cost
<b>G.</b>	Topics at school will interest all children. They will include WOW days and exciting activities and trips throughout each term.	When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.	Curriculum will be shared with parents and the weekly newsletter will be used to give additional information to parents and families.	Subject Leads	Termly No cost
<b>Total budgeted cost</b>					<b>£30,030</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C.</b>	Set up and implement therapeutic support groups with appropriate staff to support children experiencing anxiety.  Confidence through Craft Music Therapy Art Therapy Mindfulness SkillForce The Benjamin Foundation.  Support families. PSA available to work with families.	Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum. Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged with school work.	SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors.  Pupil and Parent views.	Executive Deputy for SEND Head of School SEND Lead	July 2017 <b>£6000</b>

<b>C.</b>	Continue to implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available. PATHs ensures all children recognise their feelings and feel safe to talk about their feelings.	Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum. PATHs creates an emotionally safe ethos in the classroom and children will feel confident to share their worries/fears/thoughts. This will mean that staff are aware of concerns early on before they become a catalyst for anger.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.  Engage with parents and pupils to fully explain PATHs approach.  Communicate effectively with Healthy School Colleagues to update training and provide INSET and complete impact questionnaire.	SEND/PSHE lead. Work in partnership with Norfolk Healthy Schools Team.	July 2017 <b>£500</b>
<b>C.</b>	1:1 support where necessary to enable all children to access the curriculum.	See above		Head of School.	Within current staffing
<b>C.</b>	Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.	Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'.	Review of last year's project identified the most effective project and we will continue to work closely with SkillForce and its instructors and by association with the Character Education Project at Birmingham University.	Executive Headteacher with Executive Deputy for School Improvement	July 2017 <b>£1750</b>
<b>G.</b>	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PSA will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	NfER identifies addressing attendance as a key issue. When children attend school regularly, they make more progress. Evidence shows that children who attend school regularly make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving rewards.	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.	Termly. No additional cost
<b>Total budgeted cost</b>					<b>£8250</b>
<b>iii. Other approaches</b>					

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?
<b>Total budgeted cost</b>					

Review of expenditure of 15 / 16 below:

## 7. Review of expenditure

Previous Academic Year	15/16		
	Action	Cost	Intended Outcome
	Non Class based Senior Leaders Small Group Support	26800	Improved achievement.
	Withdrawal Group Literacy	1750	Improved achievement.
	Withdrawal Group Maths	1750	Improved achievement.
	Skillforce	3600	Improved achievement. Increased self-confidence.
	Confidence Through Craft	2700	Increased self-confidence, leading to improved achievement.
	Parent Support Advisor	1250	To help parents support their child's learning.
	Benjamin Foundation	1460	To improve mental health and wellbeing, removing barriers to learning.
	Trips subsidy	600	To ensure inclusion
	Mindfulness	1620	To improve mental health and wellbeing, removing barriers to learning.
	Extra-Curricular Groups	200	To ensure inclusion
	Maths Whizz	720	To raise standards in Maths
	Music Therapy	800	To improve mental health and wellbeing, removing barriers to learning and improving self-confidence.
	Total Spending Plan	43250	All action focuses on 'narrowing the gap'
	<ul style="list-style-type: none"> <li>• Increased vulnerable families accessing advice and support from PSA</li> <li>• Therapeutic services provided by 'The Lodge' is positively impacting on attendance and on children's ability to learn/ progress and sense of well-being, confidence and self-esteem.</li> <li>• Improved reading levels across KS2</li> <li>• Improved maths levels overall across KS2</li> <li>• Improved ratios for reading groups and intervention programmes</li> <li>• Skillforce charity has supported Year 5 pupils to increase their confidence and resilience.</li> <li>• We have continued to develop strategies for effective age-appropriate feedback to children at risk of making less than good progress in Maths or Literacy and</li> </ul>		

have implemented Assertive Mentoring to work more closely with pupils and parents to remove barriers to learning.

### 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 achievement, raising standards in reading, writing and maths.	Non Class based Senior Leaders Small Group Support Withdrawal Groups – Literacy and maths Provision of Maths whizz	High. KS2 Progress was not significantly below average overall or for any prior attainment group in any subject and not below -3.  Disadvantaged pupils had an average scaled score equal to or above the national score for other pupils in reading and mathematics.  Success Criteria: School tracking and end of KS2 results evidenced significant improvements.	We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.  This seems to most effective to enable the staff to target interventions to support and boost skills in the core subjects and enables them to back-fill as necessary where children are unable to replicate KS1 results.	<b>£31,020</b>

### 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
-----------------	------------------------	--	--	------

Emotional issues of pupils addressed; resilience improved.	<p>Set up and implement therapeutic support groups with appropriate staff to support children experiencing anxiety.</p> <p>Confidence through Craft Music Therapy Art Therapy Mindfulness SkillForce The Benjamin Foundation PSA</p> <p>Support families. PSA available to work with families.</p>	<p>High. Children and their families felt supported. Children able to access help and this ensured they were more able to access the curriculum.</p> <p>KS2 Progress was not significantly below average overall or for any prior attainment group in any subject and not below -3.</p> <p>Disadvantaged pupils had an average scaled score equal to or above the national score for other pupils in reading and mathematics.</p> <p>Records show that this had a big impact upon the children's ability to remain on task, remain in class and in some cases move to a position the additional support is no longer required.</p> <p>Success criteria: some children require ongoing support.</p>	We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.	<b>£11,430</b>
--	--	--	---	----------------

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve access to extra-curricular activities – educational experiences such as trips, music lessons and participation on physical activities	Subsidise residential, day visits and extra-curricular activities.	<p>High. Almost all pupil participation in day visits and increased participation in residential. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra-curricular clubs such as dance.</p>	Need to continue to promote that the visits and activities are subsidised and offer payment plans.	<b>£800</b>

## 8. Additional detail – Pupil Voice

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Further information about our school and full strategy document can be found online at: [www.oldcatton.norfolk.sch.uk](http://www.oldcatton.norfolk.sch.uk)

The views of the pupils are also sought where possible when reviewing the provision provided. Pupils are asked about the impact that mindfulness has had by completing a questionnaire before and after mindfulness activities. Skillforce and the Benjamin Foundation also do questionnaires to gauge the impact of their work and to access the pupil voice. Other sources of information would be the Strengths and Difficulties questionnaires, PATHS reports and pupil input during Assertive Mentoring meetings.