



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



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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

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Principles

At Old Catton Junior School:

- 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.

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1. Summary information					
School	Old Catton Church of England Junior School				
Academic Year	2018/19	Total PP budget	£51,280	Date of most recent PP Review	January 2019
Total number of pupils	Jan. 19 Census 230	Number of pupils eligible for PP	34 (14.7%) Budget Share 18/19	Date for next internal review of this strategy	January 2020

2. Attainment			
Attainment for: 2017 – 2018 (50 pupils)	<i>All Pupils (50) (our school/national average)</i>	<i>Pupils eligible for PP (8) (our school/national average)</i>	<i>Pupils not eligible for PP (42) (our school/national average)</i>
% achieving expected standard in reading, writing and maths	63% / 64%	33% / 70%	
% achieving expected standard in reading	75% / 75%	56% / 80%	79% / 80%
% achieving expected standard in writing	90% / 78%	78% / 83%	93% / 83%
% achieving expected standard in maths	71% / 76%	44% / 81%	77% / 81%

3. Progress			
Progress for: 2017 – 2018 (50 pupils)	<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>
% progress in reading	-0.18 / 0	-1.33 / 0.31	0.04 / 0.31
% progress in writing	1.95 / 0	1.76 / 0.24	1.98 / 0.24
% progress in maths	-2.03 / 0	-2.09 / 0.31	-2.02 / 0.31

4. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers OCJS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

A.	Access to and knowledge of vocabulary – especially from books. This slows progress in reading and writing across years in KS2.	
B.	Access to extra-curricular activities – educational experiences such as trips, music lessons and participation on physical activities	
C.	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. Adult support at home for some disadvantaged pupils and limited access to resources is having a detrimental effect on their academic progress.	
D.	School attainment data and progress data tends to indicate that high ability pupils are making less progress than other pupils across Key Stage Two.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Pupils on entry in Year 3 are often unable to replicate the standards achieved at the end of Key Stage One.	
F.	Low ambition Adult support at home for some disadvantaged pupils and limited access to resources is having a detrimental effect on their academic progress. Some learners eligible for PP are not able to access enrichment opportunities that are provided for pupils outside of school hours.	
G.	Attendance	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Vocabulary knowledge improves; enables children to access the curriculum more effectively. Attainment in reading, writing and GPS improves. Embed 'Let's Think in English'.	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.	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.
C.	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. Adult support and engagement improves at home: Support from Nebula Pastoral manager and Pastoral Assistant supports pupils in school and provides links to improve support at home.	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. Improved attainment and progress in all subjects.
D & E	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.
F	Children make expected or better attainment and progress and talk with enthusiasm about their academic future. Pupils are exposed to a wide range of social/cultural and sporting experiences. Embedded use of 'Let's Think In English' program to enrich children's language and deeper thinking skills. High Quality Guided Reading.	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.

	Develop a more creative and rich curriculum through an 'enquiry' approach.	
G.	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.		7. Planned expenditure				
Academic year		18/19				
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.		ii. 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	EEF Impact Months	When will you review implementation?
A.	Introduce LTE throughout the school; gives pupils the opportunity to develop thinking skills and speaking and learning and improves pupils' attitudes to writing.	Let's Think in English primary programme consists of a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire.	English leads	+8 Collaborative learning +6 Oral language intervention +5	September 2019 £2500
	Review book available for Guided Reading and available in the school library. Ensure all are high quality children's literature which will both enthrall and interest pupils but also give them access to a wide variety of vocabulary.	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	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire.	English lead.		January 2020 £1000

<p>A - I</p>	<p>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>Development of Inquiry-based approach to teaching and learning – embed into curriculum.</p> <p>Peer observations/Team teaching to be used as part of CPD.</p>	<p>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>Increases children’s ‘botheredness’ and provides deep and meaningful opportunities for children to develop their speaking and listening skills and vocabulary and reasoning.</p> <p>Provides investment and clear purpose and audience for writing. ‘Mantle of the expert’.</p> <p>“Some types of oral language interventions appear to be more effective than others, on average, interventions which are directly related to text comprehension or problem solving appear to have greater impact.”</p> <p>“The impact of collaborative approaches on learning is consistently positive.”</p> <p>EEF Research.</p> <p>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.</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. Nebula –wide Inquiry based approach CPD including INSET.</p> <p>Team planning meetings and staff meetings.</p> <p>Support from Tim Taylor and Jenny Lewis.</p>	<p>HOS, Exec team, subject eaders. Tim Taylor and Jenny Lewis.</p>	<p>+8</p> <p>Collaborative learning +6</p> <p>Oral language intervention +5</p>	<p>September 2019</p> <p>£2500</p>
<p>B.</p>	<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.</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</p>	<p>Head of School.</p>	<p>Up to +4</p>	<p>January 2020</p> <p>£1500</p>

		<p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p> <p>Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities.</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.</p>	<p>about possible interests and available clubs.</p> <p>Initial letters to include information to parents about available funding.</p> <p>Teachers aware of available funding and can approach parents if appropriate.</p>			
D & E.	<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 'Sumdogs' 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.</p> <p>This also allows a ReadWriteInc Group to take place to enable those children who are not secure in phonics and comprehension to catch up.</p> <p>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>+3 to +5</p> <p>+4</p>	<p>January 2020 £27,250</p> <p>£500</p>

<p>D & E.</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</p>	<p>Nicky Pellatt Kate Connelly</p>	<p>+5</p>	<p>January 2020 £1200</p>
<p>F.</p>	<p>Pupil Progress meetings half termly will inform how children are performing.</p> <p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.</p> <p>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.</p> <p>Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too.</p> <p>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</p>	<p>Head of School TLR Post</p>	<p>+3 to +5</p>	<p>January 2020 £1500</p> <p>July 2019 £650 for CU registration</p> <p>£650 subsidise costs of passports</p>

D, E & F	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	+8	Termly No cost
G.	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	Subject Leads		Termly No cost
Total budgeted cost						£39,250
iii.	iv. 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?
C.	Set up and implement therapeutic support groups with appropriate staff to support children experiencing anxiety. Confidence through Craft Music Therapy Art Therapy Mindfulness SkillForce Positive Play Support families. Pastoral manager/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 Pastoral Manager	+4	January 2020 £9000

C.	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.	SEND/PSHE lead.	+4	January 2020 £500
C.	1:1 support where necessary to enable all children to access the curriculum.	See above		Head of School.	+4	Within current staffing
C.	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	Executive Headteacher with Executive Deputy for School Improvement	+4	July 2019 £2500
G.	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
Total budgeted cost						£12000
v.	vi. 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?
Total budgeted cost						

Review of expenditure of 17 / 18 below:

Review of Expenditure			
Academic year	17/18		
vii. 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)
Improved reading standards	Guided Reading. Whole school Reading projects continue – to include purchasing good quality literature for children to own their own copy. An author will be celebrated and children encouraged to read.	KS2 Results 2017 The percentage of pupils eligible for pupil premium did as well as other pupils from their starting points. Reviewed results for most able disadvantaged children.	Some parents participated in the reading project to learn alongside their child during school visits. Pupils were enthused by the author visits, particularly by the poet Karl Nova. All were inspired to read his poems and write their own poems and raps. Boys particularly enjoyed his visit. Karl Nova will be returning to OCJS in spring term 2018. Guided reading and whole school reading projects will continue.
Access to extra-curricular activities – educational experiences such as trips and participation on physical activities	Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.	High. Almost all pupil participation in day visits and increased participation in residential visits. 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.	Need to continue to promote that the visits and activities are subsidised and offer payment plans. Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.
Higher rates of progress for all pupils eligible for PP	Smaller ability set classes for English and mathematics in KS2.	In KS2 progress rates for PP children were lower than 2016; however progress for this cohort was very good given their starting points on entry to the school.	Continue to monitor closely and put appropriate interventions in place where necessary. In 2017 – 2018, the TLRs will teach Maths sets in Years 3 and 4 and Head of School English and maths in Year 6.

	<p>Use of 'Mathletics' which can be used at home or school.</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>The school will subsidise all children to be able to access Children's University.</p>	<p>Children were motivated to use this product; impact was stronger in KS1 for PP children. Mathematics is a whole school focus for 2017 – 2018.</p> <p>GPS results improved from 2016. The percentage of pupils eligible for pupil premium did as well as other pupils at the expected standard in GPS and maths.</p> <p>A large number of children participated in this scheme and enjoyed graduating at the ceremonies where their achievements were celebrated.</p>	<p>Huge numbers of children attend graduation ceremonies each term. Very successful.</p>
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viii. 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)
<p>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. Pupils able to access the curriculum more effectively.</p>	<p>Implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.</p> <p>Well-being intervention e.g. Art Therapy The Benjamin Foundation.</p> <p>1:1 support where necessary to enable all children to access the curriculum.</p> <p>Implement the PATHs programme in school. Ensure all staff access the training and all appropriate</p>	<p>Behaviour – particularly those with specific emotional and social difficulties improved. Exclusion rates reduced.</p> <p>Children did open up and learn strategies to cope with unhappy feelings. They began to find solutions to problems or friendship issues and they then became more engaged with school work.</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. Some children require ongoing support.</p> <p>PATHs helped to create an emotionally safe ethos in the classroom and children were more confident to share their worries/fears/thoughts. This meant that staff</p>	<p>Necessary to continue with this approach</p> <p>Necessary to extend provision to include additional support for vulnerable families; some funds will be used to employ a Play therapist in 2018 – 2019.</p> <p>We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.</p> <p>Train new staff in 2018 – 2019 to ensure consistency in this approach.</p> <p>Pastoral Support manager and pastoral assistant to be employed.</p>

	resources are available. Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.	were aware of concerns early on before they became a catalyst for anger. As above 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 this was a most effective project and we will continue to work closely with SkillForce and its instructors; children confidence was significantly improved and as a result their willingness 'to have a go'.
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5. 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

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.