



Pupil Premium strategy statement Thomas Jolyffe Primary School

1. Summary information					
School	Thomas Jolyffe Primary				
Academic Year	2019-2020	Total PP budget 19/20	£116,760	Date of most recent PP Review	
Total number of pupils	363	Number of pupils eligible for PP	83 pupils including 4 LAC and 1 Armed Services pupil	Date for next internal review of this strategy	July 2020

2. Current attainment 2019 KS2 SATs		
	<i>Pupils eligible for PP (20)</i>	<i>Pupils not eligible for PP (35)</i>
% achieving expected or above in reading, writing and maths	36%	64%
progress in reading score	0.23	-0.68
progress in writing score	-1.05	-0.98
progress in maths score	-3.55	0.41

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, applies to some but not all eligible children)*

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| A. | PSED skills when children enter reception are lower for pupils eligible for PP than for other pupils. As a result, this slows pupils' ability to access the learning opportunities both in reception and in subsequent years. |
| B. | Disadvantaged pupils are making less progress than other non-disadvantaged pupils in reading across the school and in particular in KS2. |
| C. | Disadvantaged pupils are making less progress than other non-disadvantaged pupils in writing across the school. |
| D. | Disadvantaged pupils are making less progress than other non-disadvantaged pupils in maths across the school. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Some pupils have considerable social and emotional needs which require support from outside agencies as well as from the School's own nurture provision. |
| F. | Attendance rates for pupils eligible for PP are lower than other non-PP pupils which negatively impacts on pupils' ability to access learning opportunities. |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop pupils' personal and social skills in EYFS	All PP children achieve the expected standard in PSE. Pupils make good progress from their starting points in reading, writing and number.
B.	Rates of progress for PP pupils across the school, and particularly in KS2 continue to improve and are broadly in line with other pupils in reading.	Pupils eligible for PP in KS1 make as much progress as Non- PP pupils compared with EYFS outcomes in reading. Pupils in KS2 make as much progress as Non-PP pupils compared with KS1 outcomes. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level.
C.	Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in writing.	Pupils eligible for PP in KS1 make as much progress as Non- PP pupils compared with EYFS outcomes in writing. Pupils in KS2 make as much progress as Non-PP pupils compared with KS1 outcomes. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level.
D.	Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in maths.	Pupils eligible for PP in KS1 make as much progress as Non- PP pupils compared with EYFS outcomes in reading. Pupils in KS2 make as much progress as Non-PP pupils compared with KS1 outcomes. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level.
E.	Pupils and their families are supported and have access to help where available and appropriate.	Measured against targets identified through Early Help Process as well as CAMHS and the School's current Nurture provision.
F.	Rates of attendance for PP pupils improves and are at least in line with other non-PP pupils across the school.	Measured by attendance figures and compared to previous years. Rates of attendance are also compared to that of non-PP pupils at key assessment points throughout the year.

Intended Outcome	Actions	By Whom	Resources	Monitoring and Evaluating (success criteria)	Impact
Pupils' personal and social skills in reception are developed to an age appropriate level ensuring they are able to access all areas of the curriculum.	<ol style="list-style-type: none"> 1. Range of classroom activities to promote positive social interaction. 2. Focus on school and class 'values' to develop awareness of theirs and others' needs. 3. Relax Kids intervention. 6 sessions over 6 weeks to promote positive, calm social interaction. 4. Collaborative working with Clopton Nursery to support the development personal and social skills ready for entering reception, including establishing a play and stay session for pre-school children and parents. 		<p>£900</p> <p>£500</p>	<p>Observations of pupils.</p> <p>Half termly pupil progress meetings</p> <p>Course evaluation</p> <p>Half termly pupil progress meetings</p>	
Rates of progress for PP pupils across the school and in particular in KS2 continue to improve and are broadly in line with other pupils in reading.	<ol style="list-style-type: none"> 1. All PP pupils are heard read at least 3x per week. 2. Identified pupils access 'Reading for meaning' interventions 3. PP in Y2 and Y6 are provided with additional 'study guides' to support their reading preparation for SATs. This includes for those working at GD. 4. Funding allocated to ensure a good range of books which support reading. 5. Continue to subscribe to 'The Power of Reading' website and use planning and resources to deliver high quality lessons. 6. Ensure staff training and support for 'The Power of Reading' is updated regularly, particularly for new staff. (Training and cover costs) 7. Continue to teach discrete comprehension lessons across the school. 8. Additional Teacher employed in Y6 to support reading comprehension and the development of writing 1 day per week. 	<p>All staff</p> <p>All staff</p> <p>MP</p>	<p>£17,500 annually</p> <p>£300</p> <p>£500</p> <p>£330</p> <p>£1000</p> <p>£3,500 (22 weeks)</p>	<p>Reading records</p> <p>Half termly pupil progress meetings.</p> <p>Half termly pupil progress meetings</p> <p>SATs results.</p> <p>Planning</p> <p>Training resources</p> <p>Half termly pupil progress meetings</p> <p>Pupil conferencing</p> <p>Parent and pupil feedback</p>	

	<ol style="list-style-type: none"> 9. Continue to promote a love of reading through assemblies, class reading books and other enrichment opportunities. 10. Continue to enlist the support of volunteer readers across the school. 11. Continue to work with parents/carers to engage them in listening to children read and reading for pleasure. 12. Establish a range of activities to promote reading throughout KS2, e.g. quizzes, reading clubs, book themed weeks, displays of recommended books, Battle of the readers competition. 				
Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in writing.	<ol style="list-style-type: none"> 1. Continue to implement 'Talk for Writing' approach. 2. Ensure staff have regular training updates, particularly new staff 3. Additional Teacher employed in Y6 to support reading comprehension and the development of writing 1 day per week. 4. All PP pupils' books are marked first and appropriate PI intervention is planned to address any misconceptions. 5. Teach discrete grammar lessons weekly to support the technicalities of writing. 6. Provide opportunities to celebrate pupil's progress in writing, e.g. displays, collections of writing made into books for others to read. 		<p>£600</p> <p>(see reading)</p>	<p>Half termly pupil progress meetings</p> <p>Work scrutiny and pupil conferencing</p>	
Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in maths.	<ol style="list-style-type: none"> 1. Continue to implement the Maths-No-Problem approach in KS1. 2. Implement the updated White Rose curriculum in KS2 ensuring a clear focus on fluency, reasoning and problem solving. 3. Ensure staff have regular training to develop their skills in teaching reasoning and problem solving skills. (Inc. cover costs to support planning and in class support) 4. Continue to subscribe to 'My Maths' ensuring all pupils are able to practice and develop a range of maths skills independently. 	<p>SLT</p> <p>LK</p>	<p>£2400</p> <p>£325</p> <p>£4,000 annually</p> <p>£350</p>	<p>Half termly pupil progress meetings.</p> <p>Work scrutiny and pupil conferencing.</p> <p>Training resources</p> <p>Monitoring of My Maths usage.</p>	

	<ol style="list-style-type: none"> 5. Additional teacher to work in Y6 and Y2 to support the progress and attainment of PP pupils, 1 session daily in Y6 and 1 morning weekly in Y2. 6. Homework will be focused on what has been taught in class so that pupils have an opportunity to practice key skills. 7. PP in Y2 and Y6 are provided with additional 'study guides' to support their maths preparation for SATs. This includes for those working at GD. 8. Resources to provide a Times Table intervention for PP pupils 9. All PP pupils have their books marked first in order to follow up on any mistakes quickly. 10. Provide 'Precision Intervention' to follow up on any identified areas for support quickly. 11. Continue to work with parents/carers to engage them in supporting their children with homework and learning times tables. 		<p>£18,000 (annually)</p> <p>£350</p> <p>£300</p>	<p>Half termly pupil progress meetings.</p> <p>Homework records</p> <p>Track pupils' x table knowledge</p> <p>Monitor PI folders</p> <p>Half termly pupil progress meetings</p>	
<p>Pupils who require social and emotional support are able to access learning more readily impacting positively on rates of progress in core subjects.</p> <p>Pupils and their families</p>	<ol style="list-style-type: none"> 1. Pre-nurture programme for identified pupils in EYFS or KS1. 2. Nurture provision planned for pupils in KS2, supporting significant social/emotional development needs. 3. A range of other pastoral support is available for pupils across the school, including lunchtime Nest and Den, individual mentoring and some 1:1 support. 4. Continue to promote a 'Growth Mindset' for all pupils through assemblies, displays, workshops and through work in lessons in order to build resilience and raise aspirations. <ol style="list-style-type: none"> 1. Pastoral staff team continue to support pupils through nurture provision and mentoring. 2. Continue to support families on an informal and formal 	<p>AW, SA, LH, TB</p> <p>As above</p>	<p>£59,000 annually</p>	<p>Boxall Profile</p> <p>Social and Emotional tracking</p> <p>Half termly pupil progress meetings</p>	

<p>continue to be supported and have access to help where available and appropriate.</p>	<p>basis using the Early Help process. 3. Educational visits and County music tuition is subsidised.</p>		<p>£1000 (annually)</p>	<p>Uptake and engagement</p>	
<p>Rates of attendance for PP pupils improves and are at least in line with other non-PP pupils across the school.</p>	<p>1. Meet with parents where attendance falls to 93% or less and establish a plan to improve attendance. 2. Devise incentives to encourage good attendance, e.g linked to 'Houses' and 'Dojo's.</p>				