

## COSTESSEY JUNIOR SCHOOL PUPIL PREMIUM PLANNING 2018-19

<b>Total number of pupils in the school:</b>		<b>367</b>				
<b>Number (%) of PP eligible pupils:</b>		<b>95 (26%)</b>				
<b>Amount per pupil:</b>		<b>£1320</b>				
<b>Total pupil premium budget: 2018/9 figure</b>		<b>£125,400</b>				
<b>Quality Teaching for All</b>						
Focus	Barriers to Learning	Desired Outcome	Success Criteria	Proposed Strategies (by whom (T/TA/SLT/LL/YL)), when with costs)		Outcomes
<b>To improve overall Teaching and Learning for All pupils, with a focus on in class provision for Pupil Premium.</b>	Teachers may not have sufficient tools to support the needs of PP children in the classroom.	All pupils to make at least good progress.  Pupil Premium children to make accelerated progress.	In all year groups, there is no gap between PP and non PP in Reading, Writing and Maths.	<b>For all children across the school:</b>	<b>Costs</b>	Staff were released for a personalised CPD programme.  A whole staff training was delivered at the beginning of Autumn.  Weekly book scrutinies demonstrate that teacher feedback has  All NQTs at the school successfully completed their NQT year.
				Ben Serruys to release staff for personalised CPD programme (see SDP for further detail).	1 teacher, 1 day a week £7000	
				Whole Staff Training on Pupil Premium support (teachers and TAs) to be delivered by KL in the Autumn Term. Impact of this will be evident in monitoring in the Spring Term.	£200	
				Weekly book Scrutinies for Maths and English.  Focus on feedback from book scrutinies to show impact (EEF Feedback, 8 months additional progress in a year)	£2800 for releasing Assistant Headteachers	
				<ul style="list-style-type: none"> <li>• NQT and NQT+1 training programme run by BS</li> </ul>	£3000 for release time and training materials	
				<ul style="list-style-type: none"> <li>• TA Training programme run by AL/BS</li> </ul>	£4000 for release time and training materials	
				<b>TOTAL 'Quality Teaching for All' COSTS: £21,000</b>		

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Reading						
Focus	Barriers to Learning	Desired Outcome	Success Criteria	Proposed Strategies (by whom (T/TA/SLT/LL/YL)), when with costs)		Outcomes
<p><b>Improving Reading attainment for disadvantaged children so that it is in line with all pupils.</b></p> <p><b>Improving reading progress for disadvantaged pupils so that it is accelerated to ensure children catch up to expected attainment levels.</b></p> <p><u>Gaps at Sept 18</u>            Y3 Gap -10%            Y4 Gap 1%            Y5 Gap -16%            Y6 Gap -26%</p>	<ul style="list-style-type: none"> <li>Disengagement</li> <li>Lack of parental support at home, parental literacy issues, lack of role models at home.</li> <li>Poor vocabulary</li> <li>Poor spoken grammar</li> <li>Poor phonics and spelling knowledge</li> <li>Social needs/home life impact.</li> </ul>	<p>Improved engagement, progress and attainment in reading for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>Gap in maths attainment between disadvantaged pupils and their peers closed to &lt;5% or at least reduced by 50% by summer 2018.</li> </ul> <p><u>TARGETS</u></p> <ul style="list-style-type: none"> <li>Y3 &lt;5%</li> <li>Y4 0%</li> <li>Y5 &lt;5% (min 8%)</li> <li>Y6 &lt;5% (min 13%)</li> </ul> <p>Pupil premium review to assess progress in Spring Term '19</p>	<p><b>For all children across the school:</b></p>	<b>Costs</b>	<p>The school hosted Author Talks and workshops that engage disadvantaged children. Accelerated Reader was used to track progress of Pupil Premium children. Daily Guided Reading sessions happened across the school. Half termly pupil progress meetings were held to monitor progress and attainment. Following training, Cafes for All evolved into Discovery Cafes which focused on sharing the skill of questioning with parents which could then be applied in all curriculum areas. Parent English Classes were not held due to a lack of demand. New library facilities were created to engage readers. Daily 1:1 Reading sessions were held. Additional Library sessions were held with PP children. The Head of English (BS) provided directed intervention for target groups of children.</p>
				Author Talks and Workshops	£300	
				Accelerated Reader	£2000	
				Daily guided reading (T)	-	
				Half termly pupil progress meetings with SLT (T/SLT)	-	
				Termly Cafes for All (T)	£500	
				<del>Parent English Classes, Spring (LLR)</del>	<del>£500</del>	
				New Library facility to engage and excite readers.	£2000	
				Library Visits	-	
				<b>For specific children:</b>	<b>Costs</b>	
				1:1 daily reading sessions for all PP children (Y3-6) (comprehension and decoding as required)	£4000	
				<del>Library workshops with Norfolk Library Service once a term</del>	<del>-</del>	
Additional Library sessions each week - group of PP to attend library for 'Love of Reading' session.	-					
Directed intervention for target groups of children working behind expected or not making expected	£4000					

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				progress, three times a week (Y3-6)		1:1 Booster sessions were provided within the school day. Y6 were taught in 4 smaller classes for the academic year.
				Y6 1-1 Booster Sessions (Y6 only, 12 weeks x 1 hour sessions with teaching staff)	-	
				Reducing class sizes for Year 5/6. (EEF Reducing class sizes, 3 months).	£8000	
					<b>TOTAL READING COSTS: £21,300</b>	

## COSTESSEY JUNIOR SCHOOL PUPIL PREMIUM PLANNING 2018-19

Writing						
Focus	Barriers to Learning	Desired Outcome	Success Criteria	Proposed Strategies (by whom (T/TA/SLT/LL/YL)), when with costs)		Outcomes
<p><b>Writing</b></p> <p><b>Improving Writing attainment for disadvantaged children so that their attainment and progress is in line all pupils.</b></p> <p><b>Accelerated Writing progress for disadvantaged pupils to ensure children meet expected attainment levels</b></p> <p><b>Improving SPAG attainment for disadvantaged children so that their attainment and progress is in line all pupils.</b></p> <p><b>Accelerated SPAG progress for disadvantaged pupils to ensure children meet</b></p>	<ul style="list-style-type: none"> <li>Disengagement</li> <li>Lack of parental support at home, parental literacy issues, lack of role models at home.</li> <li>Poor vocabulary</li> <li>Poor spoken grammar</li> <li>Poor phonics and spelling knowledge</li> <li>Social needs/home life impact.</li> </ul>	<p>Improved engagement, progress and attainment in writing and SPAG for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>Gap in maths attainment between disadvantaged pupils and their peers closed to &lt;5% or at least reduced by 50% by summer 2018.</li> </ul> <p><u>TARGETS</u></p> <p>Y3 &lt;5%</p> <p>Y4 &lt;5% (min 9%)</p> <p>Y5 &lt;5% (min 15%)</p> <p>Y6 &lt;5% (min 11%)</p> <p>Pupil premium review to assess progress in Spring Term '19</p>	<p><b>For all children across the school;</b></p> <p>Costs</p>		<p>The EAT English Team delivered training to the English leaders who disseminated this to the staff team. Staff also attended workshops run by the EAT English Advisor (both in school and externally). She also provided monitoring support.</p> <p>A Homework Club was run by a member of SLT. This was well attended.</p> <p>All staff delivered English schemes of work as directed by EAT.</p> <p>Half termly pupil progress meetings were held to monitor progress and attainment.</p> <p>Parent Literacy Classes were not held due to a lack of demand.</p> <p>Daily 1:1 support for writing sessions.</p> <p>Children received directed intervention.</p> <p>1:1 Booster sessions were provided within the school day.</p> <p>Y6 were taught in 4 smaller classes for the academic year.</p>
				<p>Teach writing composition strategies through modelling and supported practice. (EEF recommendation, Improving Literacy at KS2. This is also the writing focus being worked on with our school through the EAT central Team.)</p>	-	
				<p>Home Learning support through SLT homework club.</p>	-	
				<p>EAT scheme of work delivered by all staff.</p>	-	
				<p>Half termly pupil progress meetings with SLT (T/SLT)</p>	-	
				<p>Parent Literacy Classes, Spring (LLR)</p>	£500	
				<p><b>For specific children;</b></p>	<b>Costs</b>	
				<p>1:1 daily teacher/TA support for writing sessions (within English lessons) for all PP children (Y3-6)</p>	-	
				<p>Directed intervention by trained TAs or teachers for target groups of children working below expected or not making expected progress, three times a week (Y3-6)</p>	£4000	

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<b>expected attainment levels</b>  <u>Gaps at Sept 18</u> Y3 Gap -11% Y4 Gap -18% Y5 Gap -30% Y6 Gap -23%				Y6 1-1 Booster Sessions (Y6 only, 12 weeks x 1 hour sessions with teachers)	-	
				Reducing class sizes for Year 5/6. SLT to teach most vulnerable sets in Year 5 and Year 6 (EEF Reducing class sizes, 3 months).	£8000	
	<b>TOTAL WRITING COSTS: £12,500</b>					

Maths						
Focus	Barriers to Learning	Desired Outcome	Success Criteria	Proposed Strategies (by whom (T/TA/SLT/LL/YL)), when with costs)	Outcomes	
<u>Maths</u>  <b>Improving Maths attainment for disadvantaged children so that their attainment and progress is in line all pupils.</b>  <b>Improving Maths progress for disadvantaged pupils so that it is accelerated to ensure children catch up to expected attainment levels</b>	<ul style="list-style-type: none"> <li>Disengagement</li> <li>Lack of parental knowledge of calculation methods.</li> <li>Parental maths phobia and lack of home support.</li> <li>Social needs/home life impact.</li> </ul>	Improved engagement, progress and attainment in maths for disadvantaged children.	<ul style="list-style-type: none"> <li>Gap in maths attainment between disadvantaged pupils and their peers closed to &lt;5% or at least reduced by 50% by summer 2018.</li> </ul> <p><u>TARGETS</u></p> Y3 <5% Y4 <5% Y5 <5% (min 11%) Y6 <5% (min 7%)	<b>For all children across the school;</b>	<b>Costs</b>	Half termly pupil progress meetings were held to monitor progress and attainment. Parent Mathematics Classes were not held due to a lack of demand. Following training, Cafes for All evolved into Discovery Cafes which focused on sharing the skill of questioning with parents which could then be applied in all curriculum areas. All staff delivered Maths schemes of work as directed by EAT. A Homework Club was run by a member of SLT. This was well attended.
				Half termly pupil progress meetings with SLT (T/SLT)	-	
				Parent Mathematics Classes, Spring (LLM)	£500	
				Maths Cafes for parents once a term	£500	
				EAT scheme of work delivered by all staff.	-	
				Home Learning support through SLT homework club.	-	
				<b>For specific children;</b>	<b>Costs</b>	
				1:1 daily teacher/TA support for Maths sessions (within Maths lessons) for all PP children (Y3-6)	-	

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<u>Gaps at Sept 18</u> <b>Y3 Gap +8%</b> <b>Y4 Gap -12%</b> <b>Y5 Gap -22%</b> <b>Y6 Gap -15%</b>				Weekly additional CLIC sessions for all PP children (Y3-6)	£4000	Daily 1:1 support for maths within maths lessons provided by the teacher/TA. Children received an additional CLIC session. Children received directed intervention. 1:1 Booster sessions were provided within the school day. Y6 were taught in 4 smaller classes for the academic year.
				Directed intervention by teachers and trained TAs for target groups of children working below expected or not making expected progress, three times a week (Y3-6)	£4000	
				Y6 1-1 Booster Sessions (Y6 only, 12 weeks x 1 hour sessions with teaching staff)	-	
				Reducing class sizes for Year 5/6. SLT to teach most vulnerable sets in Year 5 and Year 6 (EEF Reducing class sizes, 3 months).	£8000	

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Enrichment					
Focus	Barriers to Learning	Desired Outcome	Success Criteria	Proposed Strategies (by whom (T/TA/SLT/LL/YL)), when with costs)	Outcomes
<p><u>Enrichment Activities</u></p> <p>Providing access to enrichment activities which lead to development of knowledge, skills and understanding across the curriculum in relation to SMSC.</p>	<ul style="list-style-type: none"> <li>Weak general knowledge and knowledge of life in modern Britain.</li> <li>Little or no access to SMSC enrichment activities, many children have never been to the theatre or outside of the county.</li> <li>Low aspirations within the family.</li> <li>As a result of the above children have limited life experiences and general knowledge to draw on to support in English, Maths and the wider curriculum.</li> </ul>	<p>Improved engagement, progress and attainment in English and Maths and all curriculum subjects for disadvantaged children. Children can apply knowledge across the curriculum. Development of vital moral, social, cultural and spiritual skills in preparation for life in modern Britain.</p>	<ul style="list-style-type: none"> <li>All children to take part in at least 2 enrichment activities across the academic year.</li> <li>Gaps in progress and attainment in Maths and English between disadvantaged pupils and their peers reduced by summer 2019.</li> </ul>	<p><b>For all children across the school;</b></p>	<p><b>Costs</b></p>
				A wide range of after school provision providing at least one club each day.	-
				Access to the Children's University scheme	-
				Breakfast Club and Wake Up Shake Up club.	-
				Creative curriculum ensures 7 key elements engage children with the curriculum and enrich the topics - a class book, a visiting expert, a school trip, a cooking event, outdoor learning, a Wow Starter and a final outcome!	-
				Weekly Enrichment activity for every class with the purpose of inspiring and engaging in areas outside the curriculum.	£200
				<b>For specific children;</b>	<b>Costs</b>
				Forest school Y3 Aut 1, Spr 1, Sum 1 Y4, Y5 Aut 2, Spr 2, Sum 2	Forest Schools £8877 for staffing costs and resources
<del>Broadening Horizons</del> workshops	£3000 (SP)				
					<p>A wide range of after school has been provided including: Backyard cricket, Chinese football, Photography, Ultimate Frisbee, Gardening, French, Film club, History, Spanish Cooking, Music and Choir. The school fully fund 2 places at each club for disadvantaged children. The Breakfast Club and Wake Up Shale Up club has been provided free for families who would benefit. The curriculum design ensures that children are engaged with the curriculum and additional enrichment opportunities are provided. Weekly enrichments activities were held to engage and inspire pupils beyond the curriculum.</p> <p>Forest sessions were delivered for PP children. Assessment by FS leader demonstrate that all children developed their learning behaviours (including social skills and</p>

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				Subsidised after school clubs	Two free places available in every after school club, funded by PP budget. More to be allocated if these spaces are filled. £1000	resilience) through the FS environment. Free school trips were provided for PP children on request.
				Free school trips	£1000	
				Free breakfast club (using PP money) staffed by school staff with appropriate educational tasks to start the day. (Teaching and Learning Toolkit - extending school day + 2 months).	£1000	
				Free 'Wake up Shake Up'	£3076 for 40 weeks	
				Free Children's University subscriptions	£1000	
					<b>TOTAL ENRICHMENT COSTS: £18,053</b>	



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Readiness to Learn						
Focus	Barriers to Learning	Desired Outcome	Success Criteria	Proposed Strategies (by whom (T/TA/SLT/LL/YL)), when with costs)		Outcomes
<p><b>Improving children's readiness to learn.</b></p> <p><b>Improve attendance for Pupil Premium Children to above National figures.</b></p> <p>2017/18 figures PP 95.32% Non PP 95.74% Gap - 0.42%</p> <p>2016/17 Gap - 1.82%</p>	<ul style="list-style-type: none"> <li>Children arrive at school late or without breakfast.</li> <li>Children are without suitable uniform including PE kits.</li> <li>Separated families resulting in children staying with different parents on different days of the week and leaving equipment, clothes, homework etc</li> <li>Lack of family support</li> <li>Travelling families away for long periods of time</li> <li>At CJS PP children are more likely to move schools within year therefore transitions can hinder educational progress.</li> </ul>	<p>Children arrive in school on time and ready to learn with basic needs met.</p> <p>Children have a positive mindset to learning and are ready to take risks and make mistakes.</p> <p>Attendance of pupil premium children meets national expectations as a minimum and in some cases this is exceeded.</p>	<p>Barriers to learning are addressed. All individual pupil targets are met.</p> <p>Monitoring of Boxall Profile shows individual progress on social and emotional scaled scores.</p> <p>Monitoring of Forest Schools programmes show individual progress on social and emotional scaled scores.</p> <p>Improvement of attendance levels for PP and non PP. For the gap to be reduced by 1.5% at CJS.</p>	<p><b>For all children across the school;</b></p>	<b>Costs</b>	<p>Vice Principal has monitored attendance on a half termly basis.</p> <p>Attendance has been rewarded through certificates and rewards. The Pivotal Behaviour system has been fully implemented throughout the school during the academic year.</p> <p>KL tracked the needs of each PP children termly.</p> <p>Pastoral care teams assessed the needs of PP children and provided appropriate follow-up intervention.</p> <p>Thrive was discontinued in favour of the Boxall profiles.</p> <p>Appropriate external agencies were provided for identified children, including the bereavement service</p> <p>A smooth transition occurred from Infant to Junior/Primary and from CJS to High School.</p> <p>Identified children were provided with additional transition opportunities.</p>
				Continue with strict implementation of the Attendance Policy and half termly attendance monitoring.	-	
				Reward good attendance through certificates and rewards.	-	
				Introduction of Pivotal Behaviour system.	£1700	
				<b>For specific children;</b>	<b>Costs</b>	
				Full analysis of each pupil's need to be carried out in Autumn 1. Actions and impact to be tracked half termly by PP lead. (EEF Individualised Instruction, 2 months. Concern from EEF report that time needed to complete the analysis could be detrimental to its impact on the pupils. Decision made for PP lead to complete analysis and manage/monitor the programme).	£3000	
Follow up intervention from Pastoral Teams. This will include an assessment of behaviour, attendance,	Staffing of Pastoral Care £17,352					

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				social skills and parental engagement. (SLT)		The mentor programme ran during the academic year.
				Thrive Intervention to tackle social and emotional difficulties. (SLT)	Thrive and Family Thrive £3000	
				Family Thrive to run for families identified as needing support. (SLT)		
				To involve and pay for external agencies families who have been identified as needing additional support. (KB)	£1500	
				Joy of Food course, and other parent courses to be offered to PP families.	£2962	
				To aid transition of pupil premium children from Infant to Junior School. (T)	£1000	
				To improve learning behaviours of PP children through monitoring and intervention by Vice Principal through the behaviour policy.	£5000	
				To introduce the mentor programme for PP children whose attendance falls below 90%.	-	
					<b>TOTAL READINESS TO LEARN COSTS: £35,514</b>	

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TOTAL COSTS	
AREA OF SUPPORT	COST
TOTAL QUALITY OF TEACHING FOR ALL COSTS	£21,000
TOTAL READING COSTS	£21,300
TOTAL WRITING COSTS	£12,500
TOTAL MATHS COSTS	£17,000
TOTAL ENRICHMENT COSTS	£18,053
TOTAL READINESS TO LEARN COSTS	£35,514
	£125,367