



Pupil Premium Strategy Review Statement for Swaffham Junior Academy 2018-19

See section 6 for review of strategy and summary of achievements

1. Summary information					
School	Swaffham Junior Academy				
Academic Year	2018/19	Total PP budget	£106,920	Date of most recent external PP Review	Jan 2016
Total number of pupils	241	Number of pupils eligible for PP	97 (40%)	Date for next internal review of this strategy	Jan 2019

2. Attainment at Year 6 2017-18 and 2018-19 (unvalidated)				
	Pupils eligible for PP 2017-18	Pupils eligible for PP 2018-19	All Pupils 2017-18	All Pupils 2018-19
% achieving age expected standard in reading, writing and maths	33%	38%	43%	44%
% achieving age expected standard in reading	50%	54%	57%	58%
% achieving age expected standard in writing	67%	38%	70%	51%
% achieving age expected standard in maths	39%	46%	57%	56%

Disadvantaged pupil funding

Pupils in year groups reception to year 6 recorded as Ever 6 free school meals £1,320

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,300

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £2,300

Service children

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence £300



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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Although disadvantaged pupils make better progress than non-disadvantaged pupils, there is a noticeable negative gap in attainment
B.	Pupils who are eligible for PP and were 'high attaining' at Key Stage 1 are not translating to 'high attaining' pupils throughout Key stage 2
C.	SEMH issues for a group of pupils (mostly eligible for PP) are having detrimental effect on their emotional and academic progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 93.86% (below the attendance for all children at 95.33%).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The barriers to learning are diminished to promote positive attainment of disadvantaged pupils compared to non-disadvantaged pupils.	PP pupils in each year group's attainment is closer to that of non-PP pupils. The difference diminishes over the year and as they reach the end of Key Stage 2.
B.	The differences are diminished for those children identified as higher ability who are eligible for PP, compared to other higher ability pupils.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the multi-academy trust.
C.	SEMH (Social, Emotional and Mental Health) issues of disadvantaged pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system and a dramatic decrease in the number of Fixed Term Exclusions (FEX)
D.	Increased attendance to at least that of 'all' pupil rates for pupils eligible for PP.	Overall disadvantaged pupil attendance improves to be at least equal to all pupils. All children reach target of 96.5%.

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5. Planned expenditure					
Academic year	2017/18				
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?
A. The barriers to learning are diminished to promote positive attainment of disadvantaged pupils compared to non-disadvantaged pupils. B. The differences are diminished for those children identified as higher ability who are eligible for PP, compared to other higher ability pupils.	Regular and timely CPD run by dedicated members of staff for teachers and TAs.	We want to invest in long term change which will help all pupils. We provide Quality First Teaching for all pupils, which ensures raising attainment and progress for pupils. CPD sessions focus on the individual needs of teachers and TAs and focus support and challenge in these areas. Time given is proportionate to need.	CPD time timetabled and protected. TOAP and SSOAP documents updated regularly to show positive and improving monitoring, including learning walks, observations, work scrutinies and pupil perception. (Approx £8000)	CPD Lead (LW)	TOAP and SSOAP documents reviewed at least termly Monitoring cycle planned and ongoing Half termly data analysis
A. The barriers to learning are diminished to promote positive attainment of disadvantaged pupils compared to non-disadvantaged pupils. B. The differences are diminished for those children identified as higher ability who are eligible for PP, compared to other higher ability pupils.	Maths and English subject leaders promote quality first teaching in the core subjects including training and promoting the use of effective teaching methods in their subject.	Our children will have better life chances with well-developed English and maths skills. Children who do well in the basic skills are able to achieve well across the curriculum. Children with different levels of need require appropriate delivery of the curriculum.	Subject leaders regularly monitor lessons and the quality of work in books. This will demonstrate at least good progress for all pupils. Data is analysed half termly and any gaps in learning are used to guide the future curriculum and identify any children that require intervention to enable them to make at least good progress. (Approx £25000)	Maths lead (LF) English lead (HF)	TOAP and SSOAP documents reviewed at least termly Monitoring cycle planned and ongoing Half termly data analysis



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A. The barriers to learning are diminished to promote positive attainment of disadvantaged pupils compared to non-disadvantaged pupils.	SENDCo dedicated time spent working to support PP pupils with SEND, including providing support for teachers in providing Quality First Teaching, and parents in ways to support their children.	Disadvantaged pupils at all levels need to make good progress, whatever their barriers to learning. Approximately 12% of pupils in school have SEND and are entitled to PP.	SENDCo reviews support in class at least half termly using IEP monitoring. (Approx £12000)	SENDCo (SA)	Half termly Learning Journey monitoring Half termly data analysis
Total budgeted cost					£45 000

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ii. 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?
A. The barriers to learning are diminished to promote positive attainment of disadvantaged pupils compared to non-disadvantaged pupils. B. The differences are diminished for those children identified as higher ability who are eligible for PP, compared to other higher ability pupils.	Weekly small group intervention sessions for SEND and PP pupils of all abilities run by a dedicated team of TAs (JH, KO, JR).	We want to provide extra support to maintain progress and attainment. Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	TA teaching time and preparation time paid for out of PP budget. Impact overseen by PP champion and SENDCo. Teachers and TAs engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. (Approx £12000)	Pupil Premium Coordinator SENDCo (LW & SA)	Half termly review of groups
A. The barriers to learning are diminished to promote positive attainment of disadvantaged pupils compared to non-disadvantaged pupils. C. SEMH issues of PP pupils addressed. D. Increased attendance to at least that of 'all' pupils rates for pupils eligible for PP.	Daily Breakfast Club with fully funded places for carefully chosen children (currently 15 pupils), with a majority coming from Year 3 to ensure they settle into school.	Breakfast clubs have been identified as improving progress for not only the pupils invited, but the whole school. Attendance also improves when children are able to attend a breakfast club.	Two carefully selected TAs run an effective, popular club with good attendance. Pupil and parent perceptions show positive outcomes and attendance for these pupils is good. (Approx £3000 plus food costs)	TAs (JH, KO & DL) Monitored by PP champion (LW)	Half termly review of data and pupil perceptions

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Total budgeted cost					£20,000

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iii. 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?
A. The barriers to learning are diminished to promote positive attainment of disadvantaged pupils compared to non-disadvantaged pupils. B. The differences are diminished for those children identified as higher ability who are eligible for PP, compared to other higher ability pupils. C. SEMH issues of PP pupils addressed. D. Increased attendance to at least that of 'all' pupils rates for pupils eligible for PP.	Pupil Premium Champion oversees the use of PP funding and ensures support is directed in a way which enables all PP learners make progress and close the gap on attainment. There will be coordination of academic and pastoral care. This includes overall responsibility for attendance in school, implementing interventions where attendance is poor.	A dedicated member of staff who is part of the leadership team ensures the needs of PP pupils are always on the agenda and included in the single change plan. Unless children's attendance is high, we cannot implement effective strategies to improve progress and attainment.	There is dedicated time for PP review, which links to the work of other subject leaders and the SENDCo. PP plans are on the agenda of every leadership team meeting. Half termly data analysis. (Approx £12000)	PP champion (LW)	Weekly leadership team meetings Half termly data analysis
C. SEMH issues of PP pupils addressed.	Family Support Worker employed full time to provide SEMH support to pupils and families both in school and at home, referring to outside agencies as required.	Pupil's whose parents engage in their learning make better progress. Effective PSPs can improve the behaviour of pupils and therefore their progress and attainment. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Early identification of pupils in need of support and 2 weekly meetings with parents. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. (Approx £36000)	Family Support Worker (PR)	Half termly



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C. SEMH issues of PP pupils addressed.	Lunchtime Playleader provides support and guidance with social interactions for vulnerable pupils on the playground.	Many of our PP children struggle with appropriate playground interactions. An adult specifically to direct these provides the challenge and support they need.	Behaviour incidents decrease throughout the year and pupil perception surveys show that they are happy on the playground. (Approx £1200)	Playleader (PM)	Regular review of behaviour Fortnightly PSP meetings
C. SEMH issues of PP pupils addressed. D. Increased attendance to at least that of 'all' pupils rates for pupils eligible for PP.	School uniform subsidy to allow all pupils to be smart and ready for learning, feeling like they belong in school.	To ensure good behaviour and progress in learning alongside good attendance, pupils need to feel like they belong.	All PP families are aware that any uniform order is subsidised throughout the year. Use is monitored by individual and term. (£1000 budget)	Office manager (JP)	Half termly monitoring by PP champion
C. SEMH issues of PP pupils addressed.	School trip subsidy support pupils on day trips as well as the Year 6 residential trip to allow all pupils to attend.	Extra-curricular activities allow pupils to develop personally and build team skills, as well as being part of the school without financial constraints.	PP pupils attend trips and positive outcomes are shown by pupil perception surveys. PP children in Year 6 attend residential (currently 23 pupils) (£3000 budget)	EVC (LF)	Yearly review based on attendance of trips and positive pupil perception surveys
Total budgeted cost					£55 000



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6. Review of expenditure 2017-2018

Desired outcome	Chosen actions / approaches	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will this approach be continued?	Cost																																																																																																																																																																																																																																
A.The gap is closed for attainment of disadvantaged pupils compared to non-disadvantaged pupils. B.Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Regular CPD for teachers and TAs to ensure quality first teaching Maths and English subject leaders monitor provision and outcomes for pupils SENDCo to provide and monitor provision and intervention groups for pupil premium pupils with SEND and LAC / Post-LAC pupils Year 6 Booster Groups Breakfast club for invited pupils eligible for pupil premium SAFS team to support pupils in achieving their academic best by supporting their SEMH needs.	Progress below (VA) shows that disadvantaged pupils have made better progress that 'all' pupils in reading, writing and maths. However, their attainment is still below that of 'all' pupils, and across the school is below national expectations (this was also evident in our snapshot data from GL tests and SATs results). 5b. Results Data - Disadvantaged Pupils <table><tr><th></th><th>No. Pupils</th><th>Prior Expected+</th><th>% ES Maths</th><th>% HS Maths</th><th>Current VA</th><th>% ES Reading</th><th>% HS Reading</th><th>Current VA</th><th>% ES Writing</th><th>% HS Writing</th><th>Current VA</th><th>% ES Combined M.R.W</th><th>% HS Combined M.R.W</th></tr><tr><td>2018 National Year 6 Data for Non-Dis(Dis)</td><td>-</td><td>-</td><td>81% (64%)</td><td>28% (14%)</td><td>0.2(-0.6)</td><td>80%(64%)</td><td>33%(18%)</td><td>0.2(-0.6)</td><td>83%(68%)</td><td>24%(11%)</td><td>0.1(-0.4)</td><td>70%(51%)</td><td>12%(4%)</td></tr><tr><td>2018 KS2 SATS (Disadvantaged) Percentages</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Year 6 EoY Target</td><td>-</td><td>-</td><td>48%</td><td>16%</td><td>-</td><td>44%</td><td>0%</td><td>-</td><td>40%</td><td>8%</td><td>-</td><td>40%</td><td>0%</td></tr><tr><td>Year 6</td><td>25</td><td>56%</td><td>48%</td><td>4%</td><td>-0.52</td><td>52%</td><td>4%</td><td>-0.48</td><td>40%</td><td>0%</td><td>-0.62</td><td>40%</td><td>0%</td></tr><tr><td>Year 5</td><td>28</td><td>39.3%</td><td>50%</td><td>3.6%</td><td>0.39</td><td>64.3%</td><td>0%</td><td>0.07</td><td>17.9%</td><td>0%</td><td>-0.26</td><td>14.3%</td><td>0%</td></tr><tr><td>Year 4</td><td>17</td><td>29.4%</td><td>41.2%</td><td>0%</td><td>-0.25</td><td>58.8%</td><td>0%</td><td>-0.19</td><td>17.6%</td><td>0%</td><td>0</td><td>5.9%</td><td>0%</td></tr><tr><td>Year 3</td><td>27</td><td>40.7%</td><td>51.9%</td><td>0%</td><td>-0.36</td><td>40.7%</td><td>0%</td><td>-0.59</td><td>40.7%</td><td>0%</td><td>-0.14</td><td>29.6%</td><td>0%</td></tr></table> 5a. 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This needs to be a focus of next year, supported by the school's use of PiXL, supported by the MAT.	SAFS team lead / Disadvantaged pupil champion: £40360 SEN support: £6460 SAFS and Inclusion support workers: £40230
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Review of expenditure 2017-2018 continued

Desired outcome	Chosen actions / approaches	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will this approach be continued?	Cost																																												
C. SEMH issues of disadvantaged pupils addressed.	Full time Family Support Worker and full time Inclusion Support Worker to work with pupils and families SENDCo to provide and monitor provision and intervention groups for pupil premium pupils with SEND and LAC / Post-LAC pupils Breakfast club for invited pupils eligible for pupil premium Playleader at lunchtime to support vulnerable pupils Uniform and trip subsidy	4. Exclusions <table><tr><th></th><th>Total Pupils</th><th>Boys</th><th>Girls</th><th>Disadvantaged</th><th>FSM6</th><th>CLA</th><th>EAL</th><th>SEN</th><th>SEN (K)</th><th>SEN (E + S)</th></tr><tr><td>2017 National FEX (Primary)</td><td>1.37%</td><td>2.36%</td><td>0.34%</td><td>NA</td><td>3.77%</td><td>NA</td><td>0.60%</td><td>NA</td><td>7.18%</td><td>12.68%</td></tr><tr><td>Fixed Term Exclusions - Year To Date</td><td>4.94</td><td>8.9</td><td>0.8</td><td>10.1</td><td>10.1</td><td>0</td><td>2.8</td><td>17.5</td><td>16.2</td><td>33.3</td></tr><tr><td>Number of Pupils</td><td>12</td><td>11</td><td>1</td><td>10</td><td>10</td><td>0</td><td>1</td><td>7</td><td>6</td><td>1</td></tr></table> With a new headteacher and a new structure for support of pupils with SEMH issues, there has been an initial rise in exclusions due to new behaviour expectations being implemented. Each child at risk of exclusion has a tailored plan that they must follow. Naturally, as this was embedded, fixed term exclusions rose in the Spring Term, but as the expectations continued and systems became embedded, the number of exclusions dropped throughout the summer term. More detailed information is available in these case studies.		Total Pupils	Boys	Girls	Disadvantaged	FSM6	CLA	EAL	SEN	SEN (K)	SEN (E + S)	2017 National FEX (Primary)	1.37%	2.36%	0.34%	NA	3.77%	NA	0.60%	NA	7.18%	12.68%	Fixed Term Exclusions - Year To Date	4.94	8.9	0.8	10.1	10.1	0	2.8	17.5	16.2	33.3	Number of Pupils	12	11	1	10	10	0	1	7	6	1	New systems being embedded through the change in leadership will mean that the SAFS team's work will be more closely monitored and impact on individuals and classes more evident.	SAFS and Inclusion support workers: £48276 SAFS team lead / Disadvantaged pupil champion: £19696 Attendance support (staff, CPD & resources): £14000 SEN support: £8669
	Total Pupils	Boys	Girls	Disadvantaged	FSM6	CLA	EAL	SEN	SEN (K)	SEN (E + S)																																						
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D. Increased attendance to at least that of 'all' pupils rates for pupils eligible for PP.	Full time Family Support Worker and full time Inclusion Support Worker to work with pupils and families Attendance officer with clear structures in place Breakfast club for invited pupils eligible for pupil premium Playleader at lunchtime to support vulnerable pupils Uniform and trip subsidy	Attendance data below shows attendance has deteriorated this year. Analysis has shown the impact of exclusions and holidays negatively affecting data. 3. Attendance <table><tr><th></th><th>Total Pupils</th><th>Boys</th><th>Girls</th><th>Disadvantaged</th><th>FSM6</th><th>CLA</th><th>EAL</th><th>SEN (K)</th><th>SEN (E + S)</th></tr><tr><td>2018 National Averages (Two Term/Primary)</td><td>95.8%</td><td>95.8%</td><td>95.9%</td><td>NA</td><td>94.3%</td><td>NA</td><td>95.8%</td><td>NA</td><td>94.5%</td></tr><tr><td>Previous year (Full Year)</td><td>95.91%</td><td>96.18%</td><td>95.63%</td><td>94.74%</td><td>94.74%</td><td>-</td><td>95.37%</td><td>94.68%</td><td>94.79%</td></tr><tr><td>This year to date</td><td>94.78%</td><td>93.72%</td><td>95.85%</td><td>92.1%</td><td>92.1%</td><td>-</td><td>95.08%</td><td>90.93%</td><td>95.7%</td></tr></table>		Total Pupils	Boys	Girls	Disadvantaged	FSM6	CLA	EAL	SEN (K)	SEN (E + S)	2018 National Averages (Two Term/Primary)	95.8%	95.8%	95.9%	NA	94.3%	NA	95.8%	NA	94.5%	Previous year (Full Year)	95.91%	96.18%	95.63%	94.74%	94.74%	-	95.37%	94.68%	94.79%	This year to date	94.78%	93.72%	95.85%	92.1%	92.1%	-	95.08%	90.93%	95.7%	As new behaviour expectations embed, we hope to improve attendance for all pupils. This is something we need to closely monitor and work on.	Breakfast Club staff: £8370 food: £643 Playleader: £2022 Uniform: £289 Trips: £2895 Pupil specific resources: £70				
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E. PP children report improving support from families and involvement in their learning.	Full time Family Support Worker to work with pupils and families Attendance office with clear structures and reward systems in place 'Bring an adult' sessions with refreshments	A particular focus for this year was promoting reading for pleasure, which included the involvement of parents. An information / bedtime story event was well attended and an end of year survey has shown that parents have seen an increase in pupils' reading at home and their own involvement.	Continue to involve parents with pupils learning – a specific education focus (carefully managed) such as reading will address specific issues.	Refreshments at events: £180																																												
Total Actual Spend				£ 104,466																																												