

# **Samuel Lucas JMI School**

## **Pupil Premium Report**



**Strategy Statement 2019 - 2020**

**Review of Expenditure 2018 - 2019**

## Pupil premium strategy statement (primary)

<b>1. Summary information</b>					
<b>School</b>	Samuel Lucas JMI School				
<b>Academic Year</b>	2019 - 20	<b>Total PP Budget</b>	£36,960	<b>Date of most recent PP Review</b>	Autumn 2019
<b>Total number of pupils</b>	418	<b>Number of pupils eligible for PP</b>	32	<b>Date for next PP Strategy Review</b>	Autumn 2020

<b>2. Current attainment</b>		
	Pupils eligible for PP (Samuel Lucas) Y1 – Y6	All children (Samuel Lucas) Y1- Y6
% achieving ARE or above in reading	66%	77%
% achieving ARE or above in writing	58%	74%
% achieving ARE or above in maths	68%	78%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
In school barriers (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Levels of resilience for some pupils could be improved: this can lead to an over-reliance on adult support/learned helplessness.
<b>B.</b>	Some children appear to lack confidence in social situations and this can affect their relationship with their peers and adults.
External barriers (issues which also require action outside school, such as low attendance rates)	
<b>C.</b>	Some children do not receive the same level of support in terms of home learning as others.
<b>D.</b>	Some children do not have access to sporting activities.
<b>E.</b>	Some children do not have the good role models at home who model and understand the importance of life-long learning.

<b>4. Outcomes</b>		
	<b>Desired outcomes</b>	<b>Success criteria</b>
A.	Pupils will adopt a growth mind-set and become more independent learners.	Children will demonstrate a 'have a go' attitude in both whole class and small group teaching.
B.	Children will appear more confident, with greater self-belief.	Improved demonstration of the 5 R's Resourceful Relationships Resilience Risk taking Reflective
C.	Children will have access to greater levels of support to help with home learning.	Home learning completed on time to the best of the child's ability.
D.	Children will participate in a range of sporting activities.	To continue to participate in the activities provided.
E.	Adults to build relationships with children and act as good role models. In line with government regulations, early introduction of new Jigsaw PSHE RSE scheme to support children with their social skills, mental health and importance of lifelong learning.	Jigsaw scheme tracking system will demonstrate progress made with social skills and resilience.

<b>5. Planned expenditure (i and ii)</b>					
<b>Academic Year 2019-20</b>					
How we use pupil premium money to improve classroom pedagogy, provide targeted support and whole school strategies.					
<b>Quality teaching for all</b>					
<b>Desired intent</b>	<b>How we will implement this</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will be ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date of implementation.</b>
To continue to promote our 5 R's to support learning within our school.	Our 5 R's are embedded throughout our curriculum.	Developing the 5 R's enables pupils to continue learning effectively throughout their lives.	Continued promotion of this approach in all classrooms with teacher's frequently referencing back to them. Assemblies with 5 R focus Small group sessions with qualified teachers in maths and English where the 5 Rs are promoted to enhance learning	SLT  All staff take responsibility including a dedicated Booster Group teacher and additional support in Y6	Autumn 2020
To support children appear to lack confidence in social situations and do not always react appropriately.	Social skills groups to promote friendship and self-esteem.  Embedding learning from Jigsaw  Applying the 5 R's	With children's mental health being high on the Government's agenda and the increasing need for mental health support in school we	Continued support in either groups or 1:1 for children who need social support.  Behavioural support by designated TA during school day.	INCo Class teachers TA's Behavioural support TA	

	<p>Mindfulness</p> <p>Peer teaching</p>	<p>feel this needs to be a priority.</p> <p>By teaching their skills to others this will embed their learning and increase confidence.</p>	<p>Targeted therapy for some children as needed.</p> <p>Mindfulness to be practised in the classroom both as separate lesson and through the new Jigsaw PSHE RSE scheme.</p> <p>Skills learnt in group sessions (particularly when pre teaching) will then be shared by the children to their peers.</p>	<p>Outside agencies</p> <p>Headteacher and all teaching staff</p>	
<p>To challenge our high achieving children according to their needs.</p>	<p>1:1 or small group support</p> <p>Teacher to pupil feedback</p>	<p>High-achieving children to be challenged to develop a wider understanding of the World promoting their natural curiosity and willingness to learn.</p>	<p>Additional challenges to enhance work set in class will be offered according to need or interest.</p> <p>Children will be encouraged to feedback to either</p>	<p>Teachers</p>	

		To ensure that pupils can take ownership of their learning target and be proud of what they have achieved.	class, year group or KS  Termly feedback between pupil and teacher.		
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<b>i) Targeted support</b>					
<b>Desired Intent</b>	<b>How we will implement this</b>	<b>What the evidence is and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date of implementation</b>
To improve levels of resilience for some pupils.	Qualified teacher to be employed to teach PP children in small groups or individually.	We want to provide extra support to improve attainment. Small group or 1:1 boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the Education Endowment Foundation (EEF).	Time out of the class for the children (timetabled with class teachers every week.)  Close liaison with class teachers to identify children's needs.  Engaging with parents and addressing any	SLT  All staff take responsibility including a dedicated Booster Group teacher	Autumn 2020
To support children who appear to lack confidence in social situations.	Embedding the skills taught in the Jigsaw programme will develop their social skills allowing them to participate more successfully in both school and home life.				

			concerns that they might have on a regular basis.		
To support children who do not receive the same level of support in terms of home learning as others.	To have computers available for children who need access.  Following on from the success of previous years, new stationery to be given to all PP children to help them with their homework.  Homework club	Some children do not have access to necessary resources in the home e.g internet access.  Some children do not have a suitable working environment outside school.	Homework club run by qualified teachers and targeting children who need academic, emotional or practical support to complete tasks.  Feedback from teachers as to whether work has now been completed.	KS1 and KS2 teaching staff	
To help children who do not receive the same level of reading support at home as others or those who need to practise more.	Those children who need extra support will be heard read more often at school.	Some children need regular and more frequent practise in reading as this is an important cross curricular skill.	Regular monitoring of reading records will take place.  Assessments will highlight children who need additional support.	Teachers TA's	Autumn 2020

<b>ii) Other approaches</b>					
<b>Desired intent</b>	<b>How we will implement this</b>	<b>What the evidence is and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date of implementation</b>
To ensure that children receive support to cope with social situations at lunchtimes.	Targeted children have access to facilities as needed to help them with social skills.	Some children do not cope well in large groups, finding it overwhelming. A quiet space is provided.	Lunch time club is run on a daily basis and children are directed there as required.	Behavioural support TA	Autumn 2020
To enhance children's learning experience and social skills through extra-curricular activities.	Children are invited to attend clubs during and after the school day.	These clubs offer enrichment opportunities to those children who may not otherwise have a chance to participate.	Children are invited to join these clubs as appropriate to their needs. Pupil voice obtained to assess impact.	School staff and outside agencies.	Autumn 2020
To ensure that all children receive the same opportunities in school.	Financial support for curriculum and extra curriculum activities as needed.	All children should have the chance to participate in all areas of school life without economic restrictions.	This support will be offered by the school as and when needed by the Head teacher.	Head teacher and teaching staff	Autumn 2020
To ensure that all children have the access to learning resources as needed.	Additional resources to be bought to support home learning.	Some child do not have the necessary resources to complete work at home. Some would benefit from various resources in order to help them access their learning at home.	Individual resources will be allocated to children by the teacher on need basis.	Teaching staff	Autumn 2019

<p>To attract less active young people to participate in sport.</p>	<p>To promote active sport opportunities in school.</p>	<p>To engage children of all ages in PE and sporting opportunities and promote a healthy lifestyle.</p> <p>Being active each day can help boost the capacity for learning and mental wellbeing.</p> <p>Some children wouldn't always have access to further opportunities for sport.</p> <p>To engage with our pupils and keep up to date with their needs and requirements to assist with them being physically active.</p>	<p>To continue to ensure children either complete daily mile or an alternative activity to improve fitness and wellbeing.</p> <p>Opportunities to participate in extracurricular clubs including Football, Netball, Hockey, Athletics, Cricket and running.</p> <p>Pupil voice conducted to identify children who would benefit from a change 4 life lunch time club.</p>	<p>Head teacher Sports Coach Teaching Staff</p>	<p>Autumn 20</p>
<p>To ensure that children have the</p>	<p>Individual targeted therapy will take</p>	<p>To support each child mentally, physically and</p>	<p>Outside specialist therapists will come</p>	<p>Outside therapists</p>	<p>Autumn 20</p>

<p>mental health support needed.</p>	<p>place for those children where it is deemed necessary.</p> <p>Working towards 'Mentally healthy school's in Herts' accreditation.</p> <p>Implementation of the PSHE RSE Jigsaw scheme.</p>	<p>emotionally to allow them to grow as a person and achieve in their learning, in line with the Governments agenda.</p>	<p>into school as well as in house staff that have been specifically trained.</p> <p>Whole school approach to delivering the Jigsaw scheme.</p>	<p>SL staff</p>	
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## 6. Review of expenditure

### Academic Year 2018-19 - Total Amount £45,960

How we use pupil premium money to improve classroom pedagogy, provide targeted support and whole school strategies.

#### Quality teaching for all

Intent	Implementation	Estimated impact	Lessons Learned	Cost
To raise levels of resilience for some pupils	Our 5 R's are embedded throughout our curriculum.	Children aware of the 5 R's. Some can refer to them when carrying out their daily learning. By focusing on these key skills and embedding them it is allowing them to become more effective learners. However, for others clarification of what they R's mean still needs to be carried out.	That we need to continue to be implicit in our teaching of these skills to focus the children and allow them to become more effective learners. Each class to come up with their own 5 R charter which will be celebrated with learner of the week each week.	<b>No cost</b>
To improve confidence in some children who appear to lack confidence in social situations.	STEPS approach to be embedded. Training given to all staff.	C STEPs training has allowed staff better understand the different experiences children have had and how this impacts on them, their behaviour and their learning. This understanding will enable staff to continue to support children in a more positive way.	Anxiety mapping to be carried out of targeted children so strategies can be more effective.  Steps approach is not effective for all children, as a result, targeted children have bespoke arrangements.	<b>4%</b>

<p>To challenge high achieving pupils according to their needs.</p>	<p>1:1 or small group support</p> <p>Teacher pupil feedback</p>	<p>Support was given within the classroom environment to challenge the higher attainment PP children. This was an informed decision based on lessons learnt during the course of the year.</p>	<p>Implementation of enrichment opportunities that enable pupils to become confident life-long learners.</p>	<p><b>See total teaching costs</b></p>
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<b>i) Targeted support</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>To raise levels of resilience for some pupils could be improved.</p>	<p>Qualified teachers to be employed to teach PP children in small groups or individually. Part time teachers ( 1 x 0.6 and 1 x 0.3) non class based.</p>	<p>The extra support was to ensure that children were challenged to reach their full potential.</p> <p>The skills that the children are practising in these sessions are mostly having a positive impact on their class based learning.</p> <p>All Y6 children achieved ARE in all areas.</p>	<p>Regular focussed time out of the class for the children (timetabled with class teachers every week.) Allows the children to be either pre taught a skill or over taught what they have covered in class. This allows them to achieve in the classroom environment, boosting their self-esteem and encouraging them to challenge themselves further.</p> <p>The continuing close liaison with class teachers to identify children's needs is essential to maximise the benefit of these sessions.</p> <p>However, some children are still not making the progress that they should. These children have become focus children for the coming academic year.</p>	<p><b>Total teaching costs</b> <b>67%</b></p>
<p>Some children appear to lack confidence in social situations.</p>	<p>The children will be grouped by need and be encouraged to participate in a nurturing</p>	<p>Small groups were taken out by TA for social skills and Lego therapy. This allowed the children to express themselves in a calm and safe environment</p>	<p>Social skills learnt in these groups now need to be successfully transferred to the playground and other areas of school life. This will be further</p>	

	<p>environment focusing on developing their growth mind-set. We hope that this in turn will help them become more independent in whole class teaching, thus allowing them to flourish.</p>	<p>where issues could be discussed openly.</p>	<p>supported by the introduction of the new Jigsaw PSHE RSE scheme.</p>	
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<p>To support children do not receive the same level of support in terms of home learning as others.</p>	<p>To have computers available for children who need access.</p> <p>Stationery readily accessible as needed.</p> <p>Homework club</p>	<p>Following on from the success of last year the children have once again been given their own stationery to do their homework with. Increase in the regularity and quality of homework produced.</p> <p>Children said that they were still using this even at the end of the school year.</p> <p>Homework club supports those children who don't have computer access or structured support at home.</p>	<p>Homework club provided an environment for some of the PP children to complete their homework each week. Unfortunately it was often the same PP children who needed to continuously attend. In the coming academic year we hope to find strategies to address this and support them to be able to complete their home learning independently at home.</p>	
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<b>ii) Other approaches</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
To ensure that children receive support to cope with social situations at lunchtimes.	Targeted children have access to facilities as needed to help them with social skills. Sports coach time 30 minutes per week & Lunch club staffing 30 minutes per day	Children are set up to succeed by supporting their social interaction in a smaller, more structured setting.  More PP children have had access to different sports promoting both the 5 R's, physical wellbeing and mental health.	The lunchtime club became a victim of its own success with too many children (both PP and non PP) requiring this level of support. In the next academic year more varied lunchtime clubs will be introduced to incorporate a wider range of interests. In turn, appealing to a greater number of pupils.	<b>3%</b>
To enhance children's learning experience and social skills through extra-curricular activities.	Children are invited to attend clubs during and after the school day.  Cookery Eatery Various sports clubs Home learning club Music lessons	Children enjoyed taking part in a wide variety of sports activities, including a sports afternoon in a local senior school.  Cooking lessons allowed children to learn new skills in a social setting, whilst also learning about eating more healthily.  Having all these extracurricular opportunities meant that children looked forward to coming to school and therefore had a more positive experience.	With the introduction of dedicated PE and music teachers we are able to continue to provide a range of enrichment opportunities for our pupils this academic year. As previously mentioned we are also introducing a greater range of lunchtime clubs for the next academic year.	<b>2%</b>

<p>To ensure that all children receive the same opportunities in school.</p>	<p>Financial support for curriculum and extra curriculum activities as needed. Subsidy for Isle of Wight, Kingwood and numerous other school trips and events.</p>	<p>Children took part in various extracurricular activities and trips partially funded by PP money. These included swimming, residential trips, after school clubs and those run in holiday times. We also funded music lessons for some children.</p>	<p>Funding allowed children to develop new skills and take part in different activities thus enhancing their life skills.</p>	<p><b>2%</b></p>
<p>To ensure that all children have the access to learning resources as needed.</p>	<p>Additional resources to be bought to support home learning.</p> <p>Large white boards to be placed in all breakout rooms.</p> <p>New 'learning zone' building</p>	<p>In addition to the home learning packs, some children were provided additional resources. These were then used at home to support their home learning</p> <p>Boards enabled teachers and TA's to use the rooms to teach more effectively and interactively. It also gave the rooms more of a 'classroom feel' providing a better learning environment.</p> <p>Building will be in use from next academic year (19-20). Will also more space for individual and group interventions across KS1 and KS2</p>	<p>Children benefit from different support depending on their needs. Sometimes additional resources need to be given to support their learning. Teachers worked to identify these needs.</p> <p>To become successful learners both teachers and children need the right learning environment.</p> <p>To be assessed in following academic year.</p>	<p><b>1%</b></p> <p><b>2%</b></p> <p><b>9%</b></p>

To attract less active young people to participate in sport.	To promote active sport opportunities in school.	Children are aware of what opportunities are available to them and of the benefits of a healthy and active lifestyle. For certain pupils this has been extremely successful as they have found a sport they love.	Although not all PP children showed resilience when participating in sport, we will continue to encourage them to try different activities.	<b>10%</b>
	To work towards the Gold Schools Games Mark as part of the NH School Sports Partnership.	Awarded the Gold award for commitment and development to school sport and physical activity.	We now need to continue to promote competitive sports within school and encourage those who find these challenging.	
	To continue the daily mile improving fitness and wellbeing.	Children to improve their fitness and mental wellbeing through the daily mile. Will also assist with their capacity to learn.	For those who don't enjoy running this year we are introducing the opportunity to engage in a fitness break with a different activities in place of the daily mile.	
	Opportunities to participate in extracurricular clubs including Football, Netball, Athletics, Cricket and running.	Children to develop their sports skills along with leadership, team work and behavioural skills with the possibility of representing the school teams.	Continue to provide a range of sports/clubs that are available to cater for as many interests as possible.	
Pupil voice conducted to identify	Kung Fu Panda (change 4 life) club for less active children who			

	<p>children who would benefit from a change 4 life lunch time club.</p>	<p>don't necessarily attend clubs in school. Children had the chance to try a wide variety of activities such as table tennis, speed stacking and circuit training.</p> <p>This was run by older KS2 children including PP.</p>	<p>Not all children attended for the full course. Review invitation process for next year.</p>	
<p>To ensure that children receive individual targeted support in all areas not just academic</p>	<p>If a child has an identified need then an external therapist can be employed to help.</p> <p>Where the need is more general, a whole class approach may be taken.</p>	<p>To support each child mentally, physically and emotionally to allow them to grow as a person and achieve in their learning.</p>	<p>Therapy both within the class and individually has helped support the children concerned. Including:</p> <p>Speech Therapist Play Therapist School nurse</p>	<p><b>No cost</b></p>