

Auriol Junior School Pupil Premium Report 2019/2020

Context of School:

- Auriol Junior School is a three form entry school for boys and girls aged 7-11 set in a pleasant residential area of Stoneleigh drawing children from a range of socio-economic and multi-cultural backgrounds. Auriol has a specialist hearing impaired unit.
- The majority of pupils come from The Mead Infant school.
- The number of pupils identified with SEN is 16%, which is above the national average. The number of pupils identified with SEN and have Education, Health and Care Plans is 5%, which is also above the national average, as we have a Specialist Centre for Hearing Impaired pupils.
- There is a strong community feeling throughout the school. We have a wide range of extra-curricular activities and clubs on offer in order for children to achieve well in sport. The profile of the performing arts has been raised through the National Young Voices Choir and the Epsom Playhouse Performing Arts Showcase.
- We are proactive in developing close links with our feeder Infant schools and secondary schools, to ensure seamless transition for our pupils.

Please see below for a break-down of our current pupils entitled to Pupil Premium funding:

PP Pupils	Year 3 (4)	Year 4 (7)	Year 5 (12)	Year 6 (10)
EAL and DAP	25%	29%	33%	40%
SEN and DAP	25%	43%	17%	30%
EAL and SEN and DAP	0%	0%	0%	10%
FSM and DAP	50%	57%	50%	40%

Current number of children on roll: 356

Percentage of pupils entitled to Pupil Premium on roll: 9%

Total pupils in school with SEN: 16%

Total pupils in school with ECHP: 5%

PP End of KS2 2018-2019	WT PP	Exp PP	GD PP	Non PP	Cohort	National Exp	Surrey Exp
Reading	12.5%	87.5%	12.5%	95%	92%	75%	81%
Writing	25%	75%	12.5%	90%	90%	78%	81%
Maths	25%	75%	25%	95%	93%	76%	80%
SPAG	25%	75%	62.5%	95%	94%	78%	82%

- PP = 8 Children
- Cohort = 89 children

KS2 results for RWM are within 3% of national non PP expected outcomes

62.5% of PP children achieved GD in SPAG

Only 1 PP child who was also SEND did not meet the expected standard in reading

Objectives of Pupil Premium Spending 2019-2020:

School strategy is committed to improving both progress and outcomes for PP children through the provision of quality first personalised teaching, targeted researched based interventions when appropriate.

- The first key objective is to accelerate progress and improve attainment of Pupil Premium children in order to ensure that achievement of end of year targets in all subjects. **(priority 1-3 PP 3 year plan)**
- The second objective is to develop pupils' self-confidence, perseverance and emotional intelligence, so that they have a readiness to learn and the desire to achieve their very best. The second objective is for all pupils to attend visits and trips (and clubs if desired). The third objective is for all pupils to develop their resilience and confidence so that they have a readiness to learn, achieve their very best and obtain a good level of well-being so that they are ready to learn. **(priority 4 PP 3 year plan)**

- Third key objective is to make provision for the significant decrease number of children eligible for pupil premium funding over the next three years. Therefore the three year plan also allows for contingency to adjust spending in line with this reduction in funding. **(priority 5 PP 3 year plan)**

In order to meet these targets, a three year action plan has been developed to allocate Pupil Premium spending appropriately and ensure maximum impact. Auriol processes ensure a thorough and careful analysis of data, both historical and current, to identify previous trends and necessary intervention, so that targets set can be precise and effective.

3 Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Auriol Junior School		
CURRENT PUPIL INFORMATION 2019/2020			
Total number of pupils:	356	Total pupil premium budget:	£43,560 (additional £3000 for PP+)
Number of pupils eligible for pupil premium:	33	Amount of pupil premium received per child:	£1320 (£2300 PP+)

COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	18	24%
Girls	15	45%
SEN	7	21%
Ever 6	18	24%
FSM	15	45%
HI	1	3%
PP plus	3	9%
EAL	7	21%
Target Reader	12	36%

Assessment data

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017 -18	2018/19
% making expected progress in reading	87.5%	95%	75%	40%	78%	87.5%
% making expected progress in writing	75%	90%	78%	70%	89%	75%
% making expected progress in maths	75%	95%	76%	50%	100%	75%

PP PRIORITIES 2019-2020

LONG-TERM PLAN (3 YEAR TIMESCALE):

1. **QUALITY OF TEACHING (PRIORITY 1 SDP)**
2. **RESEARCHED BASED INTERVENTIONS (PRIORITY 1SDP)**
3. **EARLY READING SUPPORT (PRIORITY 1 / READING ACTION PLAN)**
4. **WELLBEING PROVISION (PRIORITY 3 SDP)**
5. **PLANNING FOR DEVELOPMENT OF ELSA ROLE (PRIORITY 3 SDP)**

PRIORITY 1 QUALITY OF TEACHING

Member of staff responsible: SENCO / Inclusion Team / PP lead / SG / SLT / Computing Lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
<p>To ensure DAP learners are enabled to access the full curriculum and achieve in line non PP children.</p>	<p>CPD schedule for LSAs throughout year focusing on effective guided group work.</p> <p>To embed the use of assistive technology (iPads, laptops, c-readers) within the classroom through further CPD.</p> <p>Monitoring of LSAs fortnightly and PP/Inclusion lead to support LSAs in developing further when need is identified.</p> <p>Pupil Progress meetings to be held half-termly alongside assessments to identify which</p>	<p>SENCO / PP lead / SG / SLT</p> <p>SENCO / Computing lead</p> <p>SENCO / inclusion team</p> <p>SG / SLT /</p>	<p>Ongoing – weekly</p> <p>Spring Term</p> <p>Ongoing</p> <p>Termly AUT SPRING SUMMER</p>	<p>PP lead £9710</p>	<ul style="list-style-type: none"> • All staff are aware of PP children within the classroom and appropriate personalised support and challenge is in place. • Data shows that for PP children compared to non-PP the gap in achievement is diminishing. • Class observations demonstrate children using tools independently to support their learning.

	<p>children to place on interventions.</p> <p>All teachers to review and set up new passports for the academic year. They should also set up stars with children's targets on and review these termly with the children. PP lead should oversee this / 1:1 meeting all PP children</p>	<p>CTs /PP lead</p>	<p>Termly AUT SPRING SUMMER</p>		
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PRIORITY 2 – INTERVENTIONS

Member of staff responsible: SENCO / PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
<p>1. To run a targeted and efficient early intervention schedule to ensure maximum benefit for learners</p>	<p>Interventions to be tightly monitored and children selected carefully; PP children to be given priority.</p> <p>Writing / phonics / comprehension / maths interventions are running throughout the week.</p>	<p>SENCO / PP Lead</p>	<p>Half Termly Reviews / PPMtgs</p> <p>Aut 1 Aut 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	<p>LSA intervention costs inc HLTA</p> <p>£6000</p> <p>Elsa £6860</p>	<ul style="list-style-type: none"> • Entrance and exit data for all interventions indicate children are meeting the minimum expected outcome. • Interventions are tightly monitored so children's needs are identified and addressed in a timely manner. • Pupil voice demonstrates that pupils understand their targets and are motivated to achieve them.
<p>For all Greater Depth targeted DAP pupils to meet these targets in all subjects</p> <p>2.</p>	<p>Greater Depth PP children have been identified at PP meetings and support in targeted interventions</p>				<ul style="list-style-type: none"> • PP children are achieving GD in subjects where this target has been set.

PRIORITY 3 – READING SUPPORT

Member of staff responsible: PP Lead / Reading Lead / SENCO / Inclusion Team.

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
<p>Develop a whole school approach to supporting children that are not secure in phonics / comprehension</p> <p>To ensure the bottom 20% have reading books that are phonetically accessible to their ability</p>	<p>Staff Training phonics / comprehension strategies</p> <p>Introduce early morning phonics intervention to address gaps in learning</p> <p>Reading intervention to be introduced (comprehension express)</p> <p>Phonetics intervention tightly monitored and chn to be selected carefully (termly)</p>	<p>RW / DB</p> <p>RW / SENCO / DB</p> <p>SENCO / RW</p>	<p>Aut</p> <p>Aut</p> <p>6 weeks review points</p>	<p>Resources comprehension express £500</p> <p>Phonics play subscription £100</p> <p>HLTA £6000</p>	<p>All target readers have both and AR book and phonetically appropriate reading book</p> <p>Target readers have pre teach and scaffolding in class so that they can access the wider curriculum</p> <p>Entry and exit data to show good progress for 100% of target readers</p>
<p>Create further opportunities for PP children to read aloud during school.</p>	<p>To monitor the progress of bottom 20% and ensure that they are</p>	<p>Reading Lead / PP Lead</p>	<p>Termly</p> <p>Aut</p> <p>Spring</p>	<p>Staff Costs (inclusion lead / PP lead CPD see above)</p>	<p>All PP children have had access to regular opportunities to read so that their vocabulary had widened. PP children have a love of reading and can articulate this.</p>

	<p>given the opportunity to independent read.</p> <p>INSET training on target readers expectations.</p> <p>EEHS buddy reading program once a week to read with bottom 20%</p>		<p>Summer</p> <p>Aut 1</p> <p>Ongoing</p>		
<p>Develop approach to vocabulary so that PP children are not disadvantaged by their limited vocabulary</p>	<p>All classroom to use a Vocabulary wall to introduce specific vocabulary for each lesson.</p> <p>Target readers to be given visual vocabulary aids to support their reading and understanding if lesson based vocabulary</p> <p>All pupils to be given a 'word collector' book to keep their learnt vocabulary in.</p>	<p>EW / SENCO</p>	<p>Monitor Termly</p> <p>Learning walks / word books</p>	<p>Widget subscription £300</p>	<p>All PP children can access the wider curriculum and are not disadvantaged by limited vocabulary.</p>

	<p>EW to run additional intervention of vocabulary development for LKS2 to support pupils to learn how to use colourful semantics</p> <p>Headteacher to take part in Surrey disadvantaged working group</p>		Termly		
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PRIORITY 4 - WELLBEING

Member of staff responsible: SENCO, Inclusion Lead, PP Lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
<p>To ensure DAP learners are appropriately supported with their mental health and wellbeing</p>	<p>Pupils have access to JIGSAW counselling or ELSA if it is appropriate for them</p> <p>The Wave provides emotional support to DAP pupils through structured activities and adult support</p>	<p>SENCO</p> <p>SENCO</p>	<p>End of Autumn Term 2019</p>	<p>ELSA training costs £570</p> <p>Behaviour support LSA</p> <p>£6000</p>	<p>PP children are ready to access learning across the whole curriculum and make good progress due to their emotional needs being met.</p>

	<p>Restorative justice training for all staff to ensure consistent approach to behaviour</p> <p>Refresher training Pivotal/MAPA</p> <p>Pupil premium leads and class teachers to closely monitor the wellbeing of DAP pupils through 1:1 discussions and observations</p> <p>LSAs and teachers to be trained in Zones of Regulation to help children manage and regulate their own emotions</p>	SENCO/ Behaviour Lead	<p>End of Spring Term 2020</p> <p>On going</p> <p>End of Autumn Term 2019</p>	Jigsaw £7000	
2. PP pupils are able to attend trips That enhance the curriculum and wellbeing	PP lead to identify costs of this	PP Leads . MMD	ongoing	£7130	All PP children have attended all trips

PRIORITY 5 – ELSA DEVELOPMENT / (budget succession planning)

Member of staff responsible: SENCO / ELSA / PP Lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>To ensure that the school can provide high quality emotional support for PP children</p>	<p>Give notice to JIGSAW that counselling to end July 2020</p>	<p>SENCO</p>	<p>ASAP</p>	<p>Included in staff costs</p>	<p>Smooth transition for all children currently receiving JIGSAW support</p>	<p>The school has a sustainable model for emotional support for vulnerable children .</p>
	<p>Identify member of staff to receive ELSA training</p>		<p>ASAP</p>		<p>New Member of staff has been identified and received ELSA training</p>	
<p>High Quality targeted ELSA support is developed, embedded across the school and sessions are running weekly.</p>	<p>New support to be in place for September 2020</p>	<p>ELSA SENCO</p>	<p>September 2020</p>	<p>Included in staff costs</p>	<p>New process have been set up so that ELSA forms part of wellbeing and emotional provision</p>	

Clear processes for tracking effectiveness of ELSA is embedded at Auriol		ELSA / SG / PP Lead	July 2020	Included in staff costs	Systems have been set up so that effectiveness of ELSA support can be tracked and is regularly reviewed.	
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