



Review of PP Spend 2019-2020 - Rowner Junior School

Current Profile at Rowner Junior School						
Year	2019 - 20	FSM	£116,160	Breakdown of PP Pupils		
NoR	235	LAC/Post LAC	£13,800	FSM/Ever	Service	LAC
Date of Statement	19/09/19	SPP	£9446	91	41`	5
		TOTAL	£139,406			
		Review Date(s)	September 2020			

Please note for the academic year 2019-2020, the Primary phase had separate Pupil Premium strategies and evaluations. For Gomer Junior School 2019-2020, please see their separate strategy document and review.

FRom the academic year 2020 onwards, the primary phase had a joint strategy document.



Rowner Junior School Pupil Premium allocation in 2019-2020 financial year	
FSM	£116,160
Service Children	£13,800
LAC/ Post LAC	£9446
Total	£139,406

Actual Spend at Rowner Junior School 2019-2020

Financial year 2019-2020 RJS	Planned PPG allocation
Teachers to support focused intervention	£73,076
Support staff to support focused intervention including pastoral	£35,580
Resources to support intervention	£26,750
Professional learning	£5000
Total	£140,406



Attainment End of KS2 (2019/20) Disadvantaged Pupils

Percentage reaching expected standard	Rowner Junior School			
	All	Dis	Non-dis	Gap to national
Combined (provisional data)	67% (34/51) 2% (1/51)	38% (8/23) 0%	93% (26/28) 4% (1/28)	* If 51% of dis pupils achieved ARE in R,W,M in 2019 ** If 5% of dis pupils achieved higher standard in R,W,M in 2019 *** If 71% of non-dis pupils achieved ARE in R,W, M in 2019 *** If 13% of non-dis dis pupils achieved higher standard in R,W,M in 2019
Reading (provisional data)	73% (37/51) 25% (13/51)	50% (3/6) 0%	93% (26/28) 29% (8/28)	
Writing (provisional data)	71% (36/51) 8% (4/51)	39% (9/23) 9% (2/23)	96% (27/28) 7% (2/28)	
Mathematics (provisional data)	73% (37/51) 14% (7/51)	43% (10/23) 8% (2/23)	96% (27/28) 18% (5/28)	



**TIER 1: Teaching
Evaluation / Impact**

Improve the quality of teaching and learning to ensure progressive learning for all.

Autumn term 2019-2020

- As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially disadvantaged and SEND are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).
- Evidence from learning walks, book monitoring, validation from outside agencies have validated that teaching across the primary phase is good or better (not including NQTs and Teach First participants, however, all of whom are on track to meet teaching standards),
- Where targeted support has been put into place by members of SLT/curriculum leads to support with planning of learning journeys, implementation etc, monitoring has shown that improvement in both the learning and quality of teaching has improved (book monitoring, learning walks)
- As a result of targeted professional development and cross phase MAT professional development, teachers are able to apply this pedagogical knowledge to plan well structured learning journeys (book monitoring).

Next steps for spring term:

- Continue to ensure the quality of teaching and learning is at least good or better / NQT and Teach First candidates remain on track to meet end of year standards.

Spring/Summer term 2019-2020: (Covid-19 lockdown period)

- NQT and Teach First Candidates all met their end of year standards.
- Cross MAT professional development continued during this period to include sessions including access for all and the use of technology in teaching and learning to reflect the online provision and blended learning that is being offered for all pupils.
- As a result of Covid- 19, a change in the way that we delivered lessons was required. A good education continued to be offered to the pupils initially with learning packs and then through an online learning offer. Children have become increasingly more engaged and online support has been offered to those pupils (and parents) who have experienced challenges with the online offer.

% engagement across the primary phase for the online offer	Year 3	Year 4	Year 5	Year 6
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	86%	86%	88%	88%
	<ul style="list-style-type: none"> As a result of the above primary survey to track pupil engagement, we were able to identify particular needs for pupils especially for those disadvantaged pupils within the trust. This allowed us to signpost support through our inclusion teams and individual teachers. 			
Improve standards and outcomes in maths, reading and writing	<p>Autumn term 2019-2020</p> <ul style="list-style-type: none"> End of autumn term data indicates that disadvantaged pupils are in line with or outperforming non-disadvantaged pupils at greater depth across all three subjects across the primary phase. Reading is an embedded part of the curriculum across the primary phase ,with consistent and effective approaches being adopted to meet the needs of the individual school's pupils. As a result of this, pupils are provided with the opportunities to embed reading skills taught and thereby develop their long term memories of these skills. GAP analysis of assessments (Y6) have ensured that learning journeys have been adapted to meet the needs of individuals and groups of learners. Cross phase work has ensured that all teachers are clear about end of Key stage expectations. Book monitoring and learning walks indicate that these high expectations have been applied in most recent learning journeys. <p>Next steps:</p> <ul style="list-style-type: none"> Continue to narrow the gap for all disadvantaged pupils to national in R,W,M, especially based upon on entry starting points. Ensure more pupils achieve at least ARE combined in R, W, M. <p>Spring/Summer term 2019-2020 ((Covid-19 lockdown period))</p> <ul style="list-style-type: none"> End of Key stage teacher assessments, indicates that disadvantaged pupils are in line with non-disadvantaged pupils at greater depth in writing across the primary phase. As a result of cross phase work and more accurate diagnostic assessments of gaps in learning, there has been an increase in percentage of disadvantaged pupils achieving ARE in combined for R,W,M across the primary phase. 			

TIER 2: targeted intervention strategies	
Evaluation / Impact	
Improve provision and inclusion for all pupils	<p>Autumn 2019-2020</p> <ul style="list-style-type: none"> As a result of a range of formative and summative assessments, the needs of all learners, but especially disadvantaged and SEND are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).



	<ul style="list-style-type: none"> Because of extensive support interventions e.g. Hive, LAPs team, well-being curriculum etc pupil conferencing indicates that pupils feel more ready for their learning and display more positive attitudes towards their learning (reduced numbers of incidents during lesson times). <p>Next steps:</p> <ul style="list-style-type: none"> Continue to narrow the gap for disadvantaged pupils with SEND/SEMH based upon their on entry starting points. <p>Spring/Summer term 2019-2020 (Covid-19 lockdown period)</p> <ul style="list-style-type: none"> The online provision that is being offered takes into account the SEND needs of individuals and groups of pupils, for example support videos, the continuation of the Hive curriculum through its online provision that has continued to focus on developing skills of self-regulation and managing our feelings as well as phone calls to offer technical and learning support for pupils and parents. As a result of the targeted online support for pupils, pupils and parents feel more confident accessing the Google classroom. For example, at Rowner Junior School of those pupils who are accessing the Hive online provision, 83% are completing either the Hive Google classroom learning, or their class Google classroom learning. Of those who are not accessing the online provision, alternative learning has been provided and 1:1 weekly phonecalls or in school sessions are taking place.
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TIER 3 Wider strategies	
Evaluation / Impact	
Reduce absences for all pupils, but in particular those in receipt of PP (internal figures)	<p>Autumn 2019-2020</p> <ul style="list-style-type: none"> As a result of robust systems and procedures across the primary phase, attendance across the primary phase is at least in line with national. A range of interventions as directed by and/or supported by HSLW/Parent Link worker, LAPs teams, SLT ensure that families and pupils ,who are persistently absent, are supported in ensuring their child is in school. <p>Next steps</p> <ul style="list-style-type: none"> Continue to work with targeted families, for whom attendance is a concern. Continue to use robust systems to ensure attendance maintains/improves figures. <p>Spring/Summer term 2019-2020 (Covid-19 lockdown period)</p> <ul style="list-style-type: none"> Attendance across the primary phase continued to be at least in line with national, with disadvantaged figures being broadly in line with non-disadvantaged figures. (<i>*please note that where there was a reduction in numbers of pupils attending, this was due to the impact of Covid-19, however the figures for Spring 2019-2020, indicate that there was an upward trend for the same period of time in 2018-19).</i>



<p>To Increase aspiration and ambition for the future.</p>	<p>Autumn 2019-2020</p> <ul style="list-style-type: none">• Because of Carers education featuring across the primary phase, through STEM subjects, PDL etc, children are introduced to an array of different career opportunities.• As a result of systems in place across the primary phase eg Learning Powers, Commando Joes, pupils at the primary phase are provided with the opportunities to develop the skills required for life and the place of work. <p>Next steps:</p> <ul style="list-style-type: none">- Work alongside curriculum leads to organise events/session linked to National Careers week (March 2020)- Work alongside C.Willis and M.Sulo regarding further developing Aspirational Pathways Programme across the Primary Phase. <p>Spring/Summer term 2019-2020 (Covid-19 lockdown period)</p> <ul style="list-style-type: none">• During the Lockdown period, a focus on our emotional well-being and character development curriculum ensured that our pupils continued to develop as learners, leaders and citizens.
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