



Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Jewell Academy Bournemouth				
Academic Year	2018-19	Total Pupil Premium budget	£161,040	Date of most recent Pupil Premium Review	April 2019
Total number of children	424	Number of children eligible for Pupil Premium	113 (27%)	Date for next internal review of this strategy	July 2019

2. Current attainment – End of academic year 2017-18								
Reception	Good Level of Development (GLD)							
Reception - Pupil Premium	47%							
Reception - Non Pupil Premium	76%							
<i>Age related expectation (ARE) Greater Depth (GD)</i>	Reading at ARE or above	Reading at Greater Depth	Writing at ARE or above	Writing at Greater Depth	Maths at ARE or above	Maths at Greater Depth	Combined at ARE or above	Combined at Greater Depth
Year 1 – Pupil Premium	62.5%	0%	50%	0%	62.5%	0%	43.8%	0%
Year 1 – Non Pupil Premium	87.2%	20.5%	74.4%	10.3%	82.1%	7.7%	69.3%	2.6%
Year 2 – Pupil Premium	68.8%	6.3%	43.8%	0%	68.8%	12.5%	37.5%	0%
Year 2 – Non Pupil Premium	75%	25%	65%	7.5%	70%	17.5%	57.5%	7.5%
Year 3 – Pupil Premium	70.6%	11.8%	58.8%	0%	64.7%	5.9%	58.8%	5.9%
Year 3 – Non Pupil Premium	69.5%	13.9%	50%	8.3%	61.1%	2.8%	44.4%	0%
Year 4 – Pupil Premium	40%	0%	20%	0%	60%	0%	20%	0%
Year 4 – Non Pupil Premium	73.3%	3.3%	60%	3.3%	73.3%	13.3%	53.3%	0%
Year 5 – Pupil Premium	55.6%	0%	44.4%	0%	63%	0%	44.4%	0%
Year 5 – Non Pupil Premium	84%	20%	76%	0%	88%	24%	76%	0%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupil Premium children not achieving GLD (Reception), ARE and/or GD in Reading, Writing and Mathematics.	
B.	<u>Knowledge and understanding of all practitioners</u> Who is disadvantaged? What are their barriers and needs? How are they performing in Reading, Writing and Mathematics?	
C.	Emotional resilience, well-being, confidence and stamina for learning.	
D.	Special Educational Needs and Disabilities (SEND) Pupil Premium children – needs being understood and met by all practitioners.	
E.	Transition between year groups and for year 6 to secondary school (which will be the first time this has happened at Jewell Academy).	
Additional barriers (<i>including issues to be addressed outside of school, such as low attendance rates</i>)		
F.	Consistent attendance and punctuality rates for Pupil Premium children both in school and at extra-curricular clubs.	
G.	<u>Social Inclusion</u> Income Parental engagement	
H.	<u>Parental Engagement</u> Home organisation Parental involvement in learning and school life Parent liaison	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		
	<i>Measure</i>	<i>Success criteria</i>
A.	Improved percentage of Pupil Premium children attaining GLD (Reception), ARE and GD in Reading, Writing and Mathematics. Diminish the difference between Pupil Premium children and non-Pupil Premium children by at least 10%.	Class action plans stating where gaps in children's achievements are, with clear strategies for filling these. By having a clear focus on Pupil Premium children currently at ARE and challenging them. Fill gaps in prior learning and early intervention. All staff having a better understanding of what GLD (Reception), ARE and GD looks like. Gap between Pupil Premium and non-Pupil Premium children diminished by at least 10%.
B.	Increased focus on Pupil Premium children and their attainment and progress.	Increase whole staff awareness and responsibility for attainment and progress by Pupil Premium children.

		Continued raised awareness of this group by all practitioners including class teachers, support staff, middle leaders, pastoral staff, after school activity leads, music and sport leaders.
C.	Improved emotional resilience, well-being, confidence and stamina for learning.	Teacher assessments identify individuals' improvements in social and emotional markers and improved growth mind-set. Nurture groups are set up and running across the school for targeted children.
D.	Improve SEND Pupil Premium children's progress.	By further assessment of needs by external agencies and training to improve practice. Working towards Attachment and Trauma school status. Monitoring of intervention groups run by all practitioners to assess impact.
E.	Successful transition for year 6 children to secondary school and between year groups in school.	Links between Jewell Academy and relevant secondary schools established. Relevant dates established for the summer term to ensure smooth transition. Extra transition session (s) for relevant children. Next year's teachers can identify Pupil Premium children and ensure children are supported from the start of the academic year.
F.	Improved attendance for Pupil Premium children in line with or better than non-Pupil Premium children.	Reduce the number of persistent absences among children eligible for Pupil Premium and increase overall attendance for this group to improve in line with other non-Pupil Premium children.
G.	Pupil Premium children families to access resources available.	Highlight how parents / carers can sign up for the Pupil Premium (letter, newsletters, Facebook and Twitter feeds). Provide opportunities for Pupil Premium children with access to educational visits (including residential), life experiences as well as access to school uniform.
H.	Improve parental engagement in learning for Pupil Premium children.	Continue to promote Marvellous Me app for all families and training for staff to use app to involve parents/carers in learning. Develop 'Fabulous Finishes' and invite parents / carers in for the end of topics. Parenting workshops with a good attendance from parents / carers. Year group curriculum newsletters available on school website. Continue use of school Facebook and Twitter pages to communicate with parents and carers. Attendance at parents evenings.

5. Planned expenditure					
Academic year	2018-19				
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?
Improve percentage of Pupil Premium children attaining ARE and GD in Reading, Writing and Mathematics. Diminish the difference between Pupil Premium children and non-Pupil Premium children by at least 10%.	<p>Develop Quality First Teaching (QFT) with a focus on differentiation and feedback.</p> <p>Implementation of PiXL across the school which will provide targeted 'Therapy' interventions for Pupil Premium children.</p> <p>Reading recovery teacher working 1:1 with targeted children.</p> <p>Targeted CPD for staff.</p> <p>Additional teacher to support delivery of targeted interventions.</p>	<p>QFT helps to raise attainment and improve progress.</p> <p>Education Endowment Foundation (EEF) Toolkit findings highlight that effective feedback can help to improve progress and attainment.</p> <p>Discussion and research from PiXL community as well as whole Trust initiative.</p> <p>Progress observed in previous years following this approach.</p>	<p>Teachers are trained and confident with the new assessment monitoring and tracking systems (DC Pro and PiXL) to monitoring attainment and progress in Reading, Writing and Mathematics effectively.</p> <p>Target interventions tracked by each class teacher.</p> <p>Monitoring through drop ins, book looks, learning walks, planning and data.</p> <p>Regular reviews of interventions to ensure they are having the desired impact.</p> <p>Staff training to ensure Pupil Premium children are provided with high quality feedback to allow them to understand how to develop and improve their learning.</p>	<p>Senior Leadership Team (SLT).</p> <p>All staff.</p>	Half termly.
Ensuring the year 6 children and staff are ready for the Key Stage 2 SATs.	Continuous Professional Development (CPD) and work scrutiny by external consultant	<p>Good practice and SATs knowledge.</p> <p>This is the first year group that have been through year 6 SATs at Jewell Academy.</p>	Lesson observation, work scrutiny, planning monitoring, learning walks and pupil data.	MR (external consultant)	On-going throughout the year up to and including year 6 SATs week.

	<p>with action plans drawn up as a result of feedback.</p> <p>Implementation of PiXL to allow targeted support and intervention.</p> <p>Schedule for the academic year to ensure readiness for SATs.</p>		<p>Relevant CPD for target staff members.</p> <p>Regular meetings with key staff to evaluate impact of work and provide feedback and coaching.</p>	<p>DG, AW and other staff</p> <p>Year 6 team</p>	
<p>Improve SEND pupil progress.</p>	<p>Case Study SEND pupils.</p> <p>Intervention Plan for SEND children across the school.</p> <p>Regular impact review of interventions.</p> <p>On-going assessment of specific barriers to learning for pupils not making progress, by external agency/expert with action plan completed as a result and shared with key staff.</p>	<p>Good practice.</p> <p>External expertise from Total Children's Therapy, Educational Psychologist, Trauma and Attachment training etc.</p> <p>To ascertain if the intervention is having an impact.</p>	<p>Half termly Pupil Progress meetings.</p> <p>Review of Individual Education Plans.</p> <p>Review intervention evidence.</p>	<p>RB RG CD FM</p> <p>All staff</p>	<p>Half termly at Pupil Progress meetings.</p>
Total budgeted cost					£114,000
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?
<p>Ensure Pupil Premium children are physically, mentally and emotionally ready to learn.</p>	<p>Implementation of Nurture groups including both lunchtime and afternoons.</p> <p>Inclusion Manager in place.</p> <p>Change for Life club.</p> <p>Mindfulness week.</p> <p>Using Growth Mindset approach across the school.</p> <p>Trauma and Attachment training for all staff</p> <p>Fresh Air club.</p> <p>Trial metacognition approach with certain Pupil Premium children in year 5</p>	<p>Pupil Premium children invited to club.</p> <p>Raising awareness of mental and physical well-being to help children understand themselves and others</p> <p>The power of YET! Evidence suggest that a growth mindset approach can help improve attainment but also develop key life skills.</p> <p>A number of our children have experienced trauma and have attachment disorder. The training will allow staff to better understand children's needs and how to support them.</p> <p>Fresh Air club is a unique educational experience that offers children with the opportunity to succeed and develop confidence and self-esteem.</p> <p>The EEF states that using a metacognition approach can have one of the biggest impacts on children's progress.</p>	<p>Nurture support programme in place</p> <p>Feedback from Pupil Premium children.</p> <p>Language of growth mindset being used across the school.</p> <p>Implementation of strategies by staff and monitoring of children.</p> <p>Review impact of metacognition approach.</p>	<p>RB RG FM CD NW</p> <p>All staff</p>	<p>Dec 2018</p>

<p>Improved focus on Pupil Premium children thus allowing for improved attainment and progress.</p>	<p>Data page per class identifies Pupil Premium children.</p> <p>Stickers on books identify Pupil Premium children.</p> <p>Marking Pupil Premium children's work first.</p> <p>Monitoring – work scrutiny Pupil Premium children included.</p> <p>Class Action Plan – Pupil Premium children as focus group.</p> <p>Audit extra-curricular activity for Pupil Premium children.</p> <p>Pupil Premium children targeted more frequently with Marvellous Me.</p>	<p>Increased awareness and focus of Pupil Premium children can lead to improved attainment and progress.</p> <p>Sharing best practice by working alongside other Aspiration Academy Trust schools and local schools by discussing strategies that work well.</p>	<p>Check Pupil Premium books for stickers.</p> <p>Record monitoring of Pupil Premium books.</p> <p>Half termly Pupil Progress meetings half termly starting with Pupil Premium children.</p> <p>Learning walks focusing on Pupil Premium children.</p> <p>Marvellous Me records.</p> <p>Workshop records of attendance.</p>	<p>DG</p> <p>SLT</p> <p>All staff</p>	<p>Half termly at Pupil Progress meetings.</p> <p>February and July for Pupil Premium case studies.</p>
<p>Pupil Premium children are ready and prepared for Key Stage 2 SATs week.</p>	<p>Implementation of new year 6 curriculum.</p> <p>PiXL therapy sessions delivered by qualified teacher (s).</p>	<p>This is the first year that we have year 6 children going through the SATs process.</p> <p>The EEF toolkit states that feedback is an effective tool for improving attainment and progress.</p>	<p>Support from external consultants (MR and PiXL).</p> <p>Lesson observation, planning scrutiny, book looks, learning walks and data.</p>	<p>Year 6 team and SLT</p>	<p>Half termly</p>

	Regular feedback and monitoring with key staff and children.				
Pupil Premium children are ready for the transitions to the next year group and/or school	<p>Transition plan for children in the summer term.</p> <p>Transfer day.</p> <p>Links established with Secondary schools.</p> <p>An adult mentor for all Pupil Premium children in year 6 during Autumn term.</p>	<p>The children know what to expect for their next year group and have the opportunity to meet their next teacher, class and next school (where relevant).</p> <p>CPD planned in early summer term so year group teams can liaise with the next year groups teacher in order to formulate a plan for provision for Pupil Premium children.</p> <p>A key adult role model (Hero) to support with all aspects of school life, transition to Secondary school and life aspirations.</p>	<p>Ensuring transfer day dates are set out and available.</p> <p>Staff aware of key dates.</p> <p>Contact with Secondary schools and key applications dates for paces shared with parents.</p> <p>Mentor established and meetings scheduled and taking place.</p>	<p>SLT</p> <p>All staff</p>	Half termly
<p>Reduce number of persistent absences.</p> <p>Improved attendance for Pupil Premium children.</p>	<p>Monthly print out of attendance below 95% (all children and Pupil Premium children).</p> <p>Analysis.</p> <p>Discussion with Education Welfare Officer (EWO).</p> <p>Standard letters to targeted families re missed learning etc.</p>	<p>National data.</p> <p>Attendance Forum/ Practice of other local schools.</p> <p>If children not in school they cannot be taught/ learn.</p>	<p>Attendance rates improve and number of PAs falls – with specific focus on PP children as well as on all pupils. Whole School target 96% (2017-18 Whole School 94.45% and Pupil Premium children 92.67%).</p>	<p>SL</p> <p>RB</p> <p>LH</p> <p>SH</p> <p>(Bournem outh Council EWO)</p> <p>SLT</p>	Half termly

	Meetings set for Persistent Absences.				
Total budgeted cost					£30,000
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?
<p>Pupil Premium parents / carers aware funding is available and all eligible parents / carers have signed up.</p> <p>Pupil Premium children to be able to experience a range of life experiences linked to their dreams and goals.</p>	<p>Information sign up poster issued to parents / carers.</p> <p>Monitoring of parent / carer sign up.</p> <p>Pupil Premium children's 'Voice' heard through interviews to understand their perceived strengths and weaknesses as well as the dreams, goals and aspirations.</p>	<p>More parents / carers that are eligible for Pupil Premium sign up and we can then help to support their children to further their education.</p> <p>Pupil Premium children able to attend educational visits, residential visits and life experiences.</p> <p>To improve children's motivation and provide them with life experiences that they may not be currently able to access.</p>	<p>Sign up support and advice available to parents / carers.</p> <p>Increase in the number of Pupil Premium children attending educational visits and residential visits.</p> <p>Opportunities for children to attend and take part in that develop their life experiences.</p>	DG	November 2018
<p>Increase parental engagement in learning.</p>	<p>Welcome to year group presentations.</p> <p>A range of both internal and external workshops available for parents / carers with good attendance.</p> <p>Topic outcomes (Fabulous Finishes).</p>	<p>During the last academic year, a number of opportunities for parental engagement at events have increased.</p> <p>Developing parent's / carers knowledge and understanding of approaches to learning will help them be better prepared to support children at home.</p>	<p>Attendance by parents / carers welcome to year group presentations, workshops, learning outcomes (Fabulous Finishes) and parents evening.</p> <p>Marvellous Me accessed by parents and carers.</p>	<p>RB</p> <p>All staff</p>	December 2018

	Parents evening. Development of Facebook and Twitter pages. Use of Marvellous Me app by staff.	Raised awareness of Pupil Premium children's learning and development in school.			
Total budgeted cost					£15,000
Total Spend		£159,000	Surplus (to be used for resources)		£2,040

Review of the Academic year 2017-18

Outcome	Chosen Approaches	Impact	Lesson learned
Increased focus on Pupil Premium children and progress.	Class action plans. Opportunities for Pupil Premium children to attend extra-curricular clubs. Invite Pupil Premium pupils parents / carers to workshops and events and target on Marvellous Me.	Allowed better tracking of Pupil Premium children.	Decision made to utilise new assessment and tracking systems to allow for high quality interventions and further enhanced tracking of Pupil Premium children. Pupil conferencing, which was implemented at the end of the academic, allowed for high quality feedback. This will continue and be developed further. New staff to be provided with targeted CPD.
Improved emotional resilience/self- regulatory behaviours.	Implementation of Nurture group beyond KS1. Implementation of "Trickbox" – whole school approach.	Nurture group and Trickbox across the school allowed for specific children (including Pupil Premium) to be targeted and provided with support that allowed for better focus and concentration in class.	Continue with the Nurture groups and Trickbox across the school. Look to develop Fresh Air club further to provide Pupil Premium children with the chance to work outside in a Forest School environment. Further development of Growth Mindset approach needed across the school.
Improve SEND Pupil Premium progress.	Case Study SEND Pupil Premium children. Impact review 6 weekly. Assessment of specific barriers to learning for children not making progress, by external agency/expert.	Children's needs were identified and targeted support provided.	We have decided to work to become a Trauma an Attachment school to help support certain children (including Pupil Premium). External support to continue to help identify need, provide expertise and implemented further support.
Improve percentage of disadvantaged pupils attaining ARE in Reading, Writing and Maths combined.	Fisher Family Trust reading scheme to boost reading attainment: 4 Learning Support Assistants running these 4 afternoons a week. Reading recovery teacher working 1:1 with targeted children.	Reading recovery teacher focusing on target children (including Pupil Premium) helped provide target support.	Allowing a staff member to train in order to become a Key Stage 2 moderator allowed the potential to raise standard for moderation and increase understanding for what age related expectation looks like.
Improve percentage of disadvantaged pupils attaining greater depth in Reading, Writing and Maths combined.	Breakfast and After School Clubs linked with reading for pleasure – invite specific children. Specialist Leader of Education (SLE) from Trust and externally to support an increase in pace in lessons to	Breakfast club allowed for a calmer start to the day and better concentration levels.	

	ensure children are progressing at an accelerated pace.	SLE support provide suggestions for increased pace in lessons.	
Improved attendance for Pupil Premium eligible group.	Monthly print out of attendance below 95% (all pupils and Pupil Premium children) Analysis and discussion with Education Welfare Officer Letters to targeted families re missed learning Meetings set for Persistent Absences.	The Pupil Premium attendance increased from the start of the academic year. Having a Inclusion officer helped to ensure attendance was traced and certain parents / carer targeted	Continue with approach and work to further increase attendance from Pupil Premium children and ensure levels are above National average.
Improve parental engagement in learning for all Pupil Premium children.	Parent / carer questionnaire re How we can help parents support maths? As a result, run workshops or one to one sessions depending on need/requests. External providers hosting parenting workshops, with a good attendance from Jewell parents / carers.	We utilised external support and trained some of our ow Learning Support Assistance to support our parents / carers.	Having in house expertise allowed for timely support which we will continue.