

## Pupil Premium Strategy Statement 2019-20

1. Summary information					
<b>School</b>	Jewell Academy Bournemouth				
<b>Academic Year</b>	2019-20			<b>Date of most recent Pupil Premium Review</b>	Jan 2020
<b>Total number of children</b>	411	<b>Number of children eligible for Pupil Premium</b>	107	<b>Date for next internal review of this strategy</b>	April 2020

2. Target attainment – End of academic year 2019-20				
<b>Reception</b>	<b>Good Level of Development (GLD)</b>			
Reception - Pupil Premium	65%			
Reception - Non Pupil Premium	70%			
<i>Age related expectation (ARE) Greater Depth (GD)</i>	<b>Reading at ARE or above</b>	<b>Writing at ARE or above</b>	<b>Maths at ARE or above</b>	<b>Combined at ARE or above</b>
<b>Year 1 – Pupil Premium</b>	66%	58.3%	75%	58%
<b>Year 1 – Non Pupil Premium</b>	74%	72.3%	72%	72.3%
<b>Year 2 – Pupil Premium</b>	55%	50%	56%	44%
<b>Year 2 – Non Pupil Premium</b>	84%	79%	84%	75%
<b>Year 3 – Pupil Premium</b>	56%	56%	81%	56%
<b>Year 3 – Non Pupil Premium</b>	72%	72%	77%	70%
<b>Year 4 – Pupil Premium</b>	65%	66%	68%	53%
<b>Year 4 – Non Pupil Premium</b>	78%	79%	79%	68%
<b>Year 5 – Pupil Premium</b>	71%	74%	75%	60%
<b>Year 5 – Non Pupil Premium</b>	74%	76%	80%	63%
<b>Year 6 - Pupil Premium</b>	72%	75%	79%	82%
<b>Year 6- Non Pupil Premium</b>	84%	86%	87%	89%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	PP pupils have been identified as more likely to require support with emotional resilience, well-being, confidence and stamina for learning.
<b>B.</b>	PP pupils may require support with gaining general knowledge and new vocabulary to underpin new learning.
<b>C.</b>	Need for continued staff development - including metacognitive approaches to learning.
<b>D</b>	Transition between year groups / secondary school
<b>Additional barriers</b> ( <i>including issues to be addressed outside of school, such as low attendance rates</i> )	
<b>E</b>	Low attendance rates.
<b>F</b>	Low parental engagement.
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	
<i>Measure</i>	<i>Success criteria</i>
To improve children's emotional resilience, well-being, confidence and stamina for learning.	To identify improvements in children's engagement, behaviour and readiness to learn using behaviour monitoring tool.
i) To Improve the percentage of Pupil Premium children attaining GLD (Reception).  ii) To improve the percentage of Pupil Premium children achieving ARE and GD in Reading, Writing and Mathematics (KS1 and KS2).	i) Continue to reduce gaps between Pupil Premium and non-Pupil Premium children by at least 10% across the school with a focus particularly in current years 4, 5 and 6.  ii) To reduce the gap in attainment in Early Years between Pupil Premium and non-Pupil Premium children by at least 10%.
To improve the percentage of PP SEND children making accelerated progress against their starting point.	PP SEND children to make accelerated individual progress linked to personal targets in reading, writing and maths.

	<p>To ensure that transition between year groups and schools, has a clear set of robust systems and procedures.</p>	<p>All staff to be aware of which children in their class are Pupil Premium before the start of the new academic year.</p> <p>All staff to meet with the previous class teacher to discuss Pupil Premium children before the start of the new academic year.</p>
	<p>To improve attendance for Pupil Premium children, in line with or better than, that of non-Pupil Premium children.</p>	<p>To increase overall attendance for this group to 96% or above - in line with other non-Pupil Premium children.</p>
	<p>To improve parental engagement in learning for Pupil Premium children.</p>	<p>To further increase the total number of Pupil Premium parents using the Marvellous Me or Tapestry app by 20 to bring the percentage in line with non PP families.</p> <p>For the attendance of PP parents to equal attendance of non PP parents at Parents Evening or another suitable appointment.</p>
	<p>To ensure that Pupil Premium children gain maximal cultural capital from all extra curricular opportunities at Jewell Academy.</p>	<p>For sports specialists to adopt a positive discrimination policy towards PP children to ensure sports teams comprise at least 30% PP to reflect our school community.</p> <p>For all PP children to have the opportunity to attend all trips, including residential, regardless of their ability to contribute in full financially.</p> <p>For PP children to be offered places at After School Clubs preferentially when there is a waiting list.</p>

5. Planned expenditure					
Academic year	2019-20				
i. Quality of teaching for all - Tier 1 (Greatest cost)					
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?
<b>Total budgeted cost</b>					£170 000
<p><b>To improve Quality First Teaching approaches and ensure they are consistently used across all lessons.</b></p> <p><b>To raise the percentage of Pupil Premium children attaining GLD (Reception).</b></p> <p><b>To raise the percentage of Pupil Premium children achieving ARE and GD in Reading, Writing and Mathematics (KS1 and KS2).</b></p>	<p>Recruitment / retention of specialist staff. Ed psych Counsellor PE/Behaviour specialist.</p> <p>Training &amp; support of staff linked to school development plan.</p> <p>Early identification of PP Children.</p> <p>Staff aware of code on books, preferential support, questioning.</p> <p>Targeted staff training and support in consistency of Quality First Teaching.</p> <p>Staff to attend National Pupil Premium Conference and local Cluster group meetings.</p> <p>Regular pupil progress meetings.</p> <p>Use of systematic evidence based</p>	<p>EEF cost/ benefit analysis</p> <p>Current educational research / theory.</p>	<p>Staff to be given training during professional development meetings. Outcomes monitored via SLT learning walks. Interventions monitored by SLT and SENDCO.</p> <p>SENDCO to regularly monitor progress against targets set.</p>	<p>SLT KK</p> <p>RG</p> <p>RG</p>	

<p><b>To raise the percentage of PP SEND children making accelerated progress against their starting point.</b></p>	<p>interventions including pre-learning.</p> <p>Use of PIXL Preferential use of Lexia PP SEND children will attend intervention groups that are specific to their individual needs at least 3 times per week.</p> <p>PP SEND children will have individualised or small group support from SENDCO at least once per week.</p> <p>PP SEND children will have progress monitored using appropriate sensitive measures as advised by SENDCO</p>	<p>High quality, structured interventions support pupils to make accelerated progress.(EEF).</p>	<p>Pupil progress meetings.</p>	<p>KK SLT</p>	
<b>Total budgeted cost</b>					£93,600
<p><b>ii. Targeted support - Tier 2</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>All PP children to receive targeted evidence based support to enable them to make accelerated progress against their starting points in reading, writing and maths.</b></p>	<p>PIXL interventions</p> <p>Lexia</p> <p>Phonics / whole word reading strategies.</p> <p>Pre-learning.</p> <p>Oral language interventions</p> <p>All Year 6 children to receive CGP books.</p>	<p>Cost /benefit</p> <p>Evidence of effectiveness - EEF</p>	<p>SLT monitoring</p> <p>SENCO monitoring</p> <p>Pupil progress meetings</p> <p>Phase meetings</p>	<p>SLT</p> <p>RG</p> <p>KK/NS</p>	<p>End of Spring 2</p>
<p><b>All PP children's engagement and readiness to learn is in line with that of their peers as monitored using the behaviour monitoring tool.</b></p>	<p>Recruitment of specialist staff to support behaviour.</p> <p>Ed Psych</p> <p>Lighthouse</p> <p>ELSA</p> <p>Counselling</p> <p>Twilight Group</p> <p>Forest Schools specialist group</p> <p>Mentoring</p>	<p>Cost /benefit</p> <p>Evidence of effectiveness - EEF</p>	<p>SLT monitoring</p> <p>SENCO monitoring</p> <p>Pupil progress meetings</p> <p>Phase meetings</p>	<p>SLT</p> <p>RG</p> <p>KK/NS</p>	
<p><b>Total budgeted cost</b></p>					<p>£19,660</p>
<p><b>iii) Other approaches - Tier 3</b></p>					

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><b>Transition between year groups and schools is effective and supported for all PP children.</b></p>	<p>KS2 Phase lead to reinforce previous links between Jewell Academy and relevant secondary schools.</p> <p>KS2 Phase lead to establish relevant dates for the summer term to ensure smooth transition.</p> <p>All PP children and parents to have an opportunity to meet their new teacher before the start of the academic year.</p> <p>For additional transition opportunities to be provided for relevant children on basis of need ( additional classroom visits, additional time with new adults.)</p> <p>Pupil progress meetings shared with current and new year group to discuss PP children.</p>	<p>Feedback from class teachers and secondaries.</p> <p>Attachment theory.</p>	<p>Timely arrangement of transition meetings (by end of Summer 1)</p>	<p>SLT KK</p>	<p>Beginning of Summer 2</p>

<p><b>Improved attendance for Pupil Premium children in line with or better than that of non-Pupil Premium children.</b></p>	<p>SLT / attendance officer to monitor.</p> <p>Early referral to EWO.</p> <p>Preferential minibus place.</p> <p>Attendance assemblies, awards and incentives.</p> <p>Contacting parents via text.</p> <p>Marvellous Me</p> <p>Creative curriculum opportunities</p>	<p>(The Key)</p> <p>1.Higher overall absence leads to lower attainment.</p> <p>2. Clear link between poor attendance and lower academic achievement</p> <p>3. Pupils with persistent absence are less likely to stay in education.</p>			
<p><b>Improve parental engagement in learning for Pupil Premium children.</b></p>	<p>All staff to be able to use the Marvellous Me and /or Tapestry app.</p> <p>Regular web based newsletters sent home via text.</p> <p>Office send text message updates.</p>	<p>(EEF)</p> <p>Evidence supports enhanced parental engagement via the use of technology such as text messaging/ apps etc.</p>			



<p><b>To ensure that Pupil Premium children gain maximal cultural capital from all extra curricular opportunities at Jewell Academy.</b></p>	<p>For sports specialists to adopt a positive discrimination policy towards PP children to ensure sports teams comprise at least 30% PP to reflect our school community.</p> <p>For all PP children to have the opportunity to attend all trips, including residential, regardless of their ability to contribute in full financially.</p> <p>For PP children to be offered places at After School Clubs preferentially when there is a waiting list.</p>				
<b>Total budgeted cost</b>					17, 240
<b>Total Spend</b>	£130,500			<b>Surplus</b>	<b>39, 500</b>

## Review of the Academic year 2018-19

Outcome	Chosen Approaches	Impact	Lesson learned
<p><b>A Improve percentage of Pupil Premium children attaining GLD (Reception), ARE and GD in Reading, Writing and Mathematics.</b></p> <p><b>Diminish the difference between Pupil Premium children and non-Pupil Premium children by at least 10%.</b></p>	<p>Earlier identification of relevant children by increasing parental awareness. PP children identified using code on books and all staff made aware of importance of preferential targeting for support / marking / interventions</p> <p>Class action plans / progress meetings.</p> <p>Staff provided with targeted CPD during PDM.</p>	<p>Target achieved in years 2, 5 and 6 - gap has reduced by 10%.</p>	<p>Need for increase in opportunities to moderate across key stages, phases and externally.</p> <p>Need to target Maths as a subject across the whole school.</p> <p>Need to target PP children in achieving GD.</p> <p>To continue with targeted interventions and continue to develop these.</p>
<p><b>B Increased focus on Pupil Premium children and their attainment and progress.</b></p>	<p>Earlier identification of relevant children by increasing parental awareness. PP children identified using code on books and all staff made aware of importance of preferential targeting for support / marking / interventions</p>	<p>Target achieved in years 2, 5 and 6 - gap has reduced by 10%.</p>	<p>Need for increase in opportunities to moderate across key stages, phases and externally.</p>

	<p>Class action plans / progress meetings.</p> <p>Staff provided with targeted CPD during PDM.</p>		<p>Need to target Maths as a subject across the whole school.</p> <p>Need to target PP children in achieving GD.</p> <p>To continue with targeted interventions and continue to develop these.</p>
<p><b>D Improve SEND Pupil Premium progress.</b></p>	<p>Case Study SEND Pupil Premium children. Impact review 6 weekly.</p> <p>Assessment of specific barriers to learning for children not making progress, by external agency/expert.</p>	<p>Children's needs were identified and targeted support provided.</p> <p>We became a Trauma and Attachment specialist school (Bronze Award). This gave all staff enhanced skills in helping to support children with attachment and trauma needs (including Pupil Premium).</p> <p>External support was provided to support target setting and strategies. Tregonwell, Lynwood (Boost), OT / Ed psych.</p>	<p>External support should continue to help identify targets, provide expertise and implement further support where required.</p>
<p><b>C Improved emotional resilience, well-being, confidence and stamina for learning.</b></p>	<p>Nurture group continued, nurture lunch started, Bereavement group started, Trauma &amp; Attachment Bronze status achieved. .</p>	<p>Motional assessments were carried out by every class teacher and then repeated - giving whole</p>	<p>Further develop class teachers use of Motional in identifying areas of progress and areas of development.</p>

	Forest Schools / Fresh Air Club- targeted year 5 to enable further development of behaviours for learning such a resilience. Forest Schools opportunities (block of learning / half termly) also provided across every year group.	class scores and PSHE objectives to work on.	KK to establish how to track PP children specifically using Motional to inform outcome of strategy.
<b>E Successful transition for year 6 children to secondary school and between year groups in school.</b>	Children who may require additional support moving up to secondary are taken on additional days and have named adults at new schools. Attendance of Inclusion team as well as Y6 staff at Y6 Transition Day held by BCP. New Y6 behaviour approach introduced in the February to fall in line with local secondary school approaches. Local secondary school students invited in to talk about transition and hold a Q&A.	The children were well prepared for secondary schools, especially surrounding behaviour and uniform. One child returned in September on an Inset Day and stated, "You were right to be strict. We were prepared for secondary school, more so than some of the other schools." Good links forged with local secondary schools. Some willing to work with us this year in other areas such as providing free resources to pupil premium children to prepare for grammar school testing.	Continue to use the Prepared 4 Learning Cards with current Y6 students. Create relationships and opportunities with the local secondary schools and encourage joint partnerships. Have ex pupils in to talk to the current Y6's about their experiences.
<b>F Improved attendance for Pupil Premium children in line with or better than non-Pupil Premium children.</b>	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 previous academic year. End of year was 94.36% for the year before 2017/18 92.55% Having an Inclusion officer helped to ensure attendance was traced and certain parents / carers targeted.	Continue with approach and work to further increase attendance from Pupil Premium children and ensure levels are above National average.

		Attendance for PP children significantly improved and was only 1% lower than for non PP children in 2018/2019.	
<b>G Pupil Premium children families to access resources available.</b>	Earlier identification of relevant children by increasing parental awareness. Reduced cost for trips where possible. Swap Shop (uniform) set up in June 2019.		Continue to offer reduced cost / free places on school trips for PP children. Continue to develop Swap Shop and hand this over to be run by PTA for parents.  Pupil Voice to be undertaken for all PP children regarding dreams and aspirations in order to provide free places at relevant clubs.