



Pupil Premium Strategy 2017-18

'Expect Success'

Summary information								
School	Fairisle Junior School							
Academic Year	2017-2018	Total PP budget	£170,280	Date of most recent external PP Review	July 2015			
Total number of pupils	335	Number of pupils eligible for PP	129	Date for next internal review of this strategy	December 2017			
KS2 Progress (2016-2017 Year 6 Cohort)								
	Reading		Writing		Maths			
FJS Disadvantaged (40 in cohort)	+3.1 <i>Significantly above the national average</i>		+0.8		+2.8 <i>Significantly above the national average</i>			
FJS Non Disadvantaged (48 in cohort)	+2.1 <i>Significantly above the national average</i>		+0.6		+2.6 <i>Significantly above the national average</i>			
National Non-Disadvantaged	+0.3		+0.2		+0.2			
KS2 Attainment (2016-2017 Year 6 Cohort)								
	Reading		Writing		Maths		Grammar, Punctuation & Spelling	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
FJS Disadvantaged (40 in cohort)	87.5%	45.0%	87.5%	10.0%	95.0%	30.0%	92.5%	15.0%
National Non-Disadvantaged	76.6%	29.0%	80.7%	20.9%	79.8%	26.7%	81.5%	35.1%
Average Scaled Scores:								
FJS Disadvantaged (40 in cohort)	106.7		N/A		106.5		105.2	
National Non-Disadvantaged	105.3		N/A		105.2		106.9	

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school)		
A	Gaps in curriculum objectives – e.g. not secure in earlier year group objectives	
B	Poor language, reading and spelling skills	
C	More able disadvantaged children lacking opportunities to demonstrate their knowledge and understanding	
External barriers (issues which also require action outside school)		
D	Engagement in education from home and in some cases children	
Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A	Disadvantaged children are working at age related expectations.	- End of Key Stage 2 results demonstrate disadvantaged pupils are achieving at least in line with national peers.
B	Children can apply strategies to read and spell age related expectation words. Children’s speech, language and communication skills are at least age appropriate.	- In independent reading and writing PP children can read and spell words in line with the National Curriculum Programmes of Study and English Appendix 1. - PP children are reaching developmental milestones in speech, language and communication.
C	More able disadvantaged children are working at greater depth.	- End of Key Stage 2 results demonstrate more able disadvantaged pupils are achieving at least in line with national peers.
D	Children are motivated and engaged fully in education.	- Pupils and parents demonstrate motivation and an understanding of the importance of education, in both discussion and evidenced in classwork.

Planned expenditure					
Academic year		2017-2018			
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?
A/C	To provide training/coaching on feedback for teachers.	Education Endowment Foundation: “Feedback: High Impact for Very Low Cost”	SLT to also incorporate review of feedback into existing cycle – e.g. observations, work sampling feature	BB	December 2017

		<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf</p> <p>DfE Independent Teacher Workload Review Group: “Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop”</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf</p> <p>A significant component of FJS teacher workload is providing written feedback. It is vital that feedback is as good as it can possibly be in order that the school is making best use of teacher time. Ineffective and time consuming marking must not come at the expense of other ways teachers can utilise time to benefit our PP children.</p> <p>Teachers are also in need of coaching on how best to provide feedback in class – this does not just mean providing verbal feedback but the quality of this verbal feedback – i.e. how it is moving on the child’s learning, including for more able disadvantaged children.</p>	<p>heavily in cycles. Coaching notes will also demonstrate improved impact.</p>		
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A/C	To provide further training on assessment for Year Leaders.	Having a clear understanding of the progress and attainment of our disadvantaged children is vital in order that no child falls behind or underachieves in any way – including pushing those more able children with the capacity to be working at greater depth.	Assistant Headteacher to analyse data and provide termly data reports to inform key lines of enquiry – and to use reports to provide challenge to all members of SLT, Year Leaders and class teachers – i.e. through target setting. These will also be utilised at pupil progressed meetings. Disadvantaged more able children to feature as a specific group on all these reports.	HC	January 2018
A	External Moderation of PP books in Reading, Writing and Maths (working in conjunction with Redbridge & Lordshill Federation).	This is to ensure internal assessment data is accurate in order that PP children can be effectively targeted. By studying PP books in depth gaps and misconceptions can be identified.	Assistant Headteacher to work sample same children’s books 6 weeks after external moderation for evidence of progress and improvement in targeted areas.	HC	March 2018
A/B/C/D	Coaching for ‘Quality First Teaching’ from four members of SLT. Coaching to cover key priority areas for disadvantaged pupils: Focus on key areas we know will have a high impact on disadvantaged learners: <ol style="list-style-type: none"> 1. Challenging work 2. High expectations 3. Resilience Continue to address high priority areas: <ul style="list-style-type: none"> - Provision for more able pupils - Planning and delivering lessons to ensure misconceptions are addressed and personalised learning is available, including swift and timely ‘gap filling’ - Teaching of Reading and Spelling 	To ensure disadvantaged pupils will make expected and better progress. Education Development Trust: <i>“Working on coaching for teacher development in schools is worth the effort.”</i> http://www.ncl.ac.uk/cflat/news/documents/5414_CfT_FINALWeb.pdf	Coaching notes demonstrate areas for action are being addressed. Through the school cycle improvements are evident – e.g. pupil progress meetings, observations.	BB	January 2018

	- Improving communication skills				
A/C/D	Continued professional development in all curriculum areas relevant to this strategy, in particular: - Opportunities for more able disadvantaged - English and Maths pedagogy - Pupil engagement This is to include external support, courses etc. School to subscribe to Hampshire Teaching and Learning Centre to access courses at a discounted rate.	DfE commissioned research: "CPD is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning." http://webarchive.nationalarchives.gov.uk/20130402123207/https://www.education.gov.uk/publications/eOrderingDownload/RR659.pdf	Course evaluation sheets to be completed when teachers attend CPD. These will be used during lesson observations to ensure CPD is leading to improvements in quality of teaching. Form to include question 'What will you take back and use in your class?'	BB	January 2018
B	Time for English Leaders to monitor spelling and in turn support staff with the teaching and learning of spelling.	Books of disadvantaged children evidence concerns in aspects of spellings – e.g. application of phonics and spelling rules, not knowing common exception words. Children are adrift of age related expectations. There was much CPD last year but this needs more time to be embedded to lead to sustained improvements in spelling – there is not a quick fix!	Work sampling to demonstrate continued improvements. Termly reports to be completed on spelling in the school and shared with SLT and teaching staff.	RW	July 2018
A/C/D	Purchase additional maths equipment – particularly concrete apparatus so all children have the concrete apparatus they need in Maths lessons. Purchase additional textbooks that enable children to experience challenging tasks that test depth of understanding – e.g. 'Maths no Problem books. School to subscribe to HIAS Maths	Following our maths training last year there was a much higher demand on maths apparatus. Though the school had invested some money further investment is still needed.	Books evidence CPA approach in maths. This should be seen as part of ongoing work sampling on leadership cycle, lesson observations etc.	HC	July 2018

	resource hub to purchase equipment at cost.				
A/C/D	<p>Purchase new reading books and subsequent staff training on comprehension strategies.</p> <p>Other reading materials to be purchased for school to promote love of reading – e.g. magazines, First News etc.</p> <p>Book corners to be replenished with high quality texts.</p>	<p>The demands of the National Curriculum mean that children need to be exposed to complex texts and tasks.</p> <p>Education Endowment Foundation: “Reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.” https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>Disadvantaged children on tracking system moving from ‘below’ to ‘expected’. More able disadvantaged children to progress to ‘greater depth’.</p> <p>Work sampling demonstrates rapid and sustained progress.</p>	RW	July 2018
A/B/C/D	Peer observation of teachers.	<p>Huntingdon School Headteacher John Tomsett: <i>“Our greatest resource is our teachers and their most precious resource is their time; it is common sense, then, that we must give our greatest resource the time to learn to become even better teachers.”</i></p> <p>Sutton Trust: http://www.suttontrust.com/wp-content/uploads/2015/01/DEVELOPING_TEACHERS-FINAL.pdf</p>	<p>Discussion with class teachers at Pupil Progress meetings. Questions to focus on impact of peer observation: What impact has peer observation had on your teaching? Reflections to take part as part of coaching session write ups.</p>	BB	January 2018
Total budgeted cost					£65,000

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?
A/C	<p>Maths and English specialist Teaching Assistants.</p> <p>Senior Leadership Team Boosters and in class support.</p>	<p>Education Endowment Fund: “Small group tuition is effective and, as a rule of thumb, the smaller the group the better.” https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>Teacher has specific expertise in assessing children to establish gaps in understanding and bespoke teaching to address these.</p>	<p>Discussion with class teachers at pupil progress – What impact has X’s intervention had?</p> <p>Data analysis of children receiving additional intervention – looking for children moving from ‘below’ to ‘expected’ and more able disadvantaged children achieving ‘greater depth’.</p>	RH	July 2018
A/C/D	<p>Reading Champion to promote a love of reading in the school and to provide reading opportunities for disadvantaged children.</p>	<p>Some of our children lack access to high quality texts and reading opportunities at home so do not get opportunities to read, develop fluency and comprehension skills. Reading is also not perceived as fun. A Reading Champion can provide these opportunities.</p> <p>The Report ‘Read on. Get on.’ Identifies barriers for disadvantaged children. “Getting children reading is a job for all of us.” “Enjoyment is a vital element of reading well.” http://www.literacytrust.org.uk/assets/0003/6217/Read-On-Get-On-Strategy.pdf</p>	<p>Role to be overseen. Frequent reviews will take place of provision guided by most recent data and teacher judgement as to who needs intervention and why. Observations of sessions to take place.</p>	RW	July 2018
B	Staff to be trained to deliver Wave 3	FFT has a strong evidence base behind it	Training to take place in September	RW	July 2018

	Fischer Family Trust reading intervention. This is part of a wider school initiative to improve the impact of reading intervention.	<p>in delivering progress for children in reading – see: http://www.literacy.fischertrust.org/index.php/wave3#research</p> <p>Other schools in the local area use the intervention and we have seen the progress children have made in reading, writing and spelling. It is a highly structured programme in manageable chunks of time that the school has the capacity to deliver with success.</p>	<p>2017 with a view to the intervention running from October 2018. Before and after comparisons to be made using sources of information such as:</p> <ul style="list-style-type: none"> - Salford Reading Test - Independent writing books - Class reading journals - Spelling journals 		
A/C/D	Easter School	In school evidence indicates that this type of initiative is very effective in enabling children to do their absolute best in Key Stage 2 assessments and preparing them for secondary school.	<p>Selecting teachers carefully who are well matched to teaching specific curricular areas and groups of children.</p> <p>Analysing data for end of Key Stage 2 Assessments PP children attending Easter School vs PP children not attending Easter School</p>	PH	July 2018
C	Ongoing time for English leaders to embed work on speech, language and communication following input from last year (see expenditure report below).	There is anecdotal evidence that the way children speak at FJS is inhibiting their spelling, but also that a lack of basic sentence structure, vocabulary, ‘turn of phrase’ etc. is inhibiting many aspects of writing, e.g. punctuation, composition & effect. Limited language impacts on reading – e.g. children may be unaware of meanings of words etc. Teachers need a wide range of strategies both as whole class teaching, and bespoke intervention to support them in addressing this barrier.	<p>Work sampling and reading with children shows progress in:</p> <ul style="list-style-type: none"> - Spelling - Composition & Effect - Comprehension <p>PP children on track to meet or exceed end of year expectations using school tracking system.</p>	CJ	July 2018

		<p>See: https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_-_section_2.pdf</p> <p>The school invested in support from Speech, Language and Communication therapists in developing a communication friendly curriculum and learning environment. This work now needs embedding.</p>			
A/B	Paired Reading intervention	<p>Research on paired reading: “WHAT WORKS FOR CHILDREN WITH LITERACY DIFFICULTIES?” Brooks, G. (2002) DfES research report 380. Good value Improvements in pupil’s reading accuracy and comprehension- all ratio gains were highly statistically significant ($p < 0.000$) for both accuracy and comprehension. Impact – sufficient to double the standard rate of progress</p>	<p>Double ratio gains sought through Salford Reading Age tests</p> <p>Children engaged in reading – demonstrated through sustained reading in school planners – i.e. not switching books regularly. Children achieving or exceeding end of year targets in reading.</p>	RH	July 2018
A/B	Phonics intervention including Rapid Phonics, Sound Foundations (as appropriate for the child).	<p>The school needs phonics interventions for children who arrive with us without the phonics knowledge they require.</p> <p>National Curriculum: “Note that by the beginning of year 3, children should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.”</p>	<p>Double ratio gains sought through Salford Reading Age tests. Reading age is in line with peers.</p> <p>Children reaching ‘Expected’ standard.</p>	RH	July 2018

		It is therefore vital we have immediate catch-up provision as a school.			
A/B/C/D	Additional Teaching Assistant in Year 5 with a brief of getting the cohort ready for end of Key Stage 2 expectations	The member of staff in question has performed extremely highly in getting children prepared for end of Key Stage 2 assessments. Feedback from external reviews (e.g. Peer Review was that this TA was indistinguishable from the teacher). Subject knowledge is a particular strength. Observations have also shown this to be the case. By deploying this member of staff in Year 5 we will be setting high expectations for this children and providing them with high quality support.	Year Leader to oversee deployment of member of staff and monitor impact. AHT to include on provision map which is reviewed regularly and as part of pupil progress meetings.	RH	July 2018
Total budgeted cost					£80,000
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?
D	School to participate in FAST (Families and Schools Together) project in conjunction with Save the Children. This will engage and empower our disadvantaged families.	This is an established project that has been running for over forty years and in over twenty countries. "FAST was developed in 1988 by Dr. Lynn McDonald, Professor of Social Work Research at Middlesex University (McDonald et al., 1997) and has received numerous awards and honours, including from the United Nations (UNODC, 2010) as a family skills programme, and, in the UK, as an	The project is overseen by four staff partners (BB/RH/TR/LG). We will attend all sessions and support and monitor impact.	RH	December 2017

		<p>evidence-based parenting programme (C4EO, 2010; NAPP, 2008).</p> <p>In the US, FAST is recognised by the National Registry of Effective Programmes and Practice (NREPP, 2009), has been cited as an exemplary delinquency prevention programme by OJJDP (2006), and as an effective substance abuse and mental health prevention programme (SAMHSA, 2002 and 2009).</p> <p>Although FAST was founded in the USA, it brings together local support resources to build protective factors around children which has allowed for the FAST program to run successfully in 18 countries.”</p> <p>For full details see: http://www.familiesandschoolstogether.com/?_ga=2.131960015.1986438563.1499083801-1387580621.1499083801</p>			
D	<p>New cycle of ways parents can find out more about their child’s learning, – e.g.:</p> <ul style="list-style-type: none"> - Meet the teacher evening to be replaced with coffee afternoon. - ‘Open Book Half Hours’ - once a half-term parents are invited to ‘drop in’ to look at their children’s books. - PP parents to be contacted where they do not attend and invited in. 	<p>There is anecdotal evidence that parents feel uncomfortable at parents’ evenings not knowing what to say or what questions to ask. Conversation often moves away from learning at school to other issues – e.g. behaviour at home. Some parents are not seen at any parents’ evenings through their child’s entire schooling.</p> <p>By providing more informal and regular ways of finding out about children’s learning parents may be more inclined</p>	Register of numbers attending parent sessions in school.	PH	July 2018

		to attend and contribute to the process.			
A/C/D	Review homework	<p>The school has reformed its homework to create an expectation that children read at home and complete times tables practice. However, the percentage of non-readers and children not learning tables is too high – we are aiming for 100%</p> <p>The school piloted a times tables project with disadvantaged pupils last year and this pilot will continue this year. There was strong parental engagement from some families.</p>	<p>Percentage of children reading daily improves.</p> <p>Children make progress against maths targets in back of books – aim to achieve year 4 National Curriculum target:</p> <p>- recall multiplication and division facts for multiplication tables up to 12 × 12</p>	HC	January 2018
D	Staff training on working with 'Parents & Carers'.	<p>Education Support Partnership: "Teachers need specific training about how to work successfully with parents, particularly those newly qualified teachers who are new to the profession. This would also help address some of the barriers that are now more common, such as engaging non-resident parents."</p> <p>https://www.educationsupportpartnership.org.uk/sites/default/files/resources/edsupport_schools_families.pdf</p>	<p>Informal observation of parent/teacher interactions by SLT, reduction in formal complaints regarding teachers.</p>	BB	July 2018
D	Family cooking sessions provided by specialist cookery teacher Sessions to incorporate some work with parents on home learning – e.g. teaching paired reading through reading a recipe book together.	<p>This is an informal mechanism to reach PP parents and provide them with the opportunity to come into school – seeing their children being independent and well behaved. Wider opportunities for parents are provided – e.g. navigating the school site and meeting school staff. These sessions also provide</p>	<p>All parents to complete evaluations at end of cooking sessions.</p> <p>Key questions: What have you learnt about your child from completing the sessions? What have you learnt about school life from completing the sessions? In what other ways would you be</p>	BB	July 2018

		opportunities for curricular work with parents.	keen to work with the school to support you child? Do you have any questions about school we can help you with? Deputy Headteacher to analyse responses to monitor impact.		
A/B/D	Purchase of home study and revision support packs for Year 6 pupils. Parent workshops invite parents into school to learn how to use the materials effectively.	This resource was invaluable last year (see below). Books are tailored – e.g. ‘Greater Depth’ pitch for more able disadvantaged children. Parents work with their child at home, helping secure greater progress and raising attainment. Parents feel supported in their own ability to work with their child at home.	PP children reaching end of Key Stage 2 expectations, aided in part through utilising the packs.	HC	July 2018
Total budgeted cost					£20,000

1. Review of 2016-2017 expenditure

Quality of teaching for all		
Chosen action/approach	Impact	Lessons learned and future plans
Feedback Review and subsequent modified Marking Policy.	<p>Improvements identified in feedback for disadvantaged children:</p> <ul style="list-style-type: none"> • Greater focus on developmental ‘pink’ marking (now called written feedback). Precise feedback points identified. • Evidence of in lesson feedback that is having an impact – e.g. clearly tackling a misconception. • Editing and improving with use of the ‘green pen’. <p>School Improvement Officer (November 2016): “Pupils’ books indicate teachers often provide useful feedback in line with the school’s marking policy, which helps pupils to improve their work.”</p>	Continue to embed existing improvements.

<p>Purchase assessment & tracking system and training for staff on how to use this effectively.</p>	<p>This has been purchased with the following impact:</p> <ul style="list-style-type: none"> • Standards of disadvantaged children throughout the school clearly identified. • Progress can be measured against Key Stage 1 outcomes. • Gaps can be identified and intervention targeted. Concerns over groups or individual children are discussed at Pupil Progress meetings. <p>Ofsted HMI (January 2017): “You have since developed a much more rigorous system for tracking and checking on the progress made by different groups of pupils. This is shared with teachers, who spoke enthusiastically about the progress made by different groups of pupils in their class, including those that are disadvantaged.”</p> <p>School Improvement Officer (November 2016): “Leaders are taking the right steps to improve the school’s tracking system, so that discussions with class teachers can focus more sharply on pupil progress.”</p> <p>School Improvement Officer (June 2017): “Subject leaders for English and mathematics are passionate about improving teaching and learning in their subjects. They use pupil achievement information strategically to plan developments.”</p> <p>“The tracking system is used as an effective tool to ensure pupils get the right support and make progress in line with their targets.”</p> <p>“Leaders have changed their approach to pupil progress meetings, focusing on academic progress rather than pastoral issues. Teachers are expected to provide evidence to show how well pupils have met their targets, and further meetings are held if there are any concerns. There is a greater focus on the achievement of disadvantaged pupils. A ‘no excuses’ culture is being developed. Year group leaders check pupils’ progress with their team. This is further increasing accountability. Leaders’ analysis of standards pinpoints areas to focus on. Leaders understand the need to continue to monitor progress for disadvantaged pupils carefully, especially in Year 3 and in writing and mathematics in Year 5, ensuring swift action is taken to diminish any differences. There are plans for booster classes in the summer term to address this point.”</p>	<p>Provide further opportunities for Year Leaders to participate in pupil progress meetings.</p>
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<p>External Moderation of PP books in Reading, Writing and Maths (working in conjunction with Redbridge & Lordshill Federation).</p>	<p>Improvements identified through looking at disadvantaged children’s books:</p> <ul style="list-style-type: none"> • Teachers have a clearer understanding of end of year expectations. • Teachers have a greater awareness of activities that allow children to demonstrate they are meeting end of year expectations. There is a richness and variety to these activities. • Curriculum coverage is carefully considered as part of creating an evidence base for teacher judgements. 	<p>Provide further opportunities for this work, especially in light of possible further assessment changes, e.g. the Rochford Review.</p>
<p>Coaching for ‘Quality First Teaching’ from four members of SLT.</p> <p>Coaching to cover key priority areas for disadvantaged pupils:</p> <ul style="list-style-type: none"> - Planning and delivering lessons to ensure misconceptions are addressed and personalised learning is available. - Teaching of Reading and Spelling. 	<p>Ofsted HMI (January 2017):</p> <p>“Teachers spoke very positively about the coaching and guidance they receive. They value the support provided by senior leaders to help them to improve their practice and the quality of their planning.”</p> <p>“You have also helped to raise pupils’ aspirations so that they are happy to work hard and aim high. This is also reflected in pupils’ good levels of attendance and punctuality.”</p> <p>Quotes from teacher evaluations of coaching sessions:</p> <p>Yr 6 Teacher: “Since the coaching session, I have tried as much as possible to use differentiated, quick starters where children can assess for themselves the level that they are working at while providing the opportunity to challenge those children who are more confident. This has improved engagement in the classroom. The children have also been held to account for being unorganised and taking too long to settle. I have been using a rotation system for my planning where one group works with me, another with TR and a third group working independently. This has resulted in less teacher talk.”</p> <p>Yr 5 Teacher “I feel a lot clearer about scripting an explanation within my planning. This has helped me to be clear when modelling. It has also been beneficial to identify possible misconceptions that will arise and be ready for these.”</p> <p>Yr 4 Teacher: “I agree that behaviour in my classroom has improved in the last few weeks. I have taken advice from BB and put strategies in place in order to have more of a presences in the room. I had a conversation with K about the video and showed him the video. He was very honest and said that he sits at the back so he can be silly and not listen. He suggested that he now sits at the front when sat on</p>	<p>Further increase time spent coaching. Also, train highly performing teachers in principles and skills of coaching so they can also provide coaching.</p>

	<p>the carpet. This has improved his behaviour in my reading lessons and he is now a lot more focussed.”</p> <p>Yr 3 Teacher: “Thank-you so much for your help once more! The morning was really helpful as it helped to ‘bash out’ out ideas, possible barriers and misconceptions and find some solutions for these. It was useful to chat about differentiation, as entering into whole class teaching has been a real eye opener to ensure teaching is still pacy, challenging for the higher attaining children and accessible for the lower attaining children. I feel like this is still going to be a continual challenge and a bit of a balancing act but am more confident that things will progress. I am looking forward to teaching these sequence of lessons as I love the practical element to the lessons which I know some children haven’t had much exposure to. I think their might be a few cross over issues with the HA class but I am a great believer that ALL children need a deep understanding of fractions and that it will not hurt the children at all to consolidate any learning they have already done!</p> <p>I was thinking about possible next coaching sessions and after pupil progress I think I would like some help with assessing children’s work more confidently, looking at moderation and end of ks1 materials together to try and get the end of year 4 assessment out of my head!”</p>	
<p>Southampton Inclusion Partnership to deliver training to class teachers on supporting lower attaining children in Maths:</p> <ul style="list-style-type: none"> • Understanding difficulties experienced by children in Maths (including dyscalculia) • Using concrete equipment to develop mathematical understanding • Strategies to support children develop a knowledge of number facts and multiplication tables • Strategies to support children develop problem solving and calculation skills • Developing Maths Skills in the Early Years 	<p>Example teacher responses to the question ‘What will I take back and use in my own setting?’ following training:</p> <ul style="list-style-type: none"> - “The need to teach using semi-abstract apparatus before it is useful for them to use.” -“Getting children to realise the purpose of their learning and the benefits of developing efficient methods.” - “I will encourage the children to use the concrete and record at the same time.” - “Ensuring that I model to the children how to use all the apparatus.” - “Using concrete apparatus to help children understand new concepts.” - “Times tables strategies – explicit teaching.” <p>Review of disadvantaged maths books demonstrated improvements in the</p>	<p>The school still needs to purchase more concrete apparatus for maths and this should form part of the 2017-2018 strategy.</p>

following areas:

- Use of concrete apparatus in a variety of contexts.
- A 'CPA' approach to teaching of mathematics – 'Concrete, Pictorial, Abstract'.
- Children embedding learning before moving on.
- Improved recall of multiplication tables.

See review from Southampton Inclusion Partnership website by Fairisle Junior School Assistant Headteacher:

<http://www.southamptoninclusion.net/testimonials/>

Ofsted HMI Report (January 2017):

"The pupil premium is used effectively to support disadvantaged pupils in mathematics. A good example is through the purchase of practical resources that provide pupils with concrete experiences to help them understand mathematical concepts such as place value."

"you have made effective use of external trainers and support, from the local soft federation of primary schools, to strengthen the quality of teaching and learning in mathematics."

"Teachers demonstrate a good understanding of how to develop pupils' knowledge, understanding and skills in mathematics. This was confirmed in my observations of teaching and learning across the school, as well as by the work in pupils' books. The good quality of teachers' planning reflects the extent to which they plan carefully, taking account of what pupils have learned and how well they progressed in previous lessons. This results in amended plans that respond to pupils' additional needs and misconceptions. Consequently, teaching is helping to fill gaps in pupils' learning in mathematics, and is helping pupils to make much better progress than has previously been the case. The difference between the achievement of disadvantaged pupils and their peers is reducing."

School Improvement Officer (June 2017): "Teachers have improved their planning for mathematics. They are more confident as a result of training provided this year, and are now able to amend lesson plans where necessary to meet pupils' needs. There are more opportunities for most pupils to develop mastery in mathematics."

External audit of the teaching and learning of spelling. Staff training to be organised for in accordance with findings – e.g. in year teams to work on Phonics and spelling objectives with a focus on subject knowledge.

See report from external support purchased in:

As you know, the school had identified spelling as a weakness and during my initial visit in January with Rachael Woods and Catherine Janson, a spelling audit was carried out and ways forward discussed. At that time the approach to teaching spelling was not consistent across the year groups and this had led to a number of the same basic spelling errors being apparent from Year 3 to Year 6. Poor handwriting was also hampering both legibility and presentation. It was agreed that consistent frameworks for the teaching of both handwriting and spelling were needed. A spelling scheme was introduced to Rachael and Catherine- Common Sense Spelling- and an approach to the teaching of handwriting was also explored. By the end of the morning, an action plan for the development of the transcriptional aspects of writing- handwriting and spelling- had been established.

Over the course of a week at the end of January, a morning was spent with each year group team and a spelling audit and error analysis were carried out across the achievement range. This identified year group and individual targets with teachers. The spelling and handwriting programmes were introduced to these small groups and ways of planning to meet these targets discussed. Catherine and Rachael also identified initial targets for the whole school to address based on errors that had been apparent across the year groups. By the end of the week, they were both comfortable with the spelling and handwriting programmes and were confidently identifying and analysing spelling errors in children's work. They were well placed to support and develop the teachers further and guide them in the use of the new materials.

My visit on May 18th was to carry out a second audit with Catherine and Rachael to assess the impact of the new approaches to handwriting and spelling on children's writing. I'm very pleased to say that the whole school errors identified at the first visit were no longer apparent except in a few individual cases. There has also been a marked improvement in handwriting and legibility.

By the end of the morning, further steps for whole school improvement had been identified, along with individual targets for the children whose writing had been reviewed. Catherine and Rachael report that teachers feel very positive about the new programmes and consider their subject knowledge is well supported, the planning is very straightforward and that they are able to see the positive impact their teaching is having on the transcriptional aspects of pupils' writing.

Catherine and Rachael are to be commended on the way they have approached the development of both spelling and handwriting from a challenging baseline. The school now has consistent school wide approaches to the transcriptional aspects of writing; the impact of their work on both teachers and children is evident in pupils' written work and their ability to identify next steps for development for individuals, classes and the school is very well developed.

The new materials will need the next academic year to fully embed in classroom practice in order to show maximum impact. Catherine and Rachael's knowledge of these transcriptional aspects of literacy should be drawn on for support, monitoring, evaluation and further development.

<p>Purchase new Reading books and subsequent staff training on comprehension strategies.</p>	<p>Ofsted (January 2017): “The recent investment in a range of new, high-quality reading books is increasing pupils’ love of reading. This in turn is helping to further improve pupils’ already good standard of writing. Current rates of progress are much stronger than they were this time last year. The proportion of pupils working at age-related expectations and exceeding expectations is already higher across all year groups than it was at the end of the last academic year. If the rate of progress currently being made by pupils is maintained, standards are set to rise significantly by the end of this year.”</p> <p>School Improvement Officer (June 2017): “Leaders have invested in new texts which motivate pupils to read.”</p> <p>New reading books have been purchased for all Year Groups. These have provided a significantly higher level of challenge than previous texts used. For example, texts purchased have included as follows:</p> <ul style="list-style-type: none"> • Survivors (Year 6) RS (PP) – “There’s a load of different stories and within the stories the main characters survive dangerous stuff. I liked it because each story you read there was something different and you didn’t know what was coming next – there was a different twist to it. We had to write a newspaper report about it and you could choose what one you wanted to do it on.” • Viking Boy (Year 5) MB (PP) – “I thought it was engaging for me because it has violence in it because I like video games and its sort of like that. We had to write a story linking to the Viking Boy. It was challenging when I first read it as it was more detailed than most books I was reading and the punctuation was all around the place.” • There’s a Boy in the Girl’s Bathroom (Year 4) AD (PP) – “I like the way the author has like made the readers feel they want to read on and it’s a good book. It’s quite challenging because there are some words that I don’t know in there and some I don’t. Now the hard words I didn’t know I know now.” • Hercules (Year 3) MK (PP/EHCP) “I think the vocabulary is very interesting because you start with the beginning of the book you’re not sure of this and then in the middle it gets really exciting. Because when I’m reading it I look at it in a different way.” 	<p>Continue with current approach of exposing children to challenging texts. Review texts for PP children with SEND to see that they pose an appropriate yet high level of challenge.</p>
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Peer observation of teachers strong at teaching Reading and Spelling.	This action was not completed.	This will move forward to next year's strategy.
Daily free of charge before school Times Tables club offered to all children in Years 5&6 free of charge.	PP (PP/EAL/SEND) - "It's helpful cause you can learn in it. Playing maths games on the computer I'm understanding my times tables." N.B. PP now knows all her times tables to 12x12, which is a huge improvement on the start of the year where she was still counting in multiples.	This will be continued but offered more widely to others in the school.
Eight week project on raising the attainment of more able disadvantaged mathematicians	Please see the full PowerPoint on the school website detailing the journey the school took.	The good practice from this project should continue and become embedded.

Total cost of actions: £60,000

Targeted support

Chosen action/approach	Impact	Lessons learned and future plans
<p>Maths and English specialist Teaching Assistants.</p> <p>Additional 0.5 teacher in Year 6.</p> <p>Significant in class and out of class booster sessions including all members of the Senior Leadership Team.</p>	<p>Ofsted HMI (January 2017): "Regular pupil progress meetings provide a good opportunity for staff to review the progress made by pupils, and to identify additional support for those at risk of underachieving."</p> <p>Views on 'Film Club':</p> <p>AW (PP) – "I like to watch films and then write reviews. People get packages of prizes if their reviews are good. We use good vocabulary and punctuation for our reviews."</p> <p>HE (PP/EHCP) – "It's actually quite good because we get to watch films and bring snacks. I learnt from doing a review you can pick out the good parts and bad parts. It's good that we get to do reviews."</p> <p>Views on 'Maths Club':</p> <p>HA (PP) – "It's fun. We can do activities but normally they're boring sometimes but people make it fun for us. I've learnt how to measure centimetres and</p>	<p>Maths and English Teaching Assistants have proved invaluable, providing small group and 1:1 support and intervention. The flexibility they offer to support children with needs is vital and the fact they exclusively support English and Maths means they are deployed solely to raise standards for our disadvantaged children in this area.</p>

	<p>millimetres.”</p> <p>RM (PP) – “It’s good because you’re doing fun games and you’re learning. Learnt how to do measuring and games like battleships.”</p> <p>Views on work with new specialist Tas:</p> <p>LB (PP/SEND) – “We’ve been doing this times tables work. It’s going good because I’m learning my 3s better. My reading is getting better because I’m reading with everyone.”</p> <p>SP (CLA/SEND) – “Well when I first came into the school my handwriting was completely unacceptable but with help from Miss Andrews literally my handwriting just got so much better. Diagonal joins and washing line joins are so much better. I’ve learnt my threes, fives and tens. I’ve also learnt grid method which I was really struggling on.”</p> <p>Views on SLT support:</p> <p>BN-L (PP) – “It was actually amazing. I got better at multiplying and division. In SATs I understood questions more.”</p> <p>PD (PP) – “I got good at algebra because Mr Hayes is an amazing helper. I think I got most of the questions right in my SATs.”</p>	
Easter School	<p>All children who attended Easter School completed a survey. Here is a snapshot of results:</p> <ul style="list-style-type: none"> • The work helped me with particular areas I needed to develop. 82% Agree or Strongly Agree. • I would recommend Easter School to next year’s Year 6. 98% Agree or Strongly Agree. • Easter School helped me with my learning. 94% Agree or Strongly Agree. <p>LB (PP) – “It was fun. We covered new things and that helped with things I really need in my SATs. In Maths we did fractions, percentages and decimals so we did much more on this.”</p>	<p>If staff are again willing to support with Easter School over the holiday it is proposed it will continue. The determination of staff in getting as many children as possible to attend should also continue.</p>

<p>English leaders to spend time to monitor reading repertoire of PP children and the repertoire available in the school (e.g. library and book corners). If required to follow up with parents – e.g. session on reading repertoire.</p>	<p>Book corners have been monitored. Old books were discarded of and some replacements made.</p> <p>School Library Service have overhauled library with newer and more challenging texts.</p> <p>School library now staffed and open after school for parents and children to access together.</p>	<p>Continue with improvements. School has recently employed a Reading Champion to support with the library and has two experienced English leaders to carry this work forwards. Book corners need replenishing with high quality texts.</p>
<p>School to purchase support from Children’s Therapy Service to work with English leaders and school Assistant Headteacher. Focus on developmental milestones for children and mechanisms for integrating this into the whole school curriculum as well as bespoke intervention.</p>	<p>See report from Speech and Language Therapist:</p> <p>Catherine Janson, Year 5 English Lead and Robin Hayes, SENCO identified that the standard of written work among the children at Fairisle Junior School is being detrimentally affected by the children’s poor levels of spoken language. They approached Children’s Therapy Services to request support from a Speech and Language Therapist to help include language and communication strategies in the whole school.</p> <p><u>6th April 2017:</u> Phoebe Holmes, SLT and Jan Stevens (ECAT Specialist SLT) met with Catherine to discuss the requirements and it was identified that the Communication Supporting Classrooms Checklist could be used to help identify key areas to target. This could be in the areas of Environment, Teaching staffs’ interaction styles and Specific Groups working on language skills.</p> <p><u>Aims:</u></p> <ol style="list-style-type: none"> 1) Teaching Vocabulary in the classroom 2) Practising talking in sentences in the classroom 3) Asking questions in the classroom 4) Educating staff around their daily language interactions and vocabulary, talking in sentences and asking questions 5) Acknowledging the importance of verbal language and making a language a priority within the school – making a Communication Commitment. <p><u>Week One - 5th May 2017:</u></p> <ul style="list-style-type: none"> • On the first week, Catherine showed Phoebe round the school and we looked at the environment, we identified 	

the high quality of book corners in the school but observed that the vocabulary displays were either absent or not being used in a dynamic way.

- Catherine and Phoebe each observed a classroom using the “Communication Supporting Classrooms checklist – **LANGUAGE LEARNING INTERACTIONS**: This dimension involves the ways in which adults in the setting talk **with** children”. We came together and Catherine agreed that this exercise was helpful and that the teachers were using many of the strategies but that there were lots of areas which could be improved on. Agreed to put together a **staff education** session to raise awareness of strategies teachers can use in their interactions with children.
- Looked at Communication Trust’s website and completed the **Communication Commitment** document

Week Two – 19th May 2017:

- Created new **question cue card** resource for teachers to use to teach children to ask more helpful questions in class. Catherine and Phoebe decided on the most helpful questions for children to ask and some images that will help them to find the question more easily.
- Carried out first session of pilot small group to introduce these **question cue cards** – 7 children from years 3, 4 and 5 came out and did a following directions colouring activity and practised using the questions. Children were given cue cards, encouraged to keep them in their pen packs and their teachers were asked to encourage them to use them.
- Catherine and Phoebe started putting together a Powerpoint presentation for Catherine to deliver as **staff education session**. Included how to introduce new **vocabulary** displays and teaching vocabulary using STAR principles (Parsons and Brannigan), including a regular lesson on **verbal language practising talking in sentences**, using the **question cue cards** and being more aware of how to improve their daily interactions with children.

Week Three – 26th May 2017:

- Carried out session two of pilot small group with **question cue cards** – 6 children came back for second session, some had remembered their cue cards. They did a barrier game in pairs and were observed to rely on the question in the centre of the cue cards (“Can you tell me more?”) rather than use the most useful question.
- Catherine and Phoebe discussed how to use Parsons and Brannigan’s STAR (Select, Teach, Activate, Review) method of teaching **vocabulary** in the classroom. Added section on how to teach vocabulary in the classroom to **staff education session** powerpoint presentation. Put together word lists for one year three topic (The Greeks)

and one year four topic (The Carribean) in the Anchor, Goldilocks, Extension format.

Week Four – 9th June 2017:

- Catherine updated Phoebe and visiting SLT, Katie on new **vocabulary** displays which are being used in a dynamic way in year five classrooms.
- Catherine, Phoebe and Katie developed new resource to allow teachers to use the job roles of Boss, Speaker, Time Keeper, Scribe to encourage children to **talk in sentences** by giving them the opportunity to work in small groups to solve a problem. Catherine talked about Think resource she can use to get children to talk about interesting topics. The resource included sentence starters that the children could use in each role.
- Talked about next steps and potential groups that could be run (especially for next year 3s). Blanks levels, barrier games, narrative therapy. Also shared Elklan Language Builders information about Blanks, What is involved in Communication (to help identify which groups would be useful).
- Discussed ways to encourage teachers to practise changing their interactions styles – Catherine added these ideas to **staff education**.

Week Five – 16th June 2017:

- Carried out session three of pilot small group with **question cue cards** – 6 children came back and all had brought their cue cards this time. More confidence observed and the children were using a range of questions this time rather than relying on one question. The boys became confident quite quickly to ask questions, whereas the girls needed prompting, but were then able to ask relevant questions.
- Catherine and Phoebe chose a video of a lesson from YouTube and devised a tick chart of intervention strategies that could be used in **staff education** session to highlight strategies that can be used on a daily basis in lessons to enhance children's understanding, learning of **vocabulary** and **talking in sentences**
- Developed rationale for project for Catherine to include in **staff education** session.

Week Six – 23rd June 2017:

- Phoebe delivered **staff education** to Catherine about identifying language difficulties in children. Talked through how to use Blanks levels of questioning to identify when children are having difficulty with **talking in sentences**, **vocabulary** and understanding language.
- Phoebe demonstrated assessment with year five child while Catherine observed. Discussed and shared resources

from blanks levels and suggested a book (Just Imagine) that school could purchase to use with children to identify areas of difficulty.

- Carried out session four of pilot small group with **question cue cards** – 6 children came back and all but one had brought their cue cards this time. Used cards in a mini vocabulary lesson (volcanoes). More confidence observed and two of the children used a range of questions. Two children were observed to need more practice.
- Evaluation: Catherine and Phoebe went through “Communication Friendly Environments Checklist” from Communication Trust website.

Outcome:

Changes identified in checklist:

1) Use of visual support :

– school already using displays around the school and visual timetables used when appropriate. The Welcome Committee is developing new signage around the school and Catherine will suggest that the Communication Commitment poster could be used.

-vocabulary displays have been changed to be more dynamic, using word maps and children’s contributions from reading lessons. School uses symbols in these e.g. water droplets to make topics clearer. **Future step – plan to use speech bubble image to symbolise spoken language emphasis in a lesson.**

2) **Adults who can priorities communication:**

- Catherine’s staff education session aimed to give staff a knowledge and understanding of language development and the language demands in the environment and how they can adapt their language so it is not a barrier to learning or communication. **Future step – staff practise using strategies in the classroom, observe each other and feedback at future staff education session.**

- Question cue cards group focused on showing that children can be taught how to ask questions effectively – **Future step – small groups from classes could be chosen who would benefit from explicit teaching of questions.**

3) **Routines:**

- Through use of question cue cards, children will be given opportunities within lessons to say when they don’t understand.

	<ul style="list-style-type: none"> - Through use of job roles and spoken language lessons, children will be explicitly taught how to listen and work together in groups. - Through use of job roles and spoken language lessons, children will be given opportunities to interact and use language in different situation with different people at an appropriate level. Future step – Involving parents by sending talking topics home, setting up talking partners across year groups. 	
Total cost of actions: £80,000		
Other approaches		
Chosen action/approach	Impact	Lessons learned and future plans
Relaunch Community Room as ‘Family Learning Room’ with a weekly drop-in session for parents on a variety of areas – e.g. curricular, parenting, SEND etc. Text message to be sent out the night/morning before to all parents. Information to be sent out in non-threatening manner...e.g. How do I know if my child needs more help in school?	This action was not completed.	The school did not complete this action as upon reflection we felt it was simply a rehash of something we had tried at and failed at before. The school has researched alternative programmes available and is ready for a relaunch for 2017-2018.
Volunteer sheets to be sent out in January so parents have further volunteering options.	We received only 6 volunteers following this specific action has had little impact in increasing volunteer numbers. However, the school has 70 volunteers already ‘on its books’. They volunteer for things like reading with children and school trips. The school also has a small number of volunteer readers.	The school will make use of the six volunteers and hope that word of mouth results in a growth of volunteers.
New e-mail address to be set up and publicised: comments@fjsslive.net	This was set up but has not been used by parents.	The address should be kept live and checked.
New cycle of ways parents can find out more about their child’s learning, – e.g.: - Meet the teacher evening to be replaced with coffee afternoon. - ‘Open Book Half Hours’ - once a half-term parents are invited to ‘drop in’ to look at their children’s	This action was not completed.	This action will be rolled forward to the strategy for 2018-2019 as it is believed there is still merit behind it.

books. - PP parents to be contacted where they do not attend and invited in.		
Review homework	Homework has been changed to daily reading and times tables practice. This was following a review of homework with consultation.	Through pupil interviews it is clear that whilst there is accountability for children around reading at home, this same accountability does not exist with regards to multiplication tables.
Staff training on working with 'Parents & Carers'.	This action was not completed due to finite staff meeting time.	This will be carried forward to next year.
Wholesale review of reward systems in school.	This was discussed as an SLT and it was decided to continue with existing reward systems.	The school is looking into software that can track
Family cooking sessions provided by specialist cookery teacher.	SP (PP) – “It was really good as we learnt how to cut stuff up and how to cook. Mum didn't come so I had Mr Clark. Tania was really nice.” TM-B (PP) - “When we did it we did bread sticks which I liked. I liked how we actually learnt how to cook at the same time as we were enjoying ourselves. We got to show our parents how we had progressed.”	Sessions are clearly beneficial and the children enjoy them. They support with life skills, healthy eating, self-esteem and provide parent-child bonding time. However,
Behaviour Policy Review to include consultation with working party of PP children's parents.	A new behaviour policy has been launched. This was following a whole school inset led by Pivotal Education. The policy was consulted on with parents. The behaviour policy is in its infancy but early benefits have included: <ul style="list-style-type: none"> • Three school rules which all children understand. • Categorising behaviours so consequences are clear. Ofsted HMI (January 2017): “Together with staff, you are helping pupils to develop a desire to learn. This is also having a very positive impact on the exemplary behaviour in lessons and around the school. In the lessons observed, pupils were all working purposefully and collaboratively.”	Continue to embed Behaviour Policy. Rules need to be displayed around the school and be prominent for all children.

	<p>School Improvement Officer (November 2016): “Pupils are polite and respectful. Their conduct around the school and in lessons is good. Pupils are encouraged to take responsibility and look out for others. At playtimes, there are plenty of activities and pupil play happily together.”</p> <p>School Improvement Officer (June 2017): “Pupils have very positive attitudes to learning. They take pride in their work.” “Pupils’ books seen during this visit were neatly presented, showing pupils’ pride in their achievements.”</p> <p>Regional Schools Commissioner (January 2017): “We also found that the behaviour of pupils was exemplary.”</p>	
<p>PP children and parents invited to session at Lordshill Library. Year 3 to have library bus come in to school.</p>	<p>PD (PP) – “I liked the trip to the library because I like reading and to see different books that we don’t have in school. It was nice to be with my friends looking at the books. I joined the library.”</p> <p>MT (PP) – “I liked the trip to the library because you can choose any book you like and keep it for a certain amount of time. I got out a football book and when you signed the book out you could sit with your friends and read the book.”</p>	<p>Children in Year 3 to have library bus come in, in the same way they did this year.</p>
<p>Purchase of home study and revision support packs for Year 6 pupils. Parent workshops invite parents into school to learn how to use the materials effectively.</p>	<p>CL (PP) – “They were useful as they told us and reminded us how to do stuff and we got to practice what we learnt ages ago.”</p> <p>LB (PP) – “We used them in maths all the time and in SPAG and reading. The reading and maths were good because they had different level questions and it tested our abilities. The SPAG one wasn’t very useful because it had punctuation questions, that could be helpful to others but not to me.”</p> <p>Year 6 Teacher – “The reading ones I loved as they had high level texts which the children were exposed to. The maths one had some questions that were not worded so well but still had lots of questions. In SPAG the books were used a lot”.</p>	<p>Repurchase packs again but earlier in the year.</p>
<p>Paired reading training to be offered to parent readers and parents.</p>	<ul style="list-style-type: none"> • Take up was extremely disappointing to initial paired reading training with only three parents in attendance. 	<p>Paired reading is its infancy but early benefits are evident. Next year Salford Testing to be used as a</p>

	<ul style="list-style-type: none"> • 1:1 training was provided for the foster carer of our CLA in the school. • However, given the limited interest from parents the school took the following actions: <ol style="list-style-type: none"> 1) Providing the training as a compulsory part of parents attending the reading day. 2) Providing training to staff on 'Paired Reading' from an Educational Psychologist. <p>Views on paired reading:</p> <p>KD (PP) – "I think it's good because most of the time to read in my head. It helps me speed up and I can speak with expression and it makes me think about what I'm reading."</p> <p>TB (PP/SEND) – "I like it because we talk together when I feel confident I knock on the table and then I start to read. If I don't feel confident and get a word wrong the teacher joins in with me. When I feel confident I knock again"</p>	<p>before/after measure in same way it currently is for phonics interventions.</p>
<p>Total cost of actions: £38,000</p>		