

Les Landes School Pupil Premium Statement 2017

The context of the school

Objectives for the year

- To introduce Philosophy for Children across the school
- To release class teachers to work with vulnerable learners
- To develop a language-rich curriculum, with access to high quality books throughout the school

Rationale for the projects selected

- Reasoning in maths identified as a whole school area for development
- Pupil conferencing pilot resulted in good progress for vulnerable pupils in 2016 with increased attitudes to learning (PASS attitudinal assessments)
- Library audit identified lack of diversity and a lack of language-rich reading material

Links to research

- EEF Impact of Feedback
- EEF (2012) meta-analysis of P4C and current project early findings
- Les Landes JP Pilot 2016

Nature of support and allocation

Learning in the curriculum

- Whole school CPD Philosophy for Children to support implementation
- Replenishment of books to promote diversity, thinking and support curriculum
- Weekly pupil conferencing

Social, emotional and behavioural issues

- Weekly nurture sessions, based on Forest School pedagogy

Enrichment beyond the curriculum

- Choir opportunity for KS2
- Extra-curricular opportunities Y1-Y6

An overview of spending

Total JPP received

- £19,281 (+£3,855 carried forward from 2016 pilot)

Total JPP spent

- £19,268 (December timesheets not included)

Total JPP remaining

- £3,868 (to cover December timesheets)

A summary of the impact of the funding on the school

- All pupils in receipt of Jersey Premium funding are working at age related expectations or above.
- 85% of JP pupils attended an extra-curricular club in 2017
- 65% of JP pupils attended choir in 2017
- Book scrutiny monitoring shows early evidence of impact of P4C on reasoning and thinking skills across the school
- Pupil conferencing monitoring shows increased pupil confidence and increased language of learning:
 - Work is specific to individual children to target their next steps.
 - Staff are following up on work done in previous weeks, ensuring that children have a good understanding of the skill they have learnt/developed in these sessions
 - Work being done in JP sessions is prompted by what the children want to develop and supports the work being done in class.
 - Work supports whole school initiatives of P4C and growth mindset and strengthens whole school ethos.

"The 1 dot, 2 dot and 3 dot challenge have really helped my learning. I love to challenge my own learning. I am really proud of completing Test A, B and C in the maths times tables and I am now working the Bronze level."
Pupil comment, KS2

"I feel like I have improved in my times tables and I have developed new Maths skills throughout the year like fractions and the grid method."

Pupil Comment, KS2

"She (pupil) enthusiastically embraces new learning experiences and relishes a challenge. She is not deterred by setbacks and learns lessons from her mistakes. She understands that hard work leads to success. She has a positive attitude towards her learning and believes that she can achieve anything she puts her mind to."

Teacher Comment, KS1

Implications for JP spending in 2018 (Funding anticipated to be £16,640)

Learning in the curriculum

- Continue P4C across the school, regular enquiries in every class
- Continue weekly pupil consultations

Social, emotional and behavioural issues

- Continue weekly nurture session, with priority for JP pupils

Enrichment beyond the curriculum

- Continue to prioritise JP pupils for extra curricular clubs
- Increase choir opportunities to include singing
- Provide music enrichment through taught instrumental lessons in KS2