

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Peter's C.E. VA Junior School				
Academic Year	2018 / 19	Total PP budget	£50,160	Date of most recent PP Review	28.2.18
Total number of pupils	252	Number of pupils eligible for PP	39	Date for next internal review of this strategy	28.2.19

2. Current attainment for PP children					
End of July 2018			End of Dec 2018		
Year 3	11 chn	Reading 36.4% Writing 36.4% Maths 27.3%	Year 3	Reading %	Writing % Maths %
Year 4	8 chn	Reading 75% Writing 75% Maths 50%	Year 4	Reading %	Writing % Maths %
Year 5	8 chn	Reading 50% Writing 50% Maths 37.5%	Year 5	Reading %	Writing % Maths %
Year 6	12 chn	Reading 83.3% Writing 91.7% Maths 58.3%	Year 6	Reading %	Writing % Maths %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Children often lack the resilience to push themselves, or have a growth mind-set when it comes to learning.
B	High level challenging behaviour from a small group of pupils.
C	Maths attainment is not as high as it should be.
D	Pupils have personal social and emotional barriers which inhibits their readiness to learn when coming into school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	New parents may not be aware of the PP funding and what they are entitled too.
F	Reduced opportunities for reading and completing homework affect academic progress
G	Reduced opportunities for experiences outside school
H	Attendance rates for pupils eligible for PP are 94.3% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children build the resilience to push themselves, build a positive growth mindset and 'have a go,' when it comes to learning.	Children will have received support from a selected adult, depending on barriers and need. This support will be timetabled to come from class TA, learning mentor or forest school practitioner.
B.	High level challenging behaviour is reduced, enabling these children to have improved access to the whole school curriculum.	Children who fall outside the normal behaviour management strategies will have received extra support and a bespoke behaviour plan. This plan and input will reduce the challenging behaviour enabling them to gain full access to the curriculum.
C.	Maths attainment improves.	Children will be more in line with their peers in maths.
D.	Children receive the support within school and also develop personal skills to overcome on personal barriers. Children will also become more aware on how to keep themselves mentally healthy. Research and training will be used to enable staff to help children overcome emotional barriers to learning.	Children will have received support from the new learning mentor (September 2018 post) and will also gained a bank of skills to enable them to have a growth mindset for learning. Children will be able to discuss how to keep themselves mentally healthy as well as physically. The Anna Freud training will support other staff and pupils in delivering the peer to peer mentoring. This will enable strategies to be put into practice to support our more vulnerable children.

5. Planned expenditure

Academic year		
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
Improve the provision for PP pupils. No gap in attainment for PP pupils. Barriers removed for PP pupils.	Whole school accountability for PP outcomes. Children not on track receive interventions and small group work. PP folder with PP profile pupils.	It is important to sustain improvements to teaching, learning and assessment with all staff responsible for understanding the barriers for some PP children to enable them to close the gap. Evidence shows small group work with qualified staff is highly effective.	Keep the profile of all PP children high through dedicated PP folders per teacher.	HT	Termly
Teaching in Y6 improves the learning outcomes for all children.	Increase number of teachers to reduce teaching group sizes.	This was trialled in 2017 / 2018 and results for our PP children improved significantly.	Regular Y6 meetings and discussions of progress of PP children	HT	Termly

PP focus group leads to good/outstanding progress for these pupils.	3 x Y6 focus groups enable targeted support.				
Improve progress for Y6, PP high attaining pupils. Increase the number of PP pupils achieving expected or above expected.	Employ a booster teacher Sept-March to work with PP children in English and Maths for the mornings	Building on the success of last year we are extending the capacity of the booster teacher for the PP children in the new cohort	Regular Y6 meetings and discussions of progress of PP children	HT	Termly
Year 6 PP pupils are supported in their preparation for SATS.	Target invitations to ensure that the PP parents attend this meeting and or respond to information sent out.	Parental engagement and understanding of the SATs test will enable them to better support their child in Y6	Y6 teachers to set up meetings. HT to support / chase non attendance	Y6 teachers	Termly
Improvement in reading opportunities for PP children.	Inviting reading corners in all classrooms with a variety of books which are ideal for dipping into.	PP pupils are listened to read by their parents less often than other pupils. PP children need the experience of reading for pleasure and reading a wider variety of books.	Reading diaries are closely monitored and any PP children not reading at home will read to an adult 3 times a week. Learning walks and pupil questionnaires.	Reading lead	Termly
PP children across school build resilience and strategies to access the curriculum	TA support for pastoral, behavioural and academic reasons	Extra support is often needed in the classroom to be able to provide the wide variety of support that the children require.	Learning walks, TA timetables, monitoring of progress for PP children.	HLTA	Termly
Total budgeted cost					£10,537
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?
Pupils use practical apparatus to ensure that they have a secure understanding of number and place value.	New Maths leader to audit the best apparatus and schemes	Evidence from new partnerships suggests this is a good approach	Y3 have trialled this approach, more training and review will take place this year. Practical application of bar modelling, problem solving and dig deeper	Maths lead	Termly

PP children make accelerated progress in reading.	Middle ability PP children attend an electronic reading club at lunchtimes once a week. Each half term, a different year group is targeted.	Reading on a kindle or iPad is more motivational for many children.	Register taken to ensure that key children are attending. Assessed through intervention tracking.	Reading lead TAs lunchtime	Termly
PP pupils are well supported with any emotional difficulties	The learning mentor is available at lunch and break times for pupils to self-refer.	This gives the pupils time to discuss any issues and they are much more likely to do this privately than when the class is around with the class teacher. Children who feel more emotionally stable make better progress academically.	Pupils are made aware that they can speak to the learning mentor and are also directed to her if they are upset in any way.	Learning mentor	Termly
Pupils with the most challenging needs have the right environment and curriculum	Named staff for different children using dedicated environments such as the Beehive, the garden, HT space and PPA room to develop as safe spaces	There are several pupils who are so disruptive, they spend little time in their classrooms. A shared space is not an ideal place for these pupils to be. Therefore, a dedicated room, with all the equipment to support the needs of their curriculum will be developed, along with a dedicated	This will be regularly monitored by the SENCo and Headteacher. Pupil progress will be measured in a variety of ways, including a reduction in restraint and exclusions, Boxhall profile and academic progress.	SENDco	Termly
Parents engaged in pupils' education. Parents take an active role in the pupils' school life.	Each class teacher to plan in extra time / extended parent's evenings for PP parents. HT to follow up on missed appointments Open door policy to parents.	Parental engagement is crucial within school and if parents /carers are aware of how to help their child and understand methods used in school will support learning at home.	Dedicated time is earmarked for class teachers and supported by HT	Class teachers	Termly
All PP pupils have the correct equipment, uniform to engage in the ethos of St Peter's CE (VA) Junior School.	School uniform/ school equipment, given to PP children	If PP children have the same access to equipment as their peers this will reduce social discrimination and bullying.	CT and HT to be aware and sensitive towards individual needs of PP children	School Business Manager CT	As necessary
Increased access to technology, diminishing this barrier. Support in school for all online homework	Increase the number of iPads per class for PP pupils. Ensure 1 between 2 iPads for just PP pupils	More and more homework is online and PP children may not have access to this at home. By ensuring each PP child has the same access to technology as their peers, it will in turn help to close the gap in learning.	By auditing current provision, suggesting use to each class teacher for PP children and monitoring through pupil questionnaires	Computing lead	As necessary

PP pupils are included and attend all arranged school trips.	All children will experience and be able to attend school and trips alongside their peers	Trips ensure we are developing the whole child and providing them with opportunities they may otherwise miss. The learning surrounding school trips is valuable and an important part of the curriculum.	All children will take part in school trips and not feel excluded. PP families to be made aware of this opportunity prior to trips.	School business manager CT	As necessary
Total budgeted cost					£2,000

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?
Improve attendance of PP children from 91% to 96%.	LM or HT will invite parents for a meeting of children not attending regularly. Targets and rewards to be put in place.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Meeting each half term with EWO to analyse attendance. Admin officer to flag up any children falling below 90%. LM and HT to monitor improvement in attendance after meetings with parents.	HT / LM	Termly
To ensure that all children have a healthy and settled start to the morning.	Breakfast clubs and after school clubs available which is free for pupil premium pupils.	Children are given a healthy breakfast to start the day and interact positively with adults.	Attendance at the clubs is monitored. Pupil questionnaires.	Before and after school staff	Termly
Increasing PP engagement in learning.	Use of outdoor practitioner to engage children in learning. Learning mentor targeted to support specific PP pupils.	We have had previous success in engaging hard to reach PP children by finding out their key motivation. For many an outdoor environment inspires their learning and this is where we engage our outdoor practitioner. For others, a different motivation will be uncovered by the learning mentor	Monitor the progress made following engagement as this can often be the difference of inclusion as opposed to exclusion	HT SENDco Outdoor practitioner LM	Termly
Increasing pupils learning skills and dispositions to ask good questions, risk taking, vocabulary, and resilience.	Use of outdoor practitioner to inspire these skills. Enhance social gaps/social skills with support staff.	Experience and evidence shows that when children are disengaged in lessons they benefit from a different approach. The use the outdoors and a more personalised plan through support staff enables this	Experiences of learning are increased. Social barriers are decreased. Children ask good questions and choose learning strategies.	HT SENDco Outdoor practitioner TAs	Termly
Total budgeted cost					£11,025

6. Review of expenditure

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise the outcomes for PP children	Improved ratio of adults in Y6 and across the school	Yes Y6 outcomes improved and this included for PP children	Employing a booster teacher and a PP TA had a positive effect on outcomes for PP children. We will continue this as the PP budget allows.	£14,000
Raise the profile of PP children across school	PP folders and profiles per class	All staff more aware of PP children and their barriers through profiles	The folder have made a good initial impact, but need evolving with more information to be even better	£5,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increasing parental engagement for PP children	Each teacher had a dedicated PP day	Yes, to some extent but still needs building on / improving	Will build on this approach to ensure contact is made with all parents and missed appointments are followed up	£1,200
Improve access to technology	Dedicated iPads	Better access for PP children	Dedicated iPads had a positive impact especially during homework clubs for PP children. Extend ratio if budget allows	£6,000
Increasing PP children's experiences, opportunities and reducing discrimination	Funding trips Ensuring PP children have correct uniform and equipment	PP children are included in all aspects of school life in the same way as their peers	Continue to ensure PP parents and carers are aware of funding available	£200
iv. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increasing children's learning skills and dispositions	Use of outdoor practitioner	This approach decreases social barriers and ensures some basic skills are met	Our garden usage was limited due to health and safety for the year. Without the garden, this had a negative impact for some children. However we evolved our 'Yarden' We will look forward to renewed garden space next year.	£18,000
Increasing PP children's engagement in learning	Nuture group to support specific children	Improved some attendance and supported emotional well-being for some PP children	Evolve this approach with a learning mentor and the 'Anna Freud' approach from DfE mental well-being.	£3,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.