

Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	St Andrew's CE Junior School				
Academic Year	2019/20	Total PP budget	£94,580	Date of most recent PP review	07/2019
Total number of pupils	220	Number of pupils eligible for PP	83 (38%)	Date for next internal review of this strategy	04/2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (National average)</i>
% achieving expected standard or above in reading, writing & maths		
<u>Reading</u> Disadvantaged pupil progress score compared to progress score of all pupils		
<u>Writing</u> Disadvantaged pupil progress score compared to progress score of all pupils		
<u>Maths</u> Disadvantaged pupil progress score compared to progress score of all pupils		

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low literacy and maths attainment on baseline entry to school	
B.	Poor support for learning in the home environment e.g phonics & reading in EYFS and reading & maths in KS1 & KS2	
C.	Low self-esteem and confidence in some pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	One pupil consistently late.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Parents encouraged and supported to help children attain successful outcomes in reading and maths (parent sessions delivered by school to support parents, reading at home incentives)	Disadvantaged pupils attaining in line with other pupils in reading, writing & maths – July 2020
B.	All pupils achieve attendance at 95% or above (unless an exceptional circumstance)	Ongoing attendance data with termly updates and parent meetings if necessary.

C.	All pupils to have confidence to achieve their potential and the self-confidence to succeed (MACAWS provision, Mental Health Leaders, Relax Kids sessions, developing resilience, P4C, You Are Awesome, Resilience workshops)	Feedback from intervention groups. Data 2019
D.	Pupils in Year 6 attaining in line with all other pupils in reading, writing and maths.	Data 2019 and half-termly reviews.

5. Planned expenditure

Academic year **2019/20**

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 rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils supported to achieve in maths	Additional member of staff used to support lower attaining pupils through intervention groups.	Groups of children not attaining in line with peers	Teacher employed on fixed-term contract to teach intervention groups (Y6 focus). Lesson monitoring & tracking data.	AC/CS EP	Half-termly (6x a year)
All pupils supported to achieve in maths	Continue Mastery approach with support from maths lead	Attainment in maths is improving as the mastery approach filters through each year group	Track progress through half-termly pupil progress meetings with teacher and HLTA, pupil	AC/CS EP	Half-termly (6x a year)

			interviews, lesson observations		
Diminishing differences for all disadvantaged pupils	Increased TA support for classes – particular children targeted and LKS2	Increased individual attention, identifying gaps in knowledge and learning early on, new approach to feedback, planning more targeted, and targeted teaching and learning, opportunities for one to one and group support.	TA's assigned to support individuals and class groups with overview by teacher	AC/CS	Half-termly (6x a year)
Total budgeted cost £29,500					

ii Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in self-esteem, resilience and self-confidence of pupils	MACAWS sessions offered weekly by trained Well- being Support Leader to support pupils experiencing difficulties. Resilience-building	To support pupils experiencing difficulties that prevent them from diminishing differences and allow them to access learning. Experienced trained TA to help children with	Pupil interviews/discussions. Parent feedback. Teacher referral/feedback Review of behaviour log/CPOMs Incidents. Tracking data.	AC/CS MS	Ongoing. Children will access different support as and when required.

	games, Positive play, Lego therapy, mental –health support, liasing with families MACAWS corner	emotional and anxiety issues to access learning fully. Play sessions to develop and build friendships and social interaction	MACAWS team meet half-termly to review progress/impact		
Increase in self-esteem, resilience and self-confidence of pupils	Relax Kids delivered during school day, weekly lunchtimes and after school sessions delivered by qualified Relax Kids Coach for identified children	To support pupils experiencing difficulties that prevent them from diminishing differences and allow them to access learning. Particularly dealing with self-control skills, self-calming exercises. Trained Relax Kids Coach (Teacher) to deliver sessions to support children with emotional and anxiety issues to access learning fully.	Pupil interviews/discussions. Parent feedback. Review of behaviour log/CPOMs. Incidents. Tracking data. Review meetings with teacher to track progress.	AC/CS SMc	Ongoing. Children will access sessions as required.

Increase in self-esteem, resilience and self-confidence of pupils	P4C sessions delivered.	To support pupils in making decisions based on creating their own philosophical questions. Encouraging thinking, reasoning and questioning skills and to improve cognitive, social and emotional development.	Pupil interviews/discussions. Parent feedback. Review of behaviour log/CPOMs. Incidents. Tracking data. Review meetings with teacher to track progress.	AC/CS EP	Ongoing
Broaden and deepen the experiences of higher achieving pupils	Provide opportunities for children to access or experience alternative enrichment experiences such as theatre trips, visiting other places of worship, visit to the Halle,	Provide opportunities for deepening learning through activities which are outside of their normal experience. Provide high quality resources and targeted experiences/trips/visits to school that give the opportunity for a broader and deeper connection to the curriculum	Pupil interviews/discussions. Parent feedback. Review of behaviour log/CPOMs. Incidents. Tracking data. Review meetings with teacher to track progress.	AC/CS EP	Half-termly (6x a year)

Peace Pathways Programme for Year 3 classes	Weekly sessions for each class in Year 3 over a 10 week period.	To introduce alternative methods of positive conflict resolution strategies Increase self-esteem and therefore attainment	Analyse behaviour logs, Restorative Justice records and CPoms	AC/CS	Half-termly (6x a year)
Residential visits To Robinwood	Year 3, 4 & 6 visit for two nights and engage in outdoor pursuits.	Give the chn an experience they might not necessarily experience. (Part funding for one trip)	Voice of the Pupil questionnaires Parent feedback/ slide show	AC/CS/MB	Annually

Making and Baking with the school Chef	Weekly session for identified children	To improve self-esteem and offer the opportunity for enrichment	Voice of the pupil/parents	AC/CS/CB	Termly
Total budgeted cost £22,900					

iii Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children to feel included and part of school family	Provide uniform, school equipment and high-quality resources (handwriting books). Fund trips, individual musical instrument lessons, visits, breakfast club, after school activities (where applicable) 'Budding Minds' Gardening Club	To ensure all children have the opportunity to access school life and ensure an inclusive provision is available. Support attendance improvements through breakfast club provision	Pupil/parent feedback Attendance data Tracking data	AC/CS	Half-termly (6x a year)
Provide costumes for school performances for PP children across all Year Groups (as required)	Purchase appropriate costumes as and when required	All chn feel included and part of a performance	On the basis of need	AC/CS/class teacher	Annually

Forest School sessions	Qualified external practitioner running weekly sessions in 6 week blocks on school grounds (up to 30 children)	Enrichment opportunity, self-esteem, team work and resilience activities	Voice of the pupil Instructor evaluation	AC/CS	Per block session
Total budgeted cost £40,500					

6. Additional detail
• To address school priorities in terms of disadvantaged, an amount is set aside for attendance encouragement. • The school allocates an amount of the budget as a contingency for in-year development
Total budgeted amount £1,680