

## Pupil Premium Strategy Statement 2018-2019

| 1. Summary information |                              |                                  |          |                                                |         |
|------------------------|------------------------------|----------------------------------|----------|------------------------------------------------|---------|
| School                 | St Andrew's CE Junior School |                                  |          |                                                |         |
| Academic Year          | 2016/17                      | Total PP budget                  | £105,140 | Date of most recent PP review                  | 07/2018 |
| Total number of pupils | 216                          | Number of pupils eligible for PP | TBC      | Date for next internal review of this strategy | 04/2019 |

| 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.<br>One pupil concerns of becoming potential persistent absentees.                                                                                         |                                                                                                  |
| 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 2019 |
| B.                                                                                                       | All pupils achieve attendance at 95% or above (unless an exceptional circumstance)                                                                                                     | Ongoing attendance data with termly updates and parent meetings if necessary.                    |

|           |                                                                                                                                                                              |                                                 |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>C.</b> | All pupils to have confidence to achieve their potential and the self-confidence to succeed (nurture groups, play leaders, Relax Kids sessions, developing resilience, P4C ) | Feedback from intervention groups.<br>Data 2019 |
| <b>D.</b> | 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**      **2018/2019**

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

| <b>Desired outcome</b>                   | <b>Chosen action/approach</b>                                                                  | <b>What is the evidence rationale for this choice?</b>                         | <b>How will you ensure it is implemented well?</b>                                                                  | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------|
| 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<br>EP       | Half-termly ( 6x a year)                    |
| All pupils supported to achieve in maths | Additional member of staff to teach higher achieving children to                               | Higher level pupils to work at and achieve higher level at end of key stage 2. | Track progress through half-termly pupil progress meetings with teacher and HLTA, pupil interviews, lesson          | AC/CS<br>EP       | Half-termly ( 6x a year)                    |

|                                                      |                                                                  |                                                                                                                                                                        |                                                       |       |                          |
|------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------|--------------------------|
|                                                      | deepen and extend learning                                       |                                                                                                                                                                        | observations                                          |       |                          |
| Diminishing differences for all disadvantaged pupils | Increased TA support for classes – particular children targetted | Increased individual attention, marking and feedback higher quality, planning more targeted, and targeted teaching and learning, opportunities for one to one support. | TA's assigned to support individuals and class groups | AC/CS | Half-termly ( 6x a year) |
| <b>Total budgeted cost £33,500</b>                   |                                                                  |                                                                                                                                                                        |                                                       |       |                          |

## 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 | Nurture sessions offered weekly by trained TA to support pupils experiencing difficulties.<br>Resilience-building games, Positive play, Lego therapy. | To support pupils experiencing difficulties that prevent them from diminishing differences and allow them to access learning.<br>Experienced trained TA to help children with emotional and anxiety issues to access | Pupil interviews/discussions.<br>Parent feedback.<br>Review of behaviour log/CPOMs.<br>Incidents.<br>Tracking data.<br>Review meetings with TA to track progress. | AC/CS<br>MS | Ongoing. Children will access different support as required. |

|                                                                   |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                         |              |                                                     |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------|
|                                                                   |                                                                                                                                            | learning fully. Play sessions to develop and build friendships and social interaction                                                                                                                                                                                                                                                  |                                                                                                                                                         |              |                                                     |
| 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 teacher 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 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<br>SMc | Ongoing. Children will access sessions as required. |
| Increase in self-esteem, resilience and self-confidence of pupils | P4C sessions delivered following staff training.                                                                                           | To support pupils in making decisions based on creating their own philosophical questions. Encouraging thinking, reasoning and questioning skills and to                                                                                                                                                                               | All staff to attend INSET training in P4C<br>Pupil interviews/discussions. Parent feedback. Review of behaviour log/CPOMs.                              | AC/CS<br>EP  | Ongoing                                             |

|                                                               |                                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |             |                          |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------|
|                                                               |                                                                                                                                                 | improve cognitive, social and emotional development.                                                                                                                                                                                                                         | Incidents.<br>Tracking data.<br>Review meetings with teacher to track progress.                                                                                        |             |                          |
| Broaden and deepen the experiences of higher achieving pupils | Provide opportunities for children to access or experience alternative cultures such as theatre trips, visiting other faith's places of worship | 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.<br>Parent feedback.<br>Review of behaviour log/CPOMs.<br>Incidents.<br>Tracking data.<br>Review meetings with teacher to track progress. | AC/CS<br>EP | Half-termly ( 6x a year) |
| Total budgeted cost £9,780                                    |                                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |             |                          |

| 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. Fund trips, individual musical instrument lessons, visits, breakfast club, after school activities ( where applicable) | 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<br>Attendance data<br>Tracking data | AC/CS      | Half-termly ( 6x a year)             |
| Total budgeted cost £40,050                             |                                                                                                                                                                                      |                                                                                                                                                                                    |                                                           |            |                                      |

## 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 £21,810**