

## Pupil premium strategy statement : **Saltersgate Junior School 2018-2019**

1. Summary information					
<b>-School</b>	Saltersgate Junior School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£84480		
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	65	<b>Date for next internal review of this strategy</b>	September 2019
Evidence of School performance					
<b>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</b>	<p><i>‘Leaders know how pupil premium funding is used and of the impact it has in closing attainment gaps between disadvantaged pupils and others. Additional teaching and planned support for disadvantaged groups has had an extremely positive impact over time. The school’s success at improving national test results for disadvantaged pupils is acknowledged in a recent letter from the Minister of State for Schools. ‘</i></p> <p><i>“The achievement of disadvantaged pupils has improved significantly. Compared with all pupils nationally and others in the school, gaps have virtually closed. In 2014 all pupils made at least expected progress in reading and writing, with considerable proportions doing better than that. Almost all made expected progress in reading. This compares extremely well with the national picture.”</i></p>				
<b>Summary of school’s performance data:</b>	<p><i>“In terms of their attainment in 2014, there was less than one term’s difference between disadvantaged pupils and others in the school in reading, writing and mathematics. Compared with all pupils nationally, disadvantaged pupils equalled the attainment of others in reading and did better than them in mathematics and writing.” Ofsted March 2015</i></p>				
2. End of Key Stage attainment					
		<i>Pupils eligible for PP (school)</i>		<i>Pupils not eligible for PP ( school)</i>	
<b>% achieving in reading, writing and maths</b>		53%		83%	
<b>% making progress in reading</b>		53%		90%	
<b>% making progress in writing</b>		76%		97%	
<b>% making progress in maths</b>		59%		88%	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Some children may need to build resilience as they may have difficulties with challenges of age related standards and the greater depth standard in maths and reading	
<b>B.</b>	Children may not be inspired to read.	
<b>C.</b>	Children do not perform well with written comprehension.	
<b>D.</b>	Some children require enrichment experiences in order to provide purposes for maths.	
<b>E.</b>	Across school standards in spelling and grammar may impact on overall attainment in writing.	
<b>F.</b>	Some children have low self-esteem.	
<b>G.</b>	Some children need support with developing emotional resilience.	
<b>H.</b>	Some children struggle with retention of key maths facts.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Provision</i>
<b>A.</b>	<p>Improve the percentage of pupil premium children attaining age related expectations and above by summer 2018, with a particular focus on reading and maths.</p> <p>Differences between pupil premium children and others in school and nationally (pp and non- pp) diminish.</p>	<p>Breakfast booster club</p> <p>Access to a range of computer programmes/educational games/apps e.g. Read Theory, Mathletics.</p> <p>Additional support from teachers and learning assistants</p> <p>Personalised learning</p> <p>Individualised feedback to include support and challenge</p> <p>Metacognition and growth mindset programme</p> <p>RESPECT values and school behaviour systems.</p> <p>Staff CPD</p> <p>Confidence support group</p> <p>Reciprocal reading, read theory</p> <p>Reasoning and problem solving/ challenges</p> <p>Spelling and grammar intervention and resourcing</p> <p>1-1 and small group work</p>

<p><b>B.</b></p>	<p>Improved engagement with reading across the school has helped to build the love of reading, reading stamina and comprehension skills.</p>	<p>Revisit the Ofsted Best Practice Guide 'Make your School an Outstanding Reading School'                  Continue to replenish the library                  Continue to provide author visits, workshops and other inspirational sessions                  Dyslexia friendly books                  Read Theory                  Digismart and use of digital technologies                  Continue to engage with the Doncaster Book awards (ensuring PP pupils are part of this)                  Further develop access to e-reading                  Personalised book choices                  Continue to Improve collections to interest boys                  Links with other schools to incorporate buddy systems.                  Paired buddy reading within school.                  Bookswap                  WPM,                  RPM                  Purchase of class novels                  Purchase of modern and classic novels for pupils.                  Theatre group and performances.</p>
<p><b>C.</b></p>	<p>Over time children improve confidence and standards in written comprehension</p>	<p>Increased engagement in reading- see above                  Reading project for 2A, 2B,2D skills                  Comprehension strategies-PrimEd.                  Reading CPD to improve a revision of the domains and comprehension strategies                  Additional teacher and support staff support                  Whole school focus on vocabulary (this can be a big barrier)                  Classroom reading displays reinforce the reading domains and include top tips for answering in response to specific domains.                  Reading initiatives and incentives.                  CPD based on marking accuracy and acceptable responses.</p>
<p><b>D.</b></p>	<p>Enrichment activities-maths skills                  Real life                  Cornerstones</p>	

<p><b>E.</b></p>	<p>Better application of spelling and grammar within written work across the curriculum. Improved attainment with spelling of national curriculum words.</p>	<p>Improved resourcing for GPS GPS CPD for all staff. Spelling intervention groups Staff literacy working group. Research school and EEF guidance. Pyramid moderation. In-school moderations CPD based on marking accuracy and acceptable responses. Class novel and links to Cornerstones topics.</p>
<p><b>F.</b></p>	<p>Pupil show increased confidence and improved self-esteem results in better well-being and impacts on attainment and progress.</p>	<p>Social groups 1-1 and small group work Circle time Rainbows Access to clubs, including sports clubs Key roles and responsibilities given to pupils. CAMHS key named person in school to liaise and access training. ELSA support assistant and pastoral lead BESD lead to develop social, emotional difficulties. Metacognition and Growth Mindset. School behaviour and RESPECT values.</p>
<p><b>G.</b></p>	<p>Some children need support with developing emotional resilience.</p>	<p>ELSA support assistant and pastoral lead BESD lead to develop social, emotional difficulties Non-class based SENCO to support family challenges and Early Help in school. Sports premium- clubs, visits, equipment. Rainbows support.</p>

<b>H.</b>	Some children struggle with retention of key maths facts.	<p>Increased use of manipulatives  Resources to be redeployed for practical sessions.  Parental engagement sessions for purposeful real-life maths  Parental voice for how to support pupils and families.  Maths mastery approach across school.  Learning walks/ book scrutiny  CPD- Sharing good practice.  NRich resources and problems.  Visual representations.  Maths working group.</p>
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**5. Planned expenditure**

<b>Academic year</b>	<b>2018-2019</b>	
<b>Planned expenditure</b> £ 126.103	Pupil Premium Grant = £ 84480	Difference= -£41623

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 implementation?
Raise attainment by pupils eligible for PP in Reading, Writing and Maths <i>-Also see Action 1 on Literacy and Maths action plan.</i>	Pupil Progress meetings for all year group teachers to focus on identifying pupils eligible for PP and implementing intervention strategies termly with additional half-	<p>Teachers will know who their PP pupils are and plan and monitor for accelerated progress.</p> <p>All staff will be up to date with all aspects of curriculum/ strategies to promote learning and progress</p>	<p>PPA time</p> <p>Additional release time/ teacher cover</p> <p>LSA to attend staff meetings to consolidate whole staff CPD.</p>	Headteacher to lead format for Pupil Progress meetings, SLT to conduct the meetings and then year groups to meet and feedback to SLT.	<p>Termly within school</p> <p>Using end of year attainment and progress data</p>

	<p>termly interim assessments (drop-ins, book scrutiny, learning walk etc...)</p> <p>Staff CPD</p>				
<p>Raise attainment of pupils eligible for PP at the end of Key Stage 2 in Reading, Writing and Maths <i>Also see Action 1 on Literacy and Maths action plan.</i></p>	<p>Teacher and LSA booster clubs, before and after school for Year 6 pupils to support with key skills in English and Maths</p>	<p>We believe that allowing pupils access to homework support from school staff will provide consolidation and development of new learning</p>	<p>Additional LSA time for whole year</p> <p>1 additional day for part time teacher</p>	<p>SLT to implement clubs</p> <p>Teachers and support staff to work closely on key learning and activities</p> <p>SLT to monitor and assess impact on pupil achievement</p>	

<p>Raise attainment by pupils eligible for PP at the end of Key Stage 2 in Reading, Writing and Maths <i>Also see Action 1 on Literacy and Maths action plan.</i></p>	<p>Additional Learning Support Assistants to work with targeted groups for mornings and some afternoons across Year 6</p>	<p>We want to raise pupil achievement at the end of Key Stage 2 through a programme of targeted differentiated intervention to reinforce basic skills</p>	<p>150.66 hours per week LSA = £81,712 per annum</p>	<p>SLT to deploy additional support</p> <p>Y6 teachers to liaise with additional support on lesson planning, activities and expectations</p> <p>SLT to monitor impact on pupil achievement</p> <p>Teacher to monitor in class support through Pupil progress meetings.</p> <p>Monitor through QA methods and intervention impact.</p>	
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Improve attendance rates for target pupils eligible for PP	Attendance Officer to work closely with the HT, EWO and LA monitor and respond to the attendance of vulnerable groups.	We want to build positive relationships with vulnerable families in order to provide support and improve positive attitudes to their children's school experience  Additional incentives to engage children with coming to school	Admin time £711.36 per annum	SLT to monitor effectiveness of the role and impact on attendance and achievement	
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
Improve behaviour and motivation for learning, particularly by boys eligible for PP	Pastoral and behavioural support (Mr V) to engage boys and develop life skills.	Support for 'reluctant learners' in developing life skills and resilience. These skills can then be transferred to learning in the classroom. School pupil profiling	LSA hours- 12 hours per week Wk- £119.64  £4665.96 per annum	Improvements in attendance and engagement within school, therefore increased attainment.	

<p>Improve behaviour and motivation for learning</p>	<p>Provide a counselling service to support pupil well-being</p>	<p>Supporting well-being and self-esteem is central to the ethos of the school, we acknowledge the impact on learning.</p>	<p>Pastoral Care £13358 £8086.68</p>	<p>SLT to monitor effectiveness of support and impact on pupil well-being</p>	
<p>Improve behaviour, engagement and motivation for learning</p>	<p>Provide 'Wake-up, Shake-up' club.</p>		<p>8.3 hours per week (2 staff)  Breakfast supplies approx. £50.00  Forecast:- £94.55 staff £50.00 supplies  Per annum:- £5636.94</p>	<p>SLT to monitor effectiveness of support and impact on pupil engagement in lessons  SLT to monitor attendance and late impact.</p>	
<p>Improve access to support for ICT maths.</p>	<p>Provide access to times tables and ICT resources for increasing basic maths skills.</p>	<p>We want children to be able to use a range of engaging technology based learning platforms in raise the profile of maths in school.</p>			

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
Raise attainment by pupils eligible for PP at the end of Key Stage 2 in Reading	<p>Purchase class novels for PP pupils</p> <p>Purchase books of choice for PP pupils</p> <p>Pupil voice for new books in the library.</p> <p>Doncaster book award visits- coach subsidised by school.</p> <p>Read Theory</p> <p>Use of technology</p> <p>PrimED comprehension strategies</p> <p>EEF- Research led school using relevant guidance</p> <p>Bookswap</p> <p>Reading incentives/ initiatives</p>	We want to raise the profile of reading of pleasure, reinforce reading skills and promote enjoyment of reading with pupils who usually would not read outside of school	<p>Cost of books for pp pupils</p> <p>£1366.82</p>	<p>English Lead, SENCO and wider SLT.</p> <p>SLT to monitor outcomes and impact on pupil achievement and well-being</p>	<p>Termly within school</p> <p>Using end of year attainment and progress data (September 2017)</p> <p>Close monitoring of all strategies</p>

	YARC Reading assessments				
Improve attendance rates for target pupils eligible for PP	<p>Individual prizes for pupils who achieve 100% attendance for each term</p> <p>Special prize/reward for any pupils achieving 100% attendance at the end of the academic year</p>	We want to raise the status of high attendance by rewarding pupils who attend regularly, thereby encouraging other targeted families to improve attendance	Cost of rewards £26	<p>Head to monitor attendance and facilitate action to support families with attendance causing concern.</p> <p>Admin staff to produce regular attendance reports</p> <p>Head to monitor quality of provision and impact on pupil punctuality and attendance</p>	
Support for Vulnerable Families with children eligible for PP	<p>Funding support available towards cost of residential visits/ visits.</p> <p>Music tuition</p> <p>Sports clubs</p>	We want to support vulnerable families who may be struggling financially to access activities and provision that will improve pupil well-being and achievement	Approx £1500+ per annum	<p>SLT to monitor outcomes and impact on pupils' attitudes to reading</p> <p>School Business Manager to facilitate this</p> <p>SLT to identify potential targeted families via Pupil</p>	<p>Termly within school</p> <p>Using attendance data.</p>

				Progress meeting outcomes	
Increasing engagement to enable PP pupils to fully participate in all aspects of school life.	Poverty proofing School uniform  Funded fruit	We want to support vulnerable families who may be struggling financially to enable the young people have a sense of community and belonging.	Appliances and Uniform  £1000 £418.99+ installation (TBC)  £380.25	SLT to monitor impact and engagement in whole school life.	
81 Raise attainment by pupils eligible for PP at the end of Key Stage 2 in	Use of resource  Mathematics  Developing staff CPD  Real-life problems.  Third-space 1:1 tuition.  Use of 123learning intervention resources.  Mathematical visits  Increased use of enterprise  STEM links to be explicit.	We want to raise the profile of purposeful, real-life uses of mathematics with pupils who usually would not read outside of school	£7200.00	Maths lead, SENCO and wider SLT.          SLT to monitor outcomes and impact on pupil achievement and well-being	Half-termly monitoring for formative assessments and evidence collation       Termly monitor for summative assessments.

	Big bang visit for PP pupils.				
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