

Pupil premium strategy statement : **Saltersgate Junior School 2017-2018**

1. Summary information					
-School	Saltersgate Junior School				
Academic Year	2017-2018	Total PP budget	£109, 373		
Total number of pupils	357	Number of pupils eligible for PP	59	Date for next internal review of this strategy	September 2018
Evidence of School performance					
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<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>				
Summary of school’s performance data:	<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 (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		75%		61%	
% making progress in reading		88%		71%	
% making progress in writing		88%		76%	
% making progress in maths		87%		78%	

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.	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.	Some more able children need support with resilience, confidence when learning higher order skills.	
C.	Children may not be inspired to read.	
D.	Children do not perform well with written comprehension.	
E.	Some children require enrichment experiences in order to provide purposes for writing/maths.	
F.	Across school standards in spelling and grammar may impact on overall attainment in writing.	
G.	Some children have low self-esteem.	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Provision</i>
A.	<p>Improve the percentage of pupil premium children attaining age related expectations and above by summer 2017</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, Matheletics.</p> <p>Additional support from teachers and learning assistants</p> <p>Personalised learning</p> <p>Individualised feedback to include support and challenge</p>
B.	<p>Most able disadvantaged children make good progress and the number attaining greater depth in reading, writing and maths increases by summer 2017.</p>	<p>As above +</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>
C.	<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'</p> <p>Continue to replenish the library</p> <p>Continue to provide author visits, workshops and other inspirational</p>

		<p>sessions</p> <p>Continue to engage with the Doncaster Book awards (ensuring PP pupils are part of this)</p> <p>Further develop access to e-reading</p> <p>Personalised book choices</p> <p>Continue to Improve collections to interest boys</p>
D.	Over time children improve confidence and standards in written comprehension	<p>Reading CPD to improve a revision of the domains and comprehension strategies</p> <p>Additional teacher and support staff support</p> <p>Whole school focus on vocabulary (this can be a big barrier)</p> <p>Classroom reading displays reinforce the reading domains and include top tips for answering in response to specific domains.</p>
E.	Standards of writing improve over time and across subjects including science so that KS2 SAT outcomes are in line with or better than national for pp and non pp children.	<p>Continue to provide exciting Visits/experiences linked to Cornerstones (e.g. visit to the theatre as part of the Heroes and Villains topic)</p> <p>Enterprise opportunities as part of Cornerstones</p> <p>Visitors</p> <p>Writing intervention 1:1 and small groups</p> <p>Use of the Green Screen and drama</p>
F.	Better application of spelling and grammar within written work across the curriculum. Improved attainment with spelling of national curriculum words	<p>Improved resourcing for GPS</p> <p>GPS CPD for LSA's</p> <p>Spelling intervention groups</p>
G.	Pupil show increased confidence and improved self-esteem results in better well-being and impacts on attainment and progress.	<p>Social groups</p> <p>1-1 and small group work</p> <p>Circle time</p> <p>Rainbows</p> <p>Access to clubs, including sports clubs</p> <p>Key roles and responsibilities given to pupils.</p> <p>CAMHS key named person in school to liaise and access training.</p>
5. lanned expenditure		

Academic year	2017-2018				
Planned expenditure £109,373	Pupil Premium Grant = £77,880		Difference= £31,493 Funded from the school budget as part of the commitment to diminish the difference between PP and non PP		
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	Half termly Pupil Progress meetings for all year group teachers to focus on identifying pupils eligible for PP and implementing intervention strategies Staff CPD	Teachers will know who their PP pupils are and plan and monitor for accelerated progress All staff will be up to date with all aspects of curriculum/ strategies to promote learning and progress	PPA time Additional release time/ teacher cover LSA to attend staff meetings to consolidate whole staff CPD.	Headteacher to lead format for Pupil Progress meetings, Year leaders to conduct the meetings and then year groups to meet and feedback to SLT.	Termly within school Using end of year attainment and progress data
Raise attainment of pupils eligible for PP at the end of Key Stage 2 in Reading, Writing and Maths	Teacher and LSA booster clubs, before and after school for Year 6 pupils to support with key skills in English and Maths	We believe that allowing pupils access to homework support from school staff will provide consolidation and development of new learning	Additional LSA time for whole year 1 additional day for part time teacher	SLT to implement clubs Teachers and support staff to work closely on key learning and activities	

<p>Raise attainment by pupils eligible for PP at the end of Key Stage 2 in Reading, Writing and Maths</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>118.75 hours per week LSA = £64440 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>Improve attendance rates for target pupils eligible for PP</p>	<p>Attendance Officer to work closely with the HT, EWO and LA monitor and respond to the attendance of vulnerable groups.</p>	<p>We want to build positive relationships with vulnerable families in order to provide support and improve positive attitudes to their children's school experience</p>	<p>Admin time £711.36 per annum</p>	<p>SLT to monitor effectiveness of the role and impact on attendance and achievement</p>	

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?
Raise attainment of Y5 and 6 pupils eligible for PP in Reading, Writing and Maths	Use of intervention groups led by teacher to target key skills across Key Stage 2	We believe that achievement by vulnerable pupils can be accelerated by the use of bespoke intervention groups led by an additional teacher that reinforces learning and basic skills	£26886 £18706	Pupil Progress meetings to identify targeted groups Year Leaders to deploy additional teacher and organise timetable KS2 teachers to liaise with additional teacher on planning,	Termly within school Using end of year attainment and progress data (September 2017)
Raise attainment by pupils eligible for PP at the end of Key Stage 2 in Reading, Writing and Maths	Easter School for Year 6, particularly for pupils eligible for PP	We want to support our pupils wellbeing by helping them to prepare for the structure of the national assessments as well as revising key skills needed	LSA time	Pupil Progress meetings to identify targeted groups SLT to arrange logistics of Easter School SLT to monitor and evaluate impact on pupil progress	

Improve behaviour and motivation for learning, particularly by boys eligible for PP	Use of Sports' Coaches to provide after school clubs for targeted pupils eligible for PP	We believe that structured clubs and play opportunities led by qualified coaches will improve well-being and motivation	Coach fees £5530	PE Curriculum Leader to liaise with Coaches and implement timetable	
Improve behaviour and motivation for learning	Provide a counselling service to support pupil well-being	Supporting well-being and self-esteem is central to the ethos of the school, we acknowledge the impact on learning	Pastoral Care £20862	SLT to monitor effectiveness of support and impact on pupil well-being	

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?
Raise attainment by pupils eligible for PP at the end of Key Stage 2 in Reading	<p>Visit by a children's author to lead workshops promoting the pleasure of reading and writing.</p> <p>House point prize draw Reading vouchers</p> <p>Reading Reward Café</p> <p>Reward Lucky Dip Books</p>	We want to raise the profile of reading of pleasure, reinforce Guided Reading skills and promote enjoyment of reading with pupils who usually would not read outside of school	<p>Author fees £500</p> <p>Cost of vouchers £120</p> <p>Cost of refreshments £31.60</p> <p>Cost of books £107.83</p> <p>Transport to the event £60 per visit</p>	<p>English Curriculum Leader to research, plan and implement Author visit</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>

	Doncaster Book Award				
Improve attendance rates for target pupils eligible for PP	Individual prizes for pupils who achieve 100% attendance for each term Special prize/reward for any pupils achieving 100% attendance at the end of the academic year	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	Head to monitor attendance and facilitate action to support families with attendance causing concern. Admin staff to produce regular attendance reports Head to monitor quality of provision and impact on pupil punctuality and attendance	
Support for Vulnerable Families with children eligible for PP	Funding support available towards cost of residential visits	We want to support vulnerable families who may be struggling financially to access activities and provision that will improve pupil well-being and achievement	£750	SLT to monitor outcomes and impact on pupils' attitudes to reading School Business Manager to facilitate this SLT to identify	Termly within school Using attendance data.

				potential targeted families via Pupil Progress meeting outcomes	
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