



Pupil Premium Strategy Statement

1. Summary information					
School	Short Heath Junior School				
Academic Year	2016-2017	Total PP budget (2016-2017 budget)	£93,720	Date of most recent PP Review	
Total number of pupils	238	Number of pupils eligible for PP- (Jan census 2016)	71 (29.8%)	Date for next PP Strategy Review	April 2017
		Year 3 (Sept 2016)	17		
		Year 4 (Sept 2016)	15		
		Year 5 (Sept 2016)	16		
		Year 6 (Sept 2016)	23		
Federation Context	Pupil numbers in each school in the Federation determine how much of any one person's salary each school is paying. This is then balanced alongside the proportion of PP eligible children each school has, so that funding is apportioned completely fairly.				

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All pupils Nationally (national average)</i>
% achieving 4+ in RWM 2015	91% (of 12 children)	80%
% 4+ in Reading in 2015	91%	89%
% 4+ in Writing in 2015	93%	92%
% 4+ in Mathematics in 2015	91%	86%
% reaching expected standard in Writing in 2016	58% (of 19 children)	74%
% working at Greater Depth within expected standard in Writing in 2016	16% (of 19 children)	25.9%
% reaching expected standard in GPS in 2016	68% (of 19 children)	72%
% reaching expected standard in Reading in 2016	37% (of 19 children)	66%
% reaching expected standard in Mathematics in 2016	68% (of 19 children)	70%
% reaching expected standard in Reading, Writing and Mathematics combined in 2016	32% (of 19 children)	53%
% making expected progress in Writing	53% (of 19 children)	55.1%
% making expected progress in Reading	28% (of 19 children)	50.1%
% making expected progress in Mathematics	37% (of 19 children)	50.4%

The above comparisons are between the attainment of pupil premium eligible children in our school and other children nationally. It does not take into account different starting points.

Average Tracking Points Progress Across Year 6 (2015-2016)	<i>Pupils eligible for PP</i>	<i>Annual Expectation</i>
Reading	4.5	3.0
Writing	4.5	3.0
Maths	4.9	3.0

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	On average, historically, approximately 42% of PP children also have Special Educational Needs, so attainment is lower for this group overall compared with ALL
B.	Historically, only around 18% of pupils eligible for the Pupil Premium are identified as gifted in any curriculum area, which reduces the overall attainment measures for PP children compared with ALL others nationally
C.	Children start school (in Nursery) well below national expectation in all Areas of Learning, but particularly in PSED and in language and communication-. (17% overall)
D.	Challenging behaviours from some children that limit their ability to access meaningful learning

External barriers

E.	In a sometimes challenging community, significant support is required by children and families in many aspects of their lives in order for us to ensure that their children come to school ready and able to learn
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4. Outcomes <i>(Intended impact and how it will be measured)</i>		Success criteria
A.	Across KS2, PP children make similar or better progress than all other children nationally from similar starting points	Diminishing difference in % reaching age related expected standard between PP children in school and others nationally.
B.	At the end of Y6, PP children make similar or better progress than all other children nationally from similar starting points in Reading, Writing, Mathematics and Science	Diminishing difference in % reaching and exceeding the expected standards in KS2 assessments between PP children in school and others nationally.
C.	In all Year Groups and in all Areas of Learning/National Curriculum subjects, PP children identified as most able (those exceeding expected standards) make similar progress to all other children nationally from similar starting points	Diminishing difference in % exceeding the expected standards in all year groups between PP children in school and all others nationally.
D.		

5. Planned expenditure	
Academic year	2016-2017
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? (See Appendix 1 for explanations)	Staff lead	When will you review implementation?
Leadership	Training and Support for Subject Leaders to increase accountability for the progress of all groups of children	Subject leadership is developing, but leaders still need to know more about how effectively their subject is being taught and more about pupil outcomes, including for disadvantaged pupils.	Middle Leadership Reviews carried out termly by Senior Leadership Team and others support externally. Deep Reviews carried out termly by senior leaders. Middle leaders monitor the effectiveness of provision in their subject area and address priorities identified.	SLT Teachers	Termly
Progress for MA, SEN and all	Continued training for all teaching and support staff in enhancing progress for all learners through a mastery approach	Continue with ongoing training in Maths and English, making links to other subject areas on mastery and working at Greater Depth to further increase the amount of learning that is fully secure. Over the last two years, this strategy has continued to drive up standards of attainment, so we are further above national averages in attainment.	Deep reviews focus on all areas of overall effectiveness	SLT	Termly
Total budgeted cost					£30357
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? (See Appendix 1 for explanations)	Staff lead	When will you review implementation?
Improving language	Buy in support from Speech and Language Team – work with individual children and families and train staff to deliver ongoing intervention programmes so that programmes become self-sustaining over time.	Speech and Language therapy (Pragmatics), for children with social communication difficulties particularly, makes a difference to outcomes in English, giving children better access to all learning opportunities	Monitoring of intervention programmes with Deep Reviews as well as informal monitoring of intervention as it happens	SALT SENCo Support Staff	Annually with Service Level Agreement
Intervention	Targeted intervention on a 1:1 basis and through G5 where children need additional support to develop a specific skill	G5 particularly, is a quick and effective way to move children’s learning forward. This needs to be done more often now with more able children too. In addition, in school interventions, such as BRP (identified at Pupil Progress meetings) have historically shown improved outcomes for children involved.	Pupil Progress meeting discussions on individuals’ progress. Intervention monitoring in Deep Reviews	Support Staff	Half Termly

Behaviour Support	Bought in training and support from Integrated Behaviour Support Service.	Behaviour support has been used to train staff on approaches to behaviour management. We need to update this input, as well as using staff already trained to deliver their learning to others. Behaviour support team also work individually with some children, their families and year group staff. This varies in success and will therefore will reduce this year. Our staff will, however, continue to learn approaches and strategies so that we become more self-sufficient in this area again this year.	Behaviour records in Deep Reviews termly	IBSS Senior Team Classroom staff	Annually with Service Level Agreement
Ed Psych	Bought in training, child and family support from Educational Psychologist	The quality of support and its impact from Educational Psychologists has historically been a strength. A better understanding of the needs of individuals through this route enables us to better meet them.	Deep reviews termly and Pupil Progress Meetings half termly allow us to determine effectiveness of provision.	Ed Psych Senior Team Classroom staff	Annually with Service Level Agreement
Total budgeted cost					£29501
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? (See Appendix 1 for explanations)	Staff lead	When will you review implementation?

<p>Family Support</p>	<p>Needs based support/counselling/ Early Help for children and families in need of additional help and support through our team of Family Support Advisors. Also focusing on improving attendance, health, mental health and working with parents including those that can be harder to reach. Safeguarding falls within this category too.</p>	<p>This is a provision that has worked well over several years. It changes all the time to meet the needs of our families, but makes a difference ultimately in the children's readiness to learn when they come to school in the morning if their home life is safer and more settled.</p>	<p>Pupil progress meetings check how well this is working for individuals. Notes are monitored by Executive Headteacher.</p>	<p>Family Support Advisors</p>	<p>Half termly</p>
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Lunchtime Clubs/extra curricular	Funding for out of classroom activities/clubs/groups and therapies in school to meet needs of individuals	<p>Strategies such as Lego therapy, lunchtime nurture and 'Friends' helps children with self esteem issues, building confidence, giving them strategies to manage difficulties at home and in school.</p> <p>Funding allows access for children who may otherwise be able to take part in some activities.</p> <p>Introduce Happy Lunchtimes. Training complete and equipment purchased. Implement and monitor in school to improve positive play for everyone.</p>	Pupil progress meeting discussions half termly	Family Support Advisors	
Total budgeted cost					£30667

6. Review of expenditure				
Previous Academic Year		2015-2016		
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
				

<p>Progress for MA and all</p>	<p>Continued training for all teaching and support staff in enhancing progress for all learners through a mastery approach</p>	<p>Improving outcomes in all year groups and in all areas of learning. Children have attained better than in previous years compared with national averages and children have overall made more than expected progress, including children eligible for Pupil Premium. Whilst average progress is higher than the expected rate, PP children make very slightly less progress than others in some areas. This is a marginal difference equivalent to a week or two.</p>	<p>Attainment and progress improved. Need still to diminish difference completely and improve proportions of children working at Greater Depth within expected standards in the curriculum.</p>	
<p>Leadership</p>	<p>Training and Support for Subject Leaders to increase accountability for the progress of all groups of children</p>	<p>Improved knowledge and understanding of teachers of the new requirements within the national curriculum in their subjects and a good knowledge of coverage of the curriculum.</p>	<p>More accountability needed on progress in each subject in addition to English and Maths. Increased accountability in data measures. Leadership Reviews will monitor this.</p>	

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
Improving language	Buy in support from Speech and Language Team – work with individual children and families and train staff to deliver ongoing intervention programmes so that programmes become self-sustaining over time.(Pragmatics)	Improved outcomes for ALL in Social, Communication and Language and language based areas of the curriculum overall. ALL pupils make better than expected progress overall, although this is a little less for PP children in a few aspects.	Need to further develop staff skills so that we become self-sufficient in this area whilst continuing to work with children and families as new children start school and we identify an early need. We can reduce the number of sessions we need, as we are able to deliver more ourselves in 2016-2017	
Intervention	Targeted intervention on a 1:1 basis and through G5 where children need additional support to develop a specific skill	Improving outcomes in all year groups and in all areas of learning. Children have attained better than in previous years compared with national averages and children have overall made more than expected progress, including children eligible for Pupil Premium. Whilst average progress is higher than the expected rate, PP children make very slightly less progress than others in some aspects. This is a marginal difference equivalent to a week or two.	Needs and therefore interventions used change. Pupil progress meetings addresses this well. We definitely need to further develop Gimme 5 intervention for the most able to ensure we deepen their learning when required.	

Behaviour Support	Bought in training and support from Integrated Behaviour Support Service.	Improvements seen in behaviour for some individuals and staff are more skilled again in a range of strategies to use. Work with children by service has not always made enough of a difference. Children in this programme, where there are also other needs, need further support over time to catch up on learning lost.	School can employ strategies in house – ensure induction for new staff. We will continue to use the service, in a reduced allocation of time, when there is a severe need.	
Ed Psych	Bought in training, child and family			
iii. 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

<p>Family Support</p>	<p>Needs based support/counselling/Early Help for children and families in need of additional help and support through our team of Family Support Advisors. Also focusing on improving attendance, health, mental health and working with parents including those that can be harder to reach. Safeguarding falls within this category too.</p>	<p>Outcomes for children overall improved. Identifying support for specific children and families can be seen to have improved learning attitudes and behaviours as well as wider family issues, so that children come to school ready to learn. This improves over time in different classes and for different reasons.</p>	<p>Continue but with the addition of a counselling service for children and/or parents from a qualified counsellor on our team.</p>	
<p>Lunchtime Clubs/extra curricular</p>	<p>Funding for out of classroom activities/clubs/groups and therapies in school to meet needs of individuals</p>	<p>Feedback from children positive. Nurture leaves children calmer when going back to afternoon lessons. Parents and children tell us friends/lego etc work for them and their children, so will continue on a needs basis</p>	<p>Nurture is a real need for our schools and is being developed as a long term strategy for all schools</p>	

7. Additional detail

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

Key

EHT – Executive Headteacher

SLT – Senior Leadership Team

FLT – Wider Federation Leadership Team

Senco – Special Educational Needs Coordinator

SALT – Speech and Language Team

IBSS – Integrated Behaviour Support Service

MA – Most Able Pupils

Prog - Progress

Appendix 1

What is a Deep Review?

Deep reviews happen termly. The Executive Headteacher, Heads of School and classroom staff focus on each year group for a day. We observe learning happening in the classroom, focusing on the impact of teaching over time determined by the knowledge, skills and understanding that children have already gained. We focus particularly on the depth of children's learning, how embedded their learning is and thus how well they are able to apply their learning to new contexts. We scrutinise books, we talk to children about their learning, we listen to readers. We make comparisons between groups of children and consider provision for those in need of additional support. A deep review is essentially an inspection of the year group. Judgements are made, using the Ofsted Inspection Framework, on pupil outcomes, the impact of leadership and management, pupils' personal development, behaviour and welfare, the Quality of Teaching, Learning and Assessment and thus Overall Effectiveness. Strengths and weaknesses are identified and reported to staff and each member of staff then has a personalised action plan that allows them to share their strengths with others and continue to develop their practice.

What is a Leadership Review?

A leadership review also happens termly. It is an inspection of leadership and management of specific subject areas, which are led by middle leaders (class teachers) in school. We examine their leadership of their subject, primarily focusing on the impact of their work on how well children achieve. Reviews are carried out by senior staff as well as external support partners.