

Harlescott Junior School Pupil Premium Strategy Plan 2017-18

1. Summary information					
School	Harlescott Junior School				
Academic Year	2017/18	Total PP budget	£157,800	Date of most recent PP Review	July 17
Total number of pupils	356	Number of pupils eligible for PP	112 (33%)	Date for next internal review of this strategy	Jan 2017

2. Current attainment	
	Y6 Pupils eligible for PPG end of KS2 2017
% achieving expected standard or above in reading, writing & maths equivalent)	57%
% making at least expected progress in reading (Good or better)	83%
% making at least expected progress in writing (Good or better)	70%
% making at least expected progress in maths (Good or better)	70%

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.	Poor oral language skills, reading and spelling.	
B.	Social and emotional issues leading to poor behaviour choices and limited progress.	
C.	Lack of engagement with learning and extra provision (clubs, visits etc.)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Low expectations and limited engagement.	
E.	Areas of financial deprivation.	
F.	Poor school attendance and lates.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To increase all literacy skills for children.	Children to meet age appropriate expectations.

B.	To relieve emotional stress and promote positive learning strategies.	Less internal/external exclusions & higher attendance.
C.	To increase participation in all school activities.	Children attending clubs and visits.
D.	To increase parental involvement in children's learning.	More parents attending parents evening and other sessions. High percentages of children completing homework and reading.

5. Planned expenditure

Academic year 2017-2018

£157,800

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?
Higher rates of achievement across KS2 for all pupils eligible for PP.	Use of growth mindset and classdojo developed and built upon across the school. Utilising Metacognition and self-regulation for learners.	A natural development from the initial introduction of classdojo to the school and the increase in independence from work on learning behaviours undertaken in previous years	Learning walks and book trawls to assess self-regulation of learners and responses to classdojo and next steps. Pupil survey and discussion around attitudes to learning.	SLT	Learning walks and book trawls throughout each term.
Higher rates of achievement across KS2 for all pupils eligible for PP	Use of effective marking and feedback for all pupils across all classes.	Building on staff work on 'next step marking' marking and higher order questioning across the school the progression is into this being maintained and improved with effective marking and feedback.	Evidence in lesson observations and book monitoring exercises. Pupil progress meetings on a termly basis. Pupil voice to ensure pupils understand marking feedback.	SLT	Book monitoring each term. Lesson drop ins Autumn Term. Lesson Observations & pupil voice in Spring Term.

Enhance staff expertise across their subjects and the core subjects.	CPD for all staff, both in house and from external providers. Staff meetings & twilights	Staff who keep up to date with changes/developments across the curriculum and in their subject areas are more able to deliver effective practise.	Ensure all staff have CPD, both in house and from external sources. Regularly discuss CPD needs and evaluate sessions.	HT/EHT	End of each term CPD is reviewed and new CPD is put in place for the following term.
Higher rates of achievement across KS2 for all pupils eligible for PP	Use of AHT's to boost across Y6. Use of PPG Lead and HLTA's to boost reading, writing & maths across KS2.	Y6 will be split into 4 teaching groups each am to accelerate progress. SDP highlights our PP focus areas: Y3 ARE & GD readers, ARE in maths Y4 ARE readers, ARE & GD writers, ARE maths Y5 ARE & GD readers, ARE & GD writers, ARE and GD maths Y6 GD readers, ARE & GD writers	Termly SAT tests for Y6 to monitor progress and target need. Interventions are monitored. Assessments are carried out pre and post intervention. Meetings are carried out to review progress and set new targets.	AHT's PPG Lead Y6 Team	Half termly meetings are held to monitor impact of interventions and review pupil progress.
Increased confidence when faced with new experiences for PP pupils.	Sports coaches to lead PE sessions to provide CPD for staff from PE specialists. Children to take part in good quality PE sessions covering all areas of the PE curriculum. Sporting clubs and competitions.	Physical activity improves health and well-being. Children having exposure to a range of sporting opportunities from athletics to dance, gymnastics to team games, so as to promote fitness and enjoy of a broad range of sports.	Monitor PE lessons as part of performance management cycle. Feedback from teachers on their CPD. Pupil voice on PE lessons	HT, PE Lead & coaches	Practise is reviewed each term and adapted as needed. Participation rates are monitored and groups of children are targeted.
Total budgeted cost					£55,992

Increased confidence when faced with new experiences for PP pupils.	Children taking part in good quality music & singing lessons. Children playing instruments. CPD for staff from external music teacher. Singing Club available for all children.	Children are exposed to high quality, engaging music sessions. Some children attend singing club and they have a chance to do regular performances to the rest of the school, parents and the general public. All of this improves confidence and their mental well-being. More instruments.	Monitor music lessons (along with the music service). Feedback from teachers on their CPD. Pupil voice on music, singing and instrument lessons.	HT Music Lead	Half termly meetings are held to monitor impact of music/singing lessons and groups of children are targeted.
Resources for class, breaktime and outdoor learning.	To buy extra books for classrooms, equipment to support learning eg. Science & maths equipment. To further enhance outdoor learning.	Higher banded books were needed following an audit in the summer term to ensure all pupils are reading good quality texts. Maths and science lessons needed new/further resources to ensure teaching is engaging and visual aids are used.	Reading is monitored monthly to ensure children are on appropriate books. Planners are monitored weekly to ensure reading and homework is being completed. Book and lessons observations are termly.	SLT	End of each term resources are reviewed and new equipment is ordered.
Total budgeted cost					£18,630
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?
To use targeted interventions to enable PPG pupils to make rapid progress.	TAs, HLTAs and LMs to lead a variety of targeted intervention with children across school, line managed by the PPG Lead.	SDP highlights our PP focus areas: Y3 Y4 ARE readers, ARE & GD writers, ARE maths Y5 ARE & GD readers, ARE & GD writers, ARE and GD maths Y6 GD readers, ARE & GD writers	Interventions are monitored. Assessments are carried out pre and post intervention. Meetings are carried out to review progress and set new targets.	PPG Lead	Half termly meetings are held to monitor impact of interventions and review pupil progress.

To have a nurture hub within HJS to support pupils with a high level of need.	To run a nurture hub to accommodate children from each year group socially, emotionally and academically.	A few children find working all day within a mainstream classroom very challenging. These pupils respond positively to a smaller group setting with a high level of support and individualised teaching.	Practise with in the Hub is reviewed weekly. Children are assessed using the Boxall Profile.	SLT	Weekly meetings are held for hub staff and SLT.
To have a family support worker across Haughmond Federation.	Family Support worker to work with families who need Early Help Support, which can be facilitated through school support.	Many of our families at one time or another need support from outside agencies. A family Support Worker based at HJS & SISN would be able to support these families and signpost to other agencies as needed.	Family Support Worker will be appointed and trained with full support from LA. The LA will provide supervision. Within School the Family Support Worker will work closely with head of School, Pastoral Lead & PPG Lead.	HT Pastoral PPG Lead	Fortnightly meetings in school. Monthly supervision meetings with LA.
Total budgeted cost					£64,378
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?
Pupils supported by outside agency intervention.	Buying into support services: LSAT, EPS, Behaviour Specialists, Spectra and Counselling.	We currently have 21 children with EHCPs and Children have a wide range of needs that can change as they move through KS2. We need access to effective professional services to assess and support children.	Ensure reports are useful and recommendations meet the needs of each pupil. Use reports to access further services and support for pupils.	SENDCo HT DHT	Termly review of spending on outside agencies and review of who's been supported and the impact of this.

Children participating in clubs, breakfast club, educational visits, enrichment activities and Arthog residential visit.	To subsidise clubs, trips, events and residential visits. Focused activities in homework club.	To ensure all children have the same opportunities to attend clubs, events, visit and our Arthog residential visit. Many parents find it very difficult to afford these things, especially if they have more than 1 child.	Club participation is carefully devised and monitored. Visits are matched to curriculum needs and expected to enhance provision for children.	Extended Schools Lead HT DHT AHT	Termly analysis of which children have accessed support. PPG Lead looks at how to target other pupils for activities.
Use of CPOMs safeguarding system.	To use an online system to record incidents that children have to ensure their safety and well-being.	Many PPG children have areas of need eg. Behaviour incidents, concerns with money/housing, medical issues, attendance etc. so this system allows SLT & Pastoral team to monitor all children and put support in as is needed.	SLT access CPOMs daily. Monthly monitoring meetings for HT/EHT. Updates issued to staff as needed. Termly updates to governors.	HT/EHT SLT Pastoral Team	Monitored daily by SLT. Termly review of incidents on CPOMs by SST. Monitoring by governors.
Total budgeted cost					£18,800