

# Pupil Premium Strategy Statement

1. Summary information					
School	Driffield Junior School				
Academic Year	2017-18	Total PP budget	£177,080	Date of most recent PP Review	Oct '17
Total number of pupils	499	Number of pupils eligible for PP and % of whole school	134 26.9%	Date for next internal review of this strategy	Jan '18

2. Current attainment at end of KS2		
	<i>Pupils eligible for PP (DJS)</i>	<i>Pupils <b>not</b> eligible for PP (national average for Other)</i>
Proportion achieving expected attainment or above in reading, writing & maths	55%	67%
Average progress score in reading	-1.18	+0.33
Average progress score in writing (TA)	+1.46	+0.17
Average progress score in maths	-0.69	+0.28
3. Barriers to future attainment (ie an increased <i>likelihood</i> that pupils eligible for PP will exhibit these factors)		
In-school barriers		
A	Weak basic maths, reading and writing skills leads to a greater gap between disadvantaged and non- disadvantaged pupils	
B	Low levels of self- esteem for some children leads to an 'I can't' mentality	
C	Lack of independence leads to an over reliance on staff and an unwillingness to try new things	
D	Low levels of pre-school nutrition leading to a reduction in readiness for learning.	

External barriers	
<b>E</b>	Family- and home-related issues (e.g. emotional and relationship difficulties, lower academic aspiration, housing and transport challenges etc.)
<b>F</b>	Reduced home reading and chance to complete homework
<b>G</b>	Limited experience of having extended time or day trips away from home.
<b>H</b>	Limited experience of out-of-school personal development opportunities (e.g. summer school, cycle training, sporting and dance clubs, musical instrument tuition)
4. Desired outcomes	
Success criteria	
<b>A.</b>	<p>Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. (<i>RAISE and O Track attainment and progress figures</i>).</p> <p>All underachieving pupils (especially disadvantaged pupils) quickly and accurately identified so that their needs can be clarified and addressed. <i>Pupils identified( scores) and appropriate provision set up.</i></p>
	<p>O-Track data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability (E.g. SEND, MAP).</p> <p>Tracking data flags up all potentially underachieving pupils and further appropriate testing is completed, leading to forensically targeted interventions being put in place wherever possible.</p> <p>Progress measures for PP pupils throughout the school are greater than those of their non-PP counterparts in order to diminish the difference.</p>

<b>B.</b>	Children with Low Self- esteem are identified quickly and needs are addressed. ( <i>Spreadsheet used to record interventions and impact of interventions</i> ).	Children's self- esteem improves and leads to happier children who make greater progress.
<b>C</b>	Increased opportunities planned for all children (but especially disadvantaged) to work within and out of class independently. 5Bs used consistently across the school .( <i> Monitored through learning walks and displays )</i>	Children more willing to think for themselves and act under their own initiative.  Independence poster created to use as a reference for children across the school.  Learning walks etc. show children working independently.
<b>D</b>	Children come to school having had a nutritious breakfast. ( <i>Breakfast club register kept and monitored, specific focus on disadvantaged pupils</i> ).	Free breakfast for all disadvantaged children. During lesson observations, learning walks etc. All pupils are observed to be engaged in their learning.
<b>E</b>	Access to early intervention and support for vulnerable pupils and families. Support vulnerable families in a mainstream environment. ( <i>Records checked</i> ).	Parents and children (vulnerable) feel supported and leads to happier children who make greater progress.
<b>F</b>	In-school reading programme for targeted pupils, including reading to an adult and/or Lexia programme. ( <i>Records kept and monitored</i> ).  Read and stay sessions to be held during the course of the year to engage parents with reading at home. Parents asked by their children to attend. ( <i>Records kept of parents who attend- focus disadvantaged</i> ).	Reading ages increase for the targeted pupils during the period of the intervention.  Reading profile raised and reading for pleasure heightened.

	Homework clubs to support learning for those who are unable to complete at home. <i>(Records of attendance kept and monitored)</i> .	Homework profile raised.
<b>G/H</b>	All children widen their experience of having time socialising and learning away from home and/or the classroom. All pupils who wish to attend after-school clubs are able to, and those who are less keen are encouraged to do so. <i>(Club registers monitored)</i> .	All disadvantaged children have access to educational visits/ cycle training / music tuition and summer school especially those with a residential element.  As many pupils in the school to attend at least one after school club regardless of their ability to pay.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18 (estimated costs )</b>			
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					
<b>i. Quality of teaching for all (including evidence-based, focused group learning delivered by support staff and teaching staff)</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>
A/B	TA work in classes to support Quality First teaching by additional targeted work deliver targeted interventions to	EEF TA recommendations Caution – EEF T & L Toolkit suggest only +1 month additional progress on average for TAs Progress from last year's cohort showed that this worked for a number of children	SENCO, DHT and HT to monitor delivery.	SENCO DHT HT	Termly

	small groups and individuals (approx. £53,760) contribution from PP funding)				
A	Teachers to be released from classrooms to plan and provide targeted support for groups across the school (approx.£22,500 PP funding)	EEF recommendations suggest that this has a high impact on the progress of all children but specifically disadvantaged children	SENCO, DHT and HT to monitor delivery	SENCO DHT HT	Termly
A/C	Staff training in key areas to support/ manage and challenge PP pupils. (approx £12,500 including TLR for Improving teaching Lead)	Quality First teaching is thought to have a disproportionately high effect on PP pupils, and effective CPD / training is a precursor to this.( <i>CPD will include for example Team Teach Training, ELSA training, Maths CPD STEM training and Outstanding teaching training</i> )	HT to ensure that appropriate areas for training are identified and input delivered effectively.	HT	Summer 2018
<b>Total budgeted cost</b>					
<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>
A	Increased use of	The use of concrete	Maths subject lead will train	Maths	Termly

	Numicon and other concrete resources to develop the mathematical attainment of targeted PP pupils ( £1000)	mathematical methods has been identified as being effective in raising attainment.	and monitor teaching and learning, as well as,TAs use of numicon. RS to train year 3 teachers .	Lead	
<b>A</b>	Continue to provide Lexia, RM maths and mathletics etc. to support and develop targeted PP pupils (approx.£5,900)	The use of these programmes across the school has shown increased progress for the children who undertake them.	SENCO	SENCO	Termly
B/C/E	Behavioural, emotional and pastoral support provided by designated TAs Nurture and ELSA (approx£53,700)	Previous experience in school has validated this approach.	Measures of pupil attitude and self-esteem (eg disciplinary sanctions) to be monitored and evaluated.	HP / HT	June 2018
<b>Total budgeted cost</b>					£177,80
<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>
Eligible pupils are	Breakfast club	See EEF report on Breakfast	Pupil Premium lead to	DHT	July 2018

ready for learning during the whole day.	available to those who wish to use it and free for disadvantaged pupils (approx £5000)	Clubs November 2016.	monitor the use of healthy nutrition to ensure that children are ready for learning.		
G/H	Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. (approx. £19,720)	Collaborative learning is described as having a +5 months impact on progress, so even limited experience of this approach should be beneficial.	Office to maintain a record of contributions to educational visits	HT	July 2018
	Contribution to the cost of at least one after school club for any eligible pupils whose parents or carers are experiencing financial difficulties. (approx.£3000)	This approach provides further opportunities for eligible pupils to develop social and emotional skills (see Ofsted 2013 p18)	PP lead to maintain a register of eligible pupils and the club(s) attended.	DHT	July 2018
<b>Total budgeted cost</b>					<b>£177,080</b>