

Pupil premium strategy statement for 2017-18 (including spending review for 2016-17)

1. Summary information					
School	Ibstock Junior School				
Academic Year	2017-18	Total PP budget	54,440	Date of most recent external PP Review	October 2014
Total number of pupils	250	Number of pupils eligible for PP	36 (14%)	Date for next internal review of this strategy	July 18

2. Current attainment and progress		
	<i>Pupils eligible for PP at IJS(13)</i>	<i>National Average for non- disadvantaged pupils</i>
% achieving expected standard in reading, writing and maths combined	62% *	68%
% attaining scaled score of 100 in reading (external test)	77%	71% (national for all)
% attaining Age Related Expectation (ARE) in writing (teacher assessed)	69%	76%(national for all)
% attaining scaled score of 100 in maths (external test)	69%	75%(national for all)
% achieving at the higher level in reading, writing and maths combined	15%*	9%
Progress Score in reading	+ 2.04	+0.33
Progress score in writing	-0.90	+0.17
Progress score in mathematics	+1.37	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability). These have been identified using EEF toolkit, staff, pupil and parent consultation and internal databases.	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils continue to have gaps in their basic maths skills when they join the school in Year 3, although this has improved slightly.
B.	Some pupils have insecure phonics understanding when they join the school in Year 3 which also goes on to affect their reading ability as they progress through the school.
C.	Some pupils have poor word knowledge and grammar which affects their writing ability
D.	Some pupils are in need of support to ensure good mental health and wellbeing. At school this can manifest itself as anxious, withdrawn or disruptive behaviour in class.
E.	Some pupils lack real world experiences to build both knowledge, social skills and resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Some parents of pupil premium children failed to attend pupil premium parents' evenings, despite reminders and follow-up calls. This parental engagement will be a focus for improvement.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils in all year groups will improve their basic phonic and reading skills and apply these when independently reading.	Pupils eligible for pupil premium in all years will know and apply their phonic decoding skills to their reading. Reading skills will improve for all lower attaining readers as seen by their progress against PM Benchmarking toolkit and/or NARA.
B.	Improved mathematical skills of children eligible for pupil premium.	Pupils eligible for pupil premium in all years will know their basic maths skills and apply them as evidence by progress against the school Maths Tracker.
C.	Improved sentence structure and word knowledge for children eligible for pupil premium	Pupils will improve their writing as evidenced by work in their yellow 'skills' book and applying this in their writing evidenced through moderation.
D.	To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2	At least 6 out of 9 PP children to achieve the expected standard (66%) at the end of KS2 in reading ,writing and mathematics combined
E.	To improve the mental health and wellbeing of pupils	Children show improved mental health and wellbeing as seen by feedback from professionals, parents, teachers and pupils
F.	To improve the engagement of parents in their children's education. To improve parents' knowledge of their child's attainment and progress in school.	To ensure 90% of parents to meet PP leader in school for a parents evening. To ensure 100% of parents of pupil premium children have had either a face to face or telephone parent meeting

*Please note, the Pupil Premium figures include a service child which is missing from our validated data. This alters the ARE combined % to 62% not 58% as published in ASP. Similarly, it takes the above ARE combined to 15% not 8% as published in ASP.

5. Planned expenditure					
Academic year	£55,440				
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. Improving the 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?
<p>To improve the quality of teaching so that teachers can support and challenge PP children, particularly NQTs and teachers new to the school to support the following outcomes:</p> <p>A. Pupils in all year groups will improve their basic phonic and reading skills and apply these when independently reading.</p> <p>B .Improved mathematical skills of children eligible for pupil premium.</p> <p>C. Improved sentence structure and word knowledge for children eligible for pupil premium</p> <p>D. To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2</p>	<p>Targeted coaching for teachers, provided by TC. PL and A Wh will also model teaching sessions before school.</p> <p>Staff meetings are focusing on improving teachers' skills: writing CPD, science, art etc. support staff are also invited to attend.</p> <p>Ensure feedback to children builds their independent learning skills</p>	<p>We know that our coaching model has previously helped to improve teaching across the school – see previous coaching plans, Governors notes, Ofsted and HMI visits.</p> <p>'Upskilling' staff will enable them to support disadvantaged (and all) pupils. Evidence from the EEF highlights the importance of CPD.</p>	<p>TC and AWh will timetable for discussion and reflection time with teachers.</p> <p>PL quality assures staff meeting materials.</p>	<p>TC</p> <p>PL, TC, subject leaders.</p>	<p>Ongoing – teacher observations, book trawls, learning walks: is teaching improving?</p>
<p>A. Pupils in all year groups will improve their basic phonic and reading</p>	<p>To improve the quality of teaching of reading Targeted coaching for</p>	<p>Whole class teaching of reading has been found to improve comprehension skills and will add to the other</p>	<p>Delivered by an SLE ensuring consistency Regular monitoring through learning</p>		<p>Termly at pupil assessment meetings NFER testing at year</p>

skills and apply these when independently reading.	teachers, provided by A Wh (SLE).		walks and observations Assessment through NFER and benchmarking		end
To improve pupils' knowledge, word knowledge and understanding of topics.	Implement Knowledge Organisers in each class and informally test pupils' knowledge and retention at regular intervals.	Children retain knowledge from different subjects/topics over a longer period of time. We have carried out research into the impact of Knowledge Organisers; many schools are demonstrating a significant impact on pupils' knowledge and engagement in topics.	TC to train staff. Regular monitoring Raise parents' awareness of Knowledge Organisers – website, Twitter and open afternoon. Continue to research and read about Knowledge Organisers in order to improve practice. Build a bank of resources for teachers to access.	TC	Governors to interview pupils in Autumn Term Interview pupils in the Spring Term – how are KO helping?
Total budgeted cost					£5,000

ii. Targeted support for all pupil premium pupils

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?
B .Improved mathematical skills of children eligible for pupil premium.	Small group intervention support (TC and some support staff).	The EEF highlights high quality intervention as key to having an impact on disadvantaged pupil's progress. Some non-disadvantaged pupils will also benefit from the support.	Regular tracking and assessing of progress inc. pupil progress Headteacher learning walks	TC	Summer term, but objectives are reviewed, ongoing.
A. Pupils in all year groups will improve their basic phonic and reading skills and apply these when independently reading.	To address phonics gaps for struggling readers Small group intervention from trained staff (trained by AWh).	The EEF highlights high quality intervention as key to having an impact on disadvantaged pupil's progress. Some non-disadvantaged pupils will also benefit from the support.	Tracking of children against phonic tracker.	AWh	Autumn term in 2017 with half termly review.
C. Improved sentence structure and word knowledge for children eligible for pupil premium	Weekly sessions with senior teacher focussing on area of sentence structure which links with English work.	Support from EEF, plus experience in school of this success over the last 3 years of this type of writing intervention.	Implemented by experienced SLE and senior leader.	TC	Termly during Pupil Assessment Meetings And also during moderation meetings.

D To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2	Small group intervention support from with Y5/6 group(s) after December.	Support from EEF, plus experience in school of this success over the last 3 years of this type of writing intervention.	Implemented by experienced SLE and senior leader.	TC	July 2018
Total budgeted cost					44,840
i. 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?
E. To improve the mental health and wellbeing of pupils	ELSA to be employed to work with targeted pupils.	Significant impact in other schools.	Monitor social impact on pupils and talk with parents.	PL	ongoing
E. To improve the mental health and wellbeing of pupils	Counselling provided for both PP and non-PP pupils.	Currently there is very little support for this provided externally. A number of other schools use this service and governors decided it would fit our vision to offer this. Significant impact in other schools.	Monitoring by PL – (this is confidential but non- disclosure discussions will be had with parents, counsellor, staff and pupils). Professional body linked to Relate	PL	At mid-year and fully after 1 year.
E. To improve the mental health and wellbeing of pupils	Fund all trips and subsidise residential trips for all pupil premium children.	We have an increased attendance on trips since introducing this policy. We have received very positive feedback from pupils, parents and staff after residential on the impact.	Office staff to ensure all parents aware. Letter sent out to parents. Information available on the website.	TC	July 2018
F To improve the engagement of parents in their children's education. To improve parents' knowledge of their child's attainment and progress in school.	Hold parent meetings in school with parents. If parents unable to attend then telephone meetings to be held,	The EEF suggests that developing parental involvement can benefit pupils' social and emotional development as well as their academic progress.	Use of online booking service and follow up calls from DT or HT. Teachers to promote service with parents at parents' evening.	TC	July 2018
Total budgeted cost					£4600

6. Review of expenditure				
Previous Academic Year 2016-2017		£48,260		
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
To ensure that all teaching is at least good (we were in 'Serious Weaknesses' at the start of 2015.	Targeted coaching provided for English/maths teaching. PL trained staff in reciprocal reading	All teaching observed during formal was at least good – Summer 17.	It will be necessary to continue our model of coaching as 40% of our teaching staff are new to the team; 2 are NQTs.	£4,000
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
Pupil premium children to achieve in line with expected national averages.	TC group support. Reading inference interventions Other PP focused support groups.	Pupil premium attainment across reading, writing and maths was 62%, which is a 2% increase on last year. We had targeted 9 out of 13 pupils to achieve age-related expectations in all areas, but we managed 8 out of the 13 PP children. There is still a gap of almost 10% between our PP and non PP pupils.	Again, we shall continue to reduce the support for disadvantaged pupils in years 3-5 during January; this will again allow us to focus more on helping the Year 6 pupils to achieve.	£39,860
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
To improve pupils' emotional resilience	TC modelling Circle time sessions to all staff. PL Values assemblies	Feedback from pupils – pupil interviews – shows that Circle time was important and valued. Year 6 children in particular relished the opportunity to discuss their anxieties and learn about emotional literacy – particularly learning about and discussing their emotions. Lunch time and play time incidents in Year 6 pupils (both PP and non PP children) significantly reduced as pupils were more equipped to solve their own problems.	New staff will require training. Year 5 as a cohort may require extra emotional literacy sessions. We also feel Forest Schools will help with this. To ensure that new staff are also involved in this approach. Feedback more quickly from SLT about any 'current issues' that arise out of behaviour incidents in school	£1400

	Subsidised trips including residential	Most pupil premium children 85% attended residential in Y 4 and Y6		£3000
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