

# Pupil premium strategy 2017/2018

1. Summary information					
School	Kirk Sandall Junior School				
Academic Year	2017/2018	Total PP budget	£66,718	Date of most recent PP Review	NA
Total number of pupils	352	Number of pupils eligible for PP	58	Date for next internal review of this strategy	December 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	50	67
% making at least 2 levels of progress in reading (or equivalent)	-4.14	-3.5
% making at least 2 levels of progress in writing (or equivalent)	-0.5	-2.5
% making at least 2 levels of progress in maths (or equivalent)	-2.55	-1.85
% achieving national standard in reading	57	77
% achieving national standard in writing	79	81
% achieving national standard in mathematics	64	80

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.	A proportion of pupils eligible for pupil premium are also EAL. Past results show that PP children with EAL and PP are more likely to underachieve.
B.	Emotional issues affects the progress of some pupils and the progress of their peers (the majority of pupils identified with emotional needs are eligible for pupil premium)
C.	In general writing, particularly the spelling and grammar strands, is an area of the curriculum in which children who are eligible for pupil premium do not achieve as well as their peers.

<b>D.</b>	Despite numerous reading interventions across school, reading outcomes for pupils eligible for pupil premium have not improved.	
<b>E.</b>	Engagement in lessons and enjoyment of learning is a barrier to learning.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	0 Pupil premium children missed out on a place in their first choice secondary school but in previous years they have.	
<b>G.</b>	Some families (most eligible for pupil premium funding) would benefit from additional support and higher engagement with school.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Children who are both EAL and pupil premium will have specific, tailored support to meet their language needs that will be measured via progress towards targets on their support plan.	Children who are both EAL and PP will achieve accelerated progress in language acquisition skills and reading.
<b>B.</b>	Children who have emotional needs will be identified quickly and will attend appropriate provision.	Children who are PP will have a plan that meets their needs and will be accessing appropriate provision.
<b>C.</b>	Higher levels of achievement and progress in spelling and grammar elements of writing.	Children who are PP will be tracked termly. Diagnostic assessments will take place where there is evidence of poor progress. Children will be accessing intervention as appropriate.

<b>D.</b>	Higher levels of achievement and progress in reading using evidence based interventions	Children who are PP will be tracked termly. Diagnostic assessments will take place where there is evidence of poor progress. Children will be accessing intervention as appropriate.
<b>E.</b>	All children to have applied for secondary school via the admissions process by 31 <sup>st</sup> October 2017.	After offers day, for all pupils to have been granted a place at one of their choices of secondary school.
<b>F.</b>	Pupil premium families will have higher engagement in school and education because school is working more effectively with these families.	Higher engagement in school led activities such as parents evening.
<b>G.</b>	Ensure that children eligible to PP are able to access all school visits and extra -curricular activities and broader life experiences.	Children attend visits, out of school clubs and play instruments in line with non- pupil premium children,
<b>H.</b>	Children will show a higher engagement in learning and enjoyment.	Lesson observations, questionnaires will show an improved engagement in learning.

## 5. Planned expenditure

**Academic year**

**2017/2018**

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?
To develop and embed whole school approach to deeper learning in Maths	Staff training CGP Books Resources (£2000)	Children scored lower on the reasoning paper- particularly those that are pupil premium	Monitoring data and progress in books of children who are pupil premium.	RF	Termly
To review and maximise the impact of teaching assistants.	TA Project	The Education Endowment Foundation contains seven recommendations to maximise the impact of Teaching Assistants in school, based on research evidence. We will develop a working party to drive whole school development. Upskilling Teachers and TAs will ensure that we are maximising impact for all learners.	TA working part minutes  Lesson observations  Intervention data  Assessment data	JA	Termly

Implement cornerstones curriculum	Cornerstones (£10,000)  Including curriculum, training, resources, books.	Children who are pupil premium showed a lack of engagement and generally a lack of enthusiasm for school compared to their peers.	Lesson observations to check engagement of PP. Learning attitudes conversations.	KN	After two terms
<b>Total budgeted cost</b>					£15,000
<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>
For PP children to have their needs met in terms of managing anxiety and understanding their emotions.	THRIVE  Roots of empathy (Y4)  Anxiety program.	Identified children of which the majority are eligible for PP, come into school with anxieties which prevent them from accessing the curriculum. Current nurture work demonstrates high impact as evidenced by profile assessments.	Thrive assessments	CH/KN	Termly

For targeted PP children to diminish the difference between themselves and their peers in reading.	Switched on reading	This intervention has been identified by the EEF as being effective in improving reading. Pupil premium children have not closed the gap in reading with their peers over the last few years. We aim to carefully select PP children who would benefit from additional reading support.	NARA assessments	JJ/KN/JA	After 10 week program.
For targeted PP children to diminish the difference between themselves and their peers in reading.	Reading Interventions (group)	Pupil premium children have not closed the gap in reading with their peers over the last few years. We aim to carefully select PP children who would benefit from additional reading support.	Pre and post assessments	KN	Termly
For targeted PP children to diminish the difference between themselves and their peers in maths.	Maths interventions	Pupil premium children have not closed the gap in reading with their peers over the last few years. We aim to carefully select PP children who would benefit from additional Maths support.	Pre and post assessments	KN	Termly

For barriers in wellbeing to be identified quicker for PP and specific interventions to take place that meet the needs of all children.	Increased use of quality diagnostic assessments in wellbeing interventions.  ELSA training	The barriers to learning and possible ways forward need to be identified quicker and in finer detail in order for teaching strategies to be adapted and timely intervention to take place.	Monitoring of requested assessments. Monitoring actions from assessments are taking place. Provision mapping	KN	July
<b>Total budgeted cost</b>					£43,794
<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>
Ensure that children eligible to PP are able to access all school visits and extra - curricular activities including playing an instrument.	Funding for visits and extra-curricular activities.	Children who are PP are more likely to miss school visits than their peers. Educational visits enable children to have valuable life experiences that we are unable to provide in school.	Consultation with parents.	KN	July 2017
Ensure that all children have the physical equipment to meet their needs.	Funding for equipment such as chew toys, fidget etc.	Identified barriers include the need for sensory inputs.	Monitor the sensory diet of these children on a termly basis.	KN	Termly

Ensure all children apply for secondary school within the admission deadline	All PP parents will receive a telephone call to offer support in filling in their admissions form online.	3 PP children in 2016 year did not gain a place in their chosen school and their education and transition into secondary school has been affected by this. The intervention last year and support for parents meant that all children received the place they chose.	Monitoring of how many PP children in the current year 6 cohort are offered a place at one of their choices of secondary school.	KN/SM	On offer day for secondary school. March 2018
<b>Total budgeted cost</b>					<b>£7924</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015/2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
For PP children to close the gap with their peers in SPAG	Implement no nonsense grammar	Moderately effective. Children across the school improved grammar skills. PP children were in line with this.	Continue to develop this approach and look at how this can be tailored to further remove barriers to learning in spelling for PP children.	£500

To develop; and embed a whole school approach to learning powers.	No nonsense spelling	PP children understood the learning powers and this had helped them to understand how to be a good learner.  Highly effective.	This was a new approach this year and needs further work to embed this into the curriculum. Children are demonstrating much better learning behaviours.	£500
For PP children Support to close the gap in English and Maths	TA time designated to PP during lessons.	Highly effective- lesson observations show how children have been moved forward in their learning by TAs. Impact from interventions has been much greater.	TA project to be used next year to increase effectiveness of LSAs	
				£35,675

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Provide nurture support for individuals with specific needs including emotional and behavioural. Enabling children to develop emotional resilience and self esteem.	THRIVE	Poor: lack of training and changes in staff have meant that this intervention has not been effective.	Continue to work on THRIVE program. New learning mentor needs to be trained so that this can be as effective as the current results. We need to ensure that THRIVE interventions are prioritised for maximum impact.	

Raise the attainment PP premium children increasing.	Switched On reading	High impact  Many of the children who were part of phonics interventions have made almost double the progress that would have otherwise been made.	Continue with intervention. Consider how we can identify those children who need a different approach to phonics earlier to ensure maximum progress.	
Raise attainment for PP in Maths and English	Increased use of diagnostic assessments	Moderate impact  The diagnostic assessments such as dyslexia, reading and spelling have demonstrated gaps and more effective	We now need to work on supporting staff to support the needs to children with specific reading and spelling needs.	
				£20000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Ensure that children eligible to PP are able to access all school visits and extra - curricular activities and broader life experiences.	Funding is available through school to help with the cost of school visits.	High: Almost all pupil participation in termly day visits. Subsidising all visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold).	Working with parents I found that the after school extra curricular activities are often an issue because of the geography of the catchment area. We need to work with Hungerhill to see if we can offer any clubs nearer the majority of our PP children.	

Cost:	£4398
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