



Pupil premium strategy statement: Name of school: North Borough Junior School

1. Summary information					
School	North Borough Junior School				
Academic Year	2017-2018	Total PP budget	£127,080	Date of most recent PP Review	June 2017
Total number of pupils	330 (Sept 2017)	Number of pupils eligible for PP	103 (Sept 2017)	Date for next internal review of this strategy	July 2018

2. Current attainment (End of 2017 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	59.1%	61%
% making expected standard or above in reading	72.7%	71%
% making expected standard or above in writing	68.2%	76%
% making expected standard or above in maths	72.7%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Phonological awareness are lower for pupils eligible for PP than other pupils. This slows reading progress and writing progress as they progress in subsequent years.
B.	High ability pupils who are eligible for the PP are making less progress than other high ability pupils in Key Stage 2. This prevents sustained high achievement by the end of Key Stage 2.

C.	Pupils have low self-esteem and sense of self-worth and this is demonstrated in their lack of motivation and ambition.
D.	PP pupils have under-developed social skills which means that their relationships with adults and other pupils suffers and behaviour issues impact on their learning.
E.	Parental financial difficulties means that pupils are unable to attend trips and clubs. This limits PP pupils' access to the extended curriculum and in developing better relationships with adults and other pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils eligible for PP are below the target for all pupils. This reduces their school hours and causes them to fall further behind on average.
G.	Lack of engagement and communication from PP parents within the school environment.
Other barriers	
H.	The school does not have an appointed governor for pupil premium.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve phonological awareness and therefore pupils reading and writing improves.	Pupils make rapid progress in each year group so that all eligible PP meet age related expectations in reading and writing.
B.	Higher rates of progress across Key Stage 2 for all pupils and especially high ability pupils.	Pupils eligible for PP identified as high ability make as much progress as non-PP pupils identified as high ability, across Key Stage 2 in reading, writing and mathematics.
C.	Pupils' have positive self-esteem, motivation and ambition.	Pupils' positive attitudes means that they are motivated and ambitious and they make good progress.
D.	Pupils' social skills and their behaviour improve.	Pupils' positive relationships with adults and other pupils means they learn well and demonstrate respect for themselves and others and as a result, behaviour issues decline.
E.	Better attendance at clubs and participation in the extended curriculum.	Pupils eligible for the PP attendance at clubs and extended activities is comparable with non-PP pupils. Financial disadvantage does not affect take-up.
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absences among pupils eligible for the PP to 10% or below. Overall, PP attendance improves from 94.26% to 96% in line with 'other' pupils.

G.	Increased engagement of Pupil Premium parents in their children's education.	Increase in the number of parents participating in school events including parents evening, workshops and informal events.
H.	The school has a governor responsible for pupil premium/	The governor for pupil premium liaises regularly with the PP coordinator and reports back to the FGB on the impact of the provision and the success of the strategic statement and funding.

5. Planned expenditure					
Academic year	2017/18				
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?
A. Improve phonological awareness and therefore pupils reading and writing improves.	Staff training on high quality provision and high quality feedback and assessment. COST -£4,000	Investment will enable all pupils reading and writing to be improved. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment (+8 months), and it is suitable as an approach that we can embed across the school for low cost. The EEF toolkit suggests that improving pupils' phonological awareness has moderate impact (+4 months) for very low cost based on extensive evidence.	Termly Lesson observations, book scrutiny and data tracking completed by SLT. Teacher/TA appraisal process completed by SLT.	Literacy and Maths coordinator SLT	January 2018
A. Improve phonological awareness and therefore pupils reading and writing improves.	To identify a TA within the school to progress with a phonics specialism to increase phonics achievement in Lower KS2. Cost included in school budget	We will need to be careful that we do not use TAs to improve pupils' learning and progress as an alternative to teachers. The EEF toolkit suggests that TAs alone have low impact based on high cost and extensive evidence. However, one-to-one tuition can have moderate impact but has high cost based on extensive evidence.	Subject leaders to monitor through data tracking, book scrutiny and observations with clear feedback for improvement given. SENCO to monitor through observations with clear feedback for improvement given.	SLT SENCO	January 2018.
A. Improve phonological awareness and therefore pupils reading and writing improves.	To install Clicker 7 onto the children's and teachers laptops. To provide a half day training for all teachers and SEN staff in how to use Clicker 7 and create resources for children to use to support their Literacy and Reading progress and attainment. COST -£2,000	Many teachers have been using Clicker 6 as a resource in the classroom to promote inclusion and to differentiate well accommodating different needs within the classroom. This is outlined in Quliaty First Teaching. The Clicker update will ensure this differentiation and inclusive nature of the classroom continues.	Computing Co-ordinator/ IT Technician to install on all computers and teacher laptops. Subject leader to monitor through data tracking, book scrutiny and observations with clear feedback for improvement given.	Computing Coordinator Core Subject Leaders	December 2018

B. Higher rates of progress across Key Stage 2 for all pupils and especially high ability pupils.	Employ an additional teacher 3 days a week in Upper KS2 boosting Year 5/6 Reading, Writing and Maths. Cost included in school budget	Pupil Premium children are making less progress than - premium children in the current upper KS2 classes. The EEF toolkit suggests 1:1 tuition or small group tuition has a higher impact (+5 months) on improving attainment and progress,	Subject leaders to monitor through data tracking, book scrutiny and observations with clear feedback for improvement given. PP co-ordinator and class teachers to review and monitor impact these sessions are having, allocating children into appropriate 1:1 or small group sessions.	Pupil premium coordinator Class teachers	Termly Pupil progress meetings
B. Higher rates of progress across Key Stage 2 for all pupils and especially high ability pupils.	Morning Booster sessions to run from 8am – 9.00am for pupil premium children, run by a HLTA COST - £1,500	As stated by the Teaching and Learning Toolkit, one to one tuition can increase progress by 5 months. Although we will need to be careful that we do not use TAs to improve pupils' learning and progress as an alternative to teachers. This is in addition to quality first teaching from class teacher.	Pupil Premium Children whom require extra support to be identified through termly pupil progress meetings.	SENCO/Pupil premium coordinator	Termly pupil progress meetings
B. Higher rates of progress across Key Stage 2 for all pupils and especially high ability pupils.	CPD on providing stretch for high attaining pupils. COST - £1,500	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading and writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Deputy HT PP Coordinator	November 2017
Total budgeted cost					£29,000

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 implementation?
A. Improve phonological awareness and therefore pupils reading and writing improves.	Small group provision for pupils who are not yet at the required standard in phonics. Cost included in school budget	The EEF toolkit suggests that there is an average of + 4months improvement using this approach for moderate cost but it is based on limited evidence. We will need to ensure that we closely monitor the impact of provision to ensure that pupils phonological awareness improves and they can apply this well to read and write more proficiently.	Monitoring of outcomes and observations of small group tuition	Literacy Coordinator SENCO	January 2018
B. Higher rates of progress across Key Stage 2 for all pupils and especially high ability pupils.	Weekly small group sessions for high-attaining pupils with experienced teacher, in addition to standard lessons. COST – £1000	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some ‘aspiration’ interventions working with schools where their PP strategies are proving highly effective.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Deputy HT Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator Deputy HT Assistant Headteacher	Start of T2 November 2017
C. Pupils’ have positive self-esteem.	To provide pupils with low self-esteem with 1:1 support to help support pupils with their behaviour and learning. COST -£3150	We want to provide external provisions for children whom have low self-confidence, bereavement and social skills by providing the opportunity to attend Challenger Troops and Fegans counselling services. The EEF Toolkit suggests that there is an average of +4months improvement using Social and Emotion interventions.	Leader of Inclusion to undertake appraisal process. Number of exclusions and part-time timetables reduces. Parents are fully involved and supported by NBJS.	SENCO Deputy Head teacher	Reviewed termly
C. Pupils’ have positive self-esteem.	To provide play therapy provision to PP Pupils who require specialised emotional support. COST -£4000	The EEF suggests social and emotional SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).	Confidence and self-esteem increases monitored by the sterling well-being scale. In turn, academic achievement/ progress also increases.	SENCO/ SENCO Assistant	November 2017

C. Pupils' have positive self-esteem.	To embark on the Stonewall campaign, raising awareness of and challenging homophobic, biphobic and transphobic bullying, celebrating difference and improving inclusion and visibility of role models COST -£2,000	Children need to have a clear understanding of different types of bullying, including homophobic bullying, such as name-calling and making others feel isolated. This program will enable children to celebrate differences.	Knowledge and understanding of different types of bullying to increase. Children to be able to develop in an inclusive and diverse environment.	SENCO Assistant Head Teacher All Staff	July 2017
C. Pupils' have positive self-esteem.	Employ an additional teaching assistant to support children in KS2 with their self-worth, confidence, resilience and overall aspirations. Cost included in school budget	We will need to be careful that we do not use TAs to improve pupils' learning and progress as an alternative to teachers. The EEF toolkit suggests that TAs alone have low impact based on high cost and extensive evidence. However, one-to-one tuition can have moderate impact but has high cost based on extensive evidence.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Pupil premium coordinator	Termly review of provisions.
C. Pupils' have positive self-esteem. D. Pupils' social skills and behaviour improve.	A Nurture practitioner to attend THRIVE course to deliver high quality interventions, supporting behaviour and social skills COST -£2,500	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	SENCO	Reviewed termly
D. Pupils' social skills and behaviour improve.	A Therapeutic Care worker to deliver Nurture Provision focusing on behaviour support and social and emotional learning. Develop restorative approaches and focus on positive behaviours. Cost included in school budget	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Teachers to highlight concerns about specific children to SENCO. SENCO to liaise with Therapeutic Care worker on progress termly.	All class teachers SENCO	Reviewed termly

D. Pupils' social skills and behaviour improve.	Lego sets and bracelet making kits for the use of social therapy Interventions run for children who have poor social skills. COST - £500	The EEF suggests social and emotional SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). By providing the resources to enable these interventions to take place could benefit children's social and emotional development, increasing progress by +4months.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Pupil Premium Coordinator	Reviewed termly
D. Pupils' social skills and behaviour improve	Hydrotherapy and Equine therapy to support the social development of children with learning and behavioural difficulties COST - £10,000	Research conducted by Mortimer, Privopoulos and Kumar (2014) indicate that hydrotherapy had a positive impact on the social interactions and behaviors in children with ASD. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3917923/	Confidence and self-esteem increases monitored by the sterling well-being scale. In turn, academic achievement/ progress also increases.	SENCO	January 2018
Total budgeted cost					£51,650
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 implementation?
C. Pupils' have positive self-esteem, motivation and ambition.	To provide Forest School provision at NBJS by training a member of staff in execution of Forest school activities. To set up and maintain a Forest School outside provision in the school grounds. COST:£9,000	At our school, we would like to cater for all types of children and learning styles. By introducing a forest school program, we can allocate specific learning skills to be developed within our outside environment which can be particularly important for a child's development (O'Brien, 2004; O'Brien, 2005). The EEF states this type of resource can improve progression by +4 months.	SENCO to undertake appraisal process. Ensure resources will enable children to explore and develop specific skills independently. Ensure a leader of the forest school is trained and has undertaken specific first aid training suited for this activity. Class teachers and Pupil Premium coordinator to monitor impact and allocation of children through identified needs.	Pupil Premium Coordinator SLT Class teachers	Reviewed July 2018
C. Pupils' have positive self-esteem, motivation and ambition.	To implement the Skills Force Prince William Award.	We want to give children at our school the opportunity to build resilience, motivation, enhance team-work skills and give children the opportunity to learn life skills. The Prince	Pupil Premium Coordinator to liaise with Class teachers and Skills Force to identify children whom this program should be offered to.	Pupil Premium Coordinator	Reviewed Termly

	COST: £6,800	William Award has been designed to do this and the results include increased attendance of children at school, lower number of exclusions and enhanced positive attitudes to learning (http://www.skillforce.org/assets/2017/02/170224-SkillForce-Social-Impact-Report.pdf)	Pupil Premium coordinator to oversee and monitor progress of children termly.		
C. Pupils' have positive self-esteem, motivation and ambition.	To raise school aspirations for all children, motivating all pupils to succeed in school. COST:£10,000	We want to give all children in the school the opportunity to participate in an activity which they may not have the opportunity to do at home, due to environmental factors. In turn, work completed at school will run parallel to the trip, allowing children to experience a hook within their writing.	Pupil Premium coordinator to monitor the impact this trip has on the writing of Pupil premium children. Class teachers to build the trip into their Literacy planning to fully take advantage of the learning potential.	Pupil Premium Coordinator Class Teachers	January 2018
E. Better attendance at clubs and participation in the extended curriculum.	To provide financial assistance to ensure inclusion and enrichment for PP pupils. COST - £4,000	To allow all PP children to have the opportunity to take part in activities at school which require financial assistance. To raise the attainment of disadvantaged pupils of all abilities to reach their potential as stated by the DFE 2017.	To monitor impact financial assistance has on the progress of pupil premium children.	Pupil Premium Coordinator	January 2018
F. Increased attendance rates for pupils eligible for PP.	FLO to support the school in monitoring the attendance of pupils. Allocated responsibility to admin support staff to follow up quickly on absences. First day response provision. Cost included in the school budget	We can't improve attainment for pupils if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of FLO about existing absence issues. PP coordinator, FLO, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator FLO	Termly
G. Increased engagement of Pupil Premium parents in their children's education/ learning.	FLO to support the school in communicating regularly with PP parents. Provide parents with the opportunity to speak with their children's class teachers daily To provide well communicated events at school, both educational	Extensive research has been conducted showing evidence to suggest parental engagement with children's education has a great impact in academic progression (DEECD, 2008; Desforges and Abouchaar, 2003). Schools that secure academic success with students from low socio-economic backgrounds have strong partnerships between schools, families and communities (Chadwick, 2004). The EEF suggest +3 months in progression with increased parental engagement.	Teachers to stand outside in the playground at the end of every day, therefore parents have the opportunity to talk to the teachers on a daily basis. Teachers to make sure they speak with every pupils premium child's parents at parents evening. If parents do not return letters referring to parents evening, teachers are responsible for following this up. FLO to contact Pupil Premium children's parents regularly which concerns arise about	Class Teachers Assistant Head Teacher FLO	November T2

	(workshops) and informal (fundraising, fun days and opportunities for parents to come into the classroom). COST - £2,500		attendance. Pupil Premium Coordinator to ensure Pupil premium parents are contacted with information they may require about events at school. Pupil Premium Coordinator to arrange events at school for parents to attend including workshops, fun days and liaise with PTA when communicating events the school run, to increase attendance.	Pupil Premium Coordinator	
H. One member of the governing body is responsible for liaising with the PP coordinator on the effectiveness of the PP provision and strategic statement and feeding back to the FGB	To identify a Governor for PP. COST – N/A	Governors should be trained and knowledge in the area of how their school is working towards diminishing the difference between disadvantaged children and their peers. Governors need to be challenging their Pupil Premium Coordinators to make sure the funding provided is being spent in the most effective way to ensure the gap is narrowing as stated by the Lead Ofsted inspector, Sir Michael Wilshaw (2016).	To ensure the lead Governor for NBJS has employed a Governor who is directly responsible for Pupil Premium	Pupil Premium Coordinator	November 2017
H. Decisions regarding PP money are challenged by stakeholders and regularly monitored to provide up to date and effective interventions	Governors to receive Pupil Premium training to acquire relevant skills and knowledge to challenge decisions and data regarding PP. COST - £400 OSIRIS- How to account for Pupil Premium 2017	Governors should be trained and knowledge in the area of how their school is working towards diminishing the difference between disadvantaged children and their peers. Governors need to be challenging their Pupil Premium Coordinators to make sure the funding provided is being spent in the most effective way to ensure the gap is narrowing as stated by the Lead Ofsted inspector, Sir Michael Wilshaw (2016).	To book training for the Pupil Premium Governor to allow them to understand their importance and how they can challenge the Pupil Premium Coordinator on provisions and their impact. Pupil Premium Coordinator to liaise regularly with the Pupil Premium Governor to give information on interventions, their impact and the spending of the Pupil Premium funding.	Pupil Premium Coordinator	November 2017
Total budgeted cost					£41,500