

Pupil Premium Strategy 2018-19

Amount of Pupil Premium funding received 2018-19

Number of pupils eligible	30 £1320 per pupil
TOTAL PP received	£39,600

Identified barriers to educational achievement

BWJS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language – especially from books
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

Rationale for expenditure

As identified in the 2017-2018 impact statement, accelerated progress is required for PP pupils in three key areas: reading, writing and maths. Allocated PP tutor time has been dedicated with particular focus on pupils who did not pass their phonics test in the Infant phase: short, regular sessions with the PP tutor will address these needs initially. The focus for PP pupils in Year 4 is maths: the PP tutor will support pupils whose target is to be 'secure' by the end of the year and, in a separate group, those whose target is to be 'close to'. The focus for PP pupils in year 5 is those not on target to achieve AREs in reading and writing and in year 6, the P tutor will focus on both maths and reading. In addition, funding has been allocated to release the DHT/HT to teach daily reading, writing and maths groups which include a large proportion of PP pupils not at ARE at the start of the year. TA hours have been allocated across all year groups to provide further support to PP pupils with specific reading, writing and mathematical difficulties. TA time is used for additional interventions, including time for pre-learning and consolidation of key concepts. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated PP tutor x3 afternoons per week	English and Maths	£13,500
Additional TA support in classes and for focused interventions (to include funding for ELSA and FEIPS)	English and Maths	£15,000
Cover for weekly booster sessions (run by HT/DHT)	English and Maths	£5000
Funding for extra-curricular music lessons/clubs	Personal and social	£1500
Additional learning resources (Kindles, spell-checkers, iPads)	English and Maths	£1500
Funding for school trips and residential trips	Personal and social	£1500
Funding for breakfast club/ELSA/FEIPS supervision	Personal and social	£1600

Area of spend	Intended outcomes – why these approaches are taken	Actions
Dedicated PP tutor x3 afternoons per week	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) Improved confidence for pupils in specified areas Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation of learning completed in classes – time for practise and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology Pupils have time to complete homework tasks if unable to do at home 	<ul style="list-style-type: none"> Regular reviews of PP group timetable with DHT (x4 milestones per year) Regular communication between PP teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources Teaching resources and materials – PP teacher to liaise with DHT as necessary PP teacher to attend relevant staff meetings – up-to-date with school priorities, teaching strategies and national developments DHT run weekly homework club – support in completion of tasks set and preparation for teaching/consolidation of learning
TA support in classes and for focused interventions	<ul style="list-style-type: none"> 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) Support within lessons to improve understanding of learning in reading, writing and maths Consolidation of learning completed in classes – time for 	<ul style="list-style-type: none"> Regular TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources Teacher and SENCO review – careful planning of interventions to be completed each half term/phase

	<p>practise and application of skills</p> <ul style="list-style-type: none"> • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Careful tracking of homework – ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home • Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> • TAs complete impact statements to provide evidence of outcomes and plan for next steps • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary • Teachers and TAs liaise with PP tutor closely and regularly update granular tracking for pupils with SEN
Cover for weekly booster sessions (run by HT/DHT)	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • HT/DHT meet with pupil premium tutor and teachers at each milestone (Nov, Feb, Apr, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes • Regular review of groupings and re-shaping of focus as required • Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes
Funding for dedicated ELSA and FEIPS support for vulnerable pupils	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • 1 afternoon timetabled for ELSA and FEIPS once a week • Regular discussions between class teacher and ELSA/FEIPS to ensure a consistent understanding of pupil needs so effective support can be put in place in class • Dedicated time for ELSA and FEIPS practitioners to attend ELSA/FEIPS groups to discuss appropriate strategies and gain support from other professionals to ensure the emotional needs of pupils are understood and addressed
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs • Admin officer to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Additional learning	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding –

resources (Kindles, spell-checkers, iPads)	<ul style="list-style-type: none"> available to them Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning A range of learning styles can be catered for 	<p>School Council</p> <ul style="list-style-type: none"> Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
Funding for school trips and residential	<ul style="list-style-type: none"> Pupils are able to participate fully in school trips and residential trips Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential 	<ul style="list-style-type: none"> Initial letters to include information for parents about available funding Admin assistant to liaise with parents and HT regarding specific requests for funding Teachers made aware of funding available – can approach parents if appropriate
Funding for before school 'early bird club' and after-school club (Tree Tops)	<ul style="list-style-type: none"> Early Bird Club – to promote good attendance and punctuality Pupils have time to complete homework tasks if unable to do at home Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning) 	<ul style="list-style-type: none"> Inform parents of PP pupils that early bird club available at no cost (encourage pupils to attend) Liaise with class teachers so TAs aware of homework that requires completion – if appropriate Purchase range of games/activities to support early bird club
Funding for dedicated ELSA and FEIPS support for vulnerable pupils	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> Clear protocols in place to ensure pupils are referred for correct ELSA/FEIPS programme Regular opportunities for ELSA/FEIPS to feedback to relevant staff and parents

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Bishop's Waltham Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every 9 weeks) and will include a member of Senior Management, teachers, TAs and the Pupil Premium Tutor.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees.

Designated staff member in charge: Mrs Katherine Daniels

Pupil Premium Tutor: Mrs Tessa Senior

Nominated governor: Mr Helen Chesterfield

Date of next Pupil Premium Strategy Reviews:

9th November, 25th January, 5th April, 28th June