

Pupil Premium Strategy Statement
HOLTON LE CLAY JUNIOR SCHOOL

Academic Year 2018-19



1. Summary information					
School	Holton le Clay Junior School		925 2229		
Academic Year	2018-19	PP budget (includes Service Children)	£33,330	Created and published	Sept 2018
Total number of pupils	150 (Sept 18)	Number of pupils eligible for PP 23 Pupil Premium 4 Service Children	27	Last internal review Next internal review	April 2018 January 2019

2. Current attainment at KS2 2017-18 Cohort of 3		
<i>Pupil Premium who achieved the 'expected' level (or above)</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% Achieved expected standard in Reading, Writing and Maths	33%	77%
% Achieved expected standard in Reading	33%	80%
% Achieved expected standard in Writing	66%	80%
% Achieved expected standard in Maths	33%	87%

1. 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.	Attainment gap between PP and non-PP in Mathematics reduced across the school.

B.	Social and emotional issues affecting the learning and behaviours of some PP pupils to be addressed.
C.	End of KS2 results (based on a cohort of 3 PP pupils) indicate there is disparity between PP and non-PP learners by the end of Y6.
D.	PP pupils with high prior attainment are challenged to maintain high achievement in their learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Persistent low attendance/late registration for some PP pupils impacts on how much of their learning they are accessing.

2. Desired outcomes	
	<i>Desired outcomes, How they will be measured and Success Criteria</i>
A.	<p><i>To reduce the attainment gap between PP and non-PP in Mathematics, across the school.</i></p> <p>Quality First Teaching ensures that provision is made in each lesson for meeting the diverse needs of all learners. Additional TA support will be provided in class and for intervention work. Maths Lead will co-ordinate any necessary interventions, alongside Teachers. Outcomes will be measured in termly data drops and challenge in pupil progress meetings.</p>
B.	<p><i>To support social and emotional issues affecting the learning and behaviours of some PP pupils to be addressed.</i></p> <p>Use of a Counselling service to respond to individual social and emotional needs, provision of TA time & resources to deliver interventions to support children, either 1:1 or in small groups. By tackling barriers social and emotional barriers, pupils should be better prepared to engage and succeed in learning.</p>
C.	<p><i>End of KS2 results (based on a cohort of 3 PP pupils) indicate there is disparity between PP and non-PP learners by the end of Y6.</i></p> <p>Y6 PP learners targeted with Quality First Teaching & TA support, as well as access to additional learning support after school.</p>
D.	<p><i>PP pupils with high prior attainment are challenged to maintain high achievement in their learning.</i></p> <p>Middle Leaders to use 2017-18 data to determine pupils who must be targeted. Pupils will be discussed at Pupil Progress meetings, their work will be scrutinised and additional resources can be provided.</p>
E.	<p><i>Persistent low attendance/late registration for some PP pupils impacts on how much of their learning they are accessing.</i></p> <p>In order to make good progress at school pupils need to attend regularly. For those eligible children not doing so, the school will give clear information about the importance of attendance, and thence progress, to parents. Written details regarding attendance will be included in newsletters, reports to all parents and specific letters to targeted families. Class teachers will set up incentives to maintain good attendance and match the curriculum to pupil interests, ensuring children want to come to school. TA available from 8.30 to encourage and support children to arrive early for school.</p>

3. Planned expenditure

Academic year

2017/18

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.

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?
<i>To reduce the attainment gap between PP and non-PP in Mathematics, across the school.</i>	Quality-first teaching of Maths. Guidance and support from Maths Leader. Involvement in Maths Hub. TA targeted intervention with specific pupils.	Outcomes from 2017-18 showed a gap of 19% between PP and non PP pupils.	Six weekly progress meetings. Tracking will indicate good progress. Discussions between Maths Lead and teachers. Book reviews. Improving outcomes in books. Monitoring of T&L.	DH KG AAH	Six weekly £1,128 (Sept – Dec)
<i>To continue work already underway in reducing the attainment gap between PP and non-PP in Reading and Writing, across the school.</i>	Quality-first teaching of Maths & English. Guidance and support from Reading & Writing Leader. TA targeted intervention with specific pupils.	Outcomes from 2017-18 showed a gap of 6% between PP and non PP in Reading, and 1% in Writing. This must be maintained and where possible, improved.	Six weekly progress meetings. Tracking will indicate good progress. Discussions between English Leads and teachers. Book reviews. Improving outcomes in books. Monitoring of T&L.	DH KG KS MW	 £1,128 (Sept – Dec)
<i>To support social and emotional issues affecting the learning and behaviours of some PP pupils to be addressed.</i>	Use of external counselling service and TA intervention (1:1 and group work).	Some PP pupils display challenging and emotional needs, which affect their learning.	Provision of external, specialist counsellor. TA training to ensure interventions are carried out effectively. SENDCo to co-ordinate.	KG LJ	Six weekly £3,420 Counselling £7,780 (Annual TA Costs)

<i>End of KS2 results (based on a cohort of 3 PP pupils) indicate there is disparity between PP and non-PP learners by the end of Y6.</i>	Quality First Teaching. TA to target pupils appropriately. After school club, targeted at PP learners.	2017-18 data showed a large gap between PP and non PP learners at KS2.	Led by Deputy Headteacher. Middle Leaders to support. Six weekly progress meetings. Tracking will indicate good progress. Book reviews. Monitoring of T&L.	KG HB	6 weekly £741 annually
<i>PP pupils with high prior attainment are challenged to maintain high achievement in their learning.</i>	Additional resources to extend and challenge higher attaining PP children.	Ensure high attaining pupils have extension activities, opportunity to engage in higher-level problem solving and reasoning.	Monitoring of provision by subject leaders (AAH, KS, MW). Book scrutiny. Evaluation of T&L.	DH KG	6 weekly Costing on-going as resources are required.
<i>Persistent low attendance/late registration for some PP pupils impacts on how much of their learning they are accessing.</i>	Use of EWO to support school in tackling attendance issues.	Previous data has shown a % decrease in the amount of late arrivals recorded when the EWO has been involved.	Use late and attendance data to ensure decrease in late arrivals is maintained.	KS	6 weekly £600 EWO £926 Annually
<i>Grimsby Town FC to read with disengaged readers.</i>	Grimsby Town FC coach to read with selected pupils for 10-15 mins weekly. Reading material to appeal particularly to boys, though a full range is offered.	Data collected by teachers shows that many boys aren't consistently reading at home, nor do they regularly share a book with an adult.	KG to select target readers, share with class teachers, adjust focus if necessary and review half termly.	KG	6 weekly £950 annually
<i>Engage learners at home with interactive homework that provides continual feedback.</i>	Use of 'My Maths' as an interactive way for children to engage with their homework.	Program selected has a vast range of activities & games for children to complete. Children enjoy the way their homework is presented to them and it is pitched in line with ARE.	Monitored by class teachers, those children not completing homework are flagged up & provision made for them to complete their tasks.	All class teachers.	£300 annually

<i>Subsidised Trips</i>	All school trips will be offered to PP pupils at subsidised cost.	Access to trips is essential for all pupils.	Class teachers to discuss with parents & organise.	KG	£2,500 annually
<i>Provision of additional learning resources.</i>	To be decided as and when the need arises.	Individual needs may arise and can be addressed through specific purchases.	Monitored by KG, organised by teachers.	KG	£200
<i>TA support to enable clubs to be accessible to all PP pupils.</i>	TAs to assist with after school clubs, to enable to all PP pupils to attend.	Extra-curricular opportunities benefit pupils' social and emotional well-being.	Organised by HB.	HB	£312 (Sept – Dec)
Total budgeted cost					£ 21,113

4. Review of expenditure				
Previous Academic Year		2017-18		
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 outcomes in Reading in each year group.	QF teaching of reading. Guidance and support from a consultant. TA targeted intervention with specific pupils. Raising the profile of Reading in our school.	Whole school data for Reading: PP – 70%. Gap reduced to -6%.	Reading out comes were incredibly positive in 2017-18. Work is now underway to ensure this focus is maintained. A new Reading Leader has been appointed and has begun working to improve outcomes further.	£1,318
Accelerated reading progress for below ARE pupils.	TA to target PP pupils working below ARE during whole-class quality teaching sessions lead by the class teacher.	78% of PP pupils ended the academic year working at ARE. 23% of PP pupils ended the academic year working at GDS.	There is an encouraging work underway to improve reading, this remains a further focus for 2018-19. Targeted support from TAs and Teachers is having a direct impact on PP learners – this has been evidenced in pupil's books and further impact has been showing in testing.	£3,615
Accelerated impact on pupil reading ages.	Priority Reading, 1:1 with a TA for 15 minutes daily.	80% of Priority Readers show a definite and measurable improvement in reading ages. Towards May, this focused on Y6 readers in the first instances.	Priority reading to continue in 2018-19, but remain with a focus on Y6 Readers, to further improve KS2 outcomes.	£4,397

Higher rates of attainment for high attaining pupils eligible for PP.	Additional resources to extend and challenge higher attaining PP children.	23% of PP pupils ended the academic year working at GDS in Reading. 31% of PP pupils ended the academic year working at GDS in GAPS. 42% of PP pupils ended the academic year working at GDS in Writing. 31% of PP pupils ended the academic year working at GDS in Maths.	Interventions to continue in 2018-19.	
Supporting specific GAPS targets to accelerate progress towards ARE.	TA Spelling & Grammar interventions for targeted pupils.	68% of PP pupils ended the academic year working at ARE in GAPS. 31% of PP pupils ended the academic year working at GDS in GAPS.	Spelling outcomes in KS2 2018 was much improved. Spelling strategies now in place for supporting spelling at home, as well as at school, are showing greater improvements.	£2638
Boost maths and writing outcomes for pupils who have been identified as being at risk of not achieving ARE.	Effective deployment of TAs to identified PP learners who are below ARE.	68% of PP pupils ended the academic year working at ARE in Writing. 63 % of PP pupils ended the academic year working at ARE in Maths.	TA deployment remains focused on PP learners for 2018-19.	£2638
Improved attendance and pupil engagement in learning.	Opportunity to come into school from 8:30.	Data shows a decrease from 38 lates recorded in 2016-17 down to 3 lates recorded in 2017-18.	Continue with in 2018-19, look at any additional PP pupils who would benefit from this.	£449 EWO £855 TA costs
Pupils to receive additional support with homework.	Invited to attend after-school Study Club.	Study Club was generally well attended, though it was difficult to offer individualised support to pupils.	In 2018-19, this will be available, initially, to Y6 PP learners.	£684

Engage learners at home with interactive homework that provides continual feedback.	Use of 'My Maths'.	Parental feedback has been positive, 70-80% of pupils are accessing 'My Maths' regularly at home.	Provision will continue for 2018-19. PP learns have been able to access 'My Maths' at 'Study Club'.	£300
Providing pastoral support and building emotional resilience so that pupils can engage positively in their learning.	Supported through Jolly Bee counselling service.	This external support has been well received by pupils, parents & carers.	This valuable resource will be continue in 2018-19. A parent workshop will ensure that there is greater parental involvement with our counsellor.	£1,890
Encouraging boys to read for pleasure, to share reading with an adult and gain confidence when reading.	Grimsby Town FB to read with selected pupils for 10-15 mins weekly.	Previously reluctant readers are now reading at home, as well as at school.	This will continue in 2018-19. PP are targeted, mainly boys, but available to all PP pupils. Strong relationships have been formed and need to be maintained.	£250

To remove barriers which discourage children from wanting to come to school, such as friendship issues.	Theatre Workshop for KS2 pupils that delivers a clear message about maintaining positive relationships.	Discussions between SLT/EWO have shown a reduction in the amount of pupils who cite friendship issues as reason not to attend school.	For 2018-19, this enrichment will be budgeted for, however the approach will be dependent on the needs of the pupils.	£249
	Reading Champions Rewards	Rewards proved to be a great motivator for Reading at home.	Reading competition continues this academic year, now with a focus on Reading Response too.	£30
	Christmas Concert Club	Additional support meant that a larger group of children could attend, PP were given priority.	Engaging PP pupils in clubs remains a focus for 2018-19.	£360
	Well-Being and Emotional Health support	Began Well-Being and Emotional Health interventions in terms 5 and 6. This was required to address the needs of several PP learns, for whom emotional well-being was a barrier to academic success.	This has been extremely positive, a TA is now training as an ELSA TA, providing further and wider emotional support. Use of the Stirling Well-Being scale for 2018-19 to measure the impact of these interventions. Parents aware and workshops available for them to attend. This will be further supported with Yoga & Meditation in 2018-19.	£8643
				Total expenditure: £28,316 <i>(for academic year 2017-18)</i>

5. Additional detail