

Pupil Premium Strategy Statement

1. Summary information					
School	Driffield Junior School				
Academic Year	2018-19	Total PP budget	£166,340 April to April	Date of most recent PP Review	Nov '18
Total number of pupils	135	Number of pupils eligible for PP and % of whole school	26.7%	Date for next internal review of this strategy	March '19

2. Current attainment at end of KS2		
	<i>Pupils eligible for PP (DJS)</i>	<i>Pupils not eligible for PP (national average for Other)</i>
Proportion achieving expected attainment or above in reading, writing & maths	46%	70%
Average progress score in reading	-2 .15	0.31
Average progress score in writing (TA)	-2 .29	0.24
Average progress score in maths	-0.64	0.31
3. Barriers to future attainment (ie an increased <i>likelihood</i> that pupils eligible for PP will exhibit these factors)		
In-school barriers		
A	Weak basic maths, reading and writing skills leads to a greater gap between disadvantaged and non- disadvantaged pupils	
B	Low levels of self- esteem for some children leads to an 'I can't' mentality	
C	Lack of independence leads to an over reliance on staff and an unwillingness to try new things	

D	Low levels of pre-school nutrition leading to a reduction in readiness for learning.	
External barriers		
E	Family- and home-related issues (e.g. emotional and relationship difficulties, lower academic aspiration, housing and transport challenges etc.)	
F	Reduced home reading and chance to complete homework	
G	Limited experience of having extended time or day trips away from home.	
H	Limited experience of out-of-school personal development opportunities (e.g. summer school, cycle training, sporting and dance clubs, musical instrument tuition)	
4. Desired outcomes		Success criteria
A.	<p>Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. (<i>RAISE and O Track attainment and progress figures</i>).</p> <p>All underachieving pupils (especially disadvantaged pupils) quickly and accurately identified so that their needs can be clarified and addressed. <i>Pupils identified(scores) and appropriate provision set up.</i></p>	<p>O-Track data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability (E.g. SEND, MAP).</p> <p>Tracking data flags up all potentially underachieving pupils and further appropriate testing is completed, leading to forensically targeted interventions being put in place wherever possible.</p> <p>Progress measures for PP pupils throughout the school are greater than those of their non-PP counterparts in order to diminish</p>

		the difference.
B.	Children with Low Self- esteem are identified quickly and needs are addressed. <i>(Spreadsheet used to record interventions and impact of interventions).</i>	Children's self- esteem improves and leads to happier children who make greater progress.
C	Increased opportunities planned for all children (but especially disadvantaged) to work within and out of class independently. 5Bs used consistently across the school . <i>(Monitored through learning walks and displays)</i>	Children more willing to think for themselves and act under their own initiative. Independence poster created to use as a reference for children across the school. Learning walks etc. show children working independently.
D	Children come to school having had a nutritious breakfast. <i>(Breakfast club register kept and monitored, specific focus on disadvantaged pupils).</i>	Free breakfast for all disadvantaged children. During lesson observations, learning walks etc. All pupils are observed to be engaged in their learning.
E	Access to early intervention and support for vulnerable pupils and families. Support vulnerable families in a mainstream environment. <i>(Records checked).</i>	Parents and children (vulnerable) feel supported and leads to happier children who make greater progress.
F	In-school reading programme for targeted pupils, including reading to an adult and/or Lexia programme. <i>(Records kept and monitored).</i> Read and stay sessions to be held during the course of the year to engage parents with reading at home. Parents asked by their children to attend. <i>(Records kept of parents who attend- focus</i>	Reading ages increase for the targeted pupils during the period of the intervention. Reading profile raised and

	<p><i>disadvantaged</i>).</p> <p>Homework clubs to support learning for those who are unable to complete at home. <i>(Records of attendance kept and monitored)</i>.</p>	<p>reading for pleasure heightened.</p> <p>Homework profile raised.</p>
G/H	<p>All children widen their experience of having time socialising and learning away from home and/or the classroom. All pupils who wish to attend after-school clubs are able to, and those who are less keen are encouraged to do so. <i>(Club registers monitored)</i>.</p>	<p>All disadvantaged children have access to educational visits/ cycle training / music tuition and summer school especially those with a residential element.</p> <p>As many pupils in the school to attend at least one after school club regardless of their ability to pay.</p>

5. Planned expenditure					
Academic year		2018-19 (estimated costs)			
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 (including evidence-based, focused group learning delivered by support staff and teaching staff)					
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/B	TA work in classes to support Quality First teaching by additional targeted work deliver targeted	EEF TA recommendations Caution – EEF T & L Toolkit suggest only +1 month additional progress on average for TAs Progress from last year's cohort showed that this worked	SENCO, DHT and HT to monitor delivery.	SENCO DHT HT	Termly

	interventions to small groups and individuals (approx£40,500) contribution from PP funding)	for a number of children			
A	Teachers to be released from classrooms to plan and provide targeted support for groups across the school or to complete work with pupils outside of the school day E.g. before school (approx£26,715 PP funding).	EEF recommendations suggest that this has a high impact on the progress of all children but specifically disadvantaged children	SENCO, DHT and HT to monitor delivery	SENCO DHT HT	Termly
A/C	Staff training in reading, maths, writing and GPS to support and challenge PP pupils. (approx £3500 Including specific reading training and Maths No Problem training	Quality First teaching is thought to have a disproportionately high effect on PP pupils, and effective CPD / training is a precursor to this.(<i>CPD will include for example Team Teach Training, Maths CPD, specific reading training</i>	HT to ensure that appropriate areas for training are identified and input delivered effectively.	HT	Summer 2019

	for all staff				
Total budgeted cost					
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	Use of Maths No Problem rolled out across the school as a programme to support all children but specifically pp children	The use of Maths No problem mathematical methods has been identified as being effective in raising attainment.	Independent trainers and maths subject lead will train and monitor teaching and learning. (Specific focus on pp children within this package).	Maths Lead	Termly
A	Continue to provide Lexia, RM maths and mathletics etc. to support and develop targeted PP pupils (approx. £10,000 Also use TTRock Stars to support multiplication tables learning.	The use of these programmes across the school has shown increased progress for the children who undertake them.	SENCO PP champion	SENCO	Termly
B/C/E	Behavioural, emotional and pastoral support	Previous experience in school has validated this approach.	Measures of pupil attitude and self-esteem (eg disciplinary sanctions) to be	HP / HT	June 2019

	provided by designated TAs Nurture and ELSA (approx£67,825)		monitored and evaluated.		
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?
Eligible pupils are ready for learning during the whole day.	Breakfast club available to those who wish to use it and free for disadvantaged pupils (approx £2000)	See EEF report on Breakfast Clubs November 2016.	Pupil Premium lead to monitor the use of healthy nutrition to ensure that children are ready for learning.	DHT	July 2019
G/H	Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. (approx. £12,800)	Collaborative learning is described as having a +5 months impact on progress, so even limited experience of this approach should be beneficial.	Office to maintain a record of contributions to educational visits	HT	July 2019
	Contribution to the cost of at least one after school club for any eligible pupils whose parents or	This approach provides further opportunities for eligible pupils to develop social and emotional skills (see Ofsted 2013 p18)	PP lead to maintain a register of eligible pupils and the club(s) attended.	DHT	July 2019

	carers are experiencing financial difficulties. (approx.£3000)				
Total budgeted cost					£166,340

6. Review of expenditure				
Previous Academic Year		2017-18 £177,080		
i. Quality of teaching for all (including evidence-based, focused group learning delivered by support or teaching staff)				
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
Diminish the difference for pp pupils	Teaching Assistants /teaching staff to focus support accurately delivering evidence-based, interventions and small group learning	<p>O track outcomes demonstrate closing the gaps in progress and attainment (see separate school analysis).</p> <p>'Disadvantaged' Pupils Average Progress Scores (KS2 SATs): Reading -2.15</p> <p>Writing -2.29 , Maths -0.64</p> <p>'Other Pupils at our school: Reading-1.87 , Writing-0.96 , Maths-1.09</p>	In terms of maths there is evidence of the group work and targeted support (including pupil progress meetings beginning to diminish the difference for our pupils over time).This is particularly evident in progress for our lower prior attainment group and middle prior attainment group. Lower ability disadvantaged pupils performed better in reading and maths than other groups. From our schools' baselined data all groups made greater progress than from KS1 validated data. We need to focus on our	<p>£56,020</p> <p>Including release time for pupil progress meetings</p>

			<p>higher ability children in reading, writing and maths as well as our middle ability disadvantaged pupils in reading.</p> <p>Girls who are disadvantaged appear to do worse than boys over time in maths (progress), but this is not the case from our KS2 baselined data. Boys who are disadvantaged made less progress in reading and this is an area that we continue to address across the school.</p> <p>Our attainment for individual subjects rose to 63% disadvantaged children achieving the expected standard in reading, 69% in maths and 81% in maths. Across the school disadvantaged children continue to be focused on in reading, writing and maths.</p>	
To ensure QFT across the school and effective intervention programmes are used throughout the school	Staff training in key areas to support and improve teaching and quality of provision for children over time	<p>Identified teachers have shown improvements (in books and drop ins) and, as a result, children's progress over time has improved in individual subjects.</p> <p>All pp children attainment in individual data at end KS2 was higher than the previous year's data. Our RWM combined was a lower percentage. This was because some children may have achieved two out of the three subjects but not all three. Writing or reading were the subjects that did children did not meet the national standard in. A specific focus on writing for pp will be undertaken this year</p>	<p>This funding helped to ensure that all staff were fully trained to meet the needs of all pupils (see breakdown of QFT across the school.</p> <p>This approach has worked and will need to continue, as new teachers/TAs enter the school</p> <p>We have a number of few new teachers this year and we need to ensure that this work continues particularly in our new Maths No Problem programme.</p>	<p>£12,500</p> <p>Including TLR payment for one staff member</p>

		and we will continue to focus on reading and interventions as appropriate. Gaps in each year group for pp against other pupils are closing using internal data.		

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
Improve intervention and support for vulnerable families and pupils	Pastoral worker employed to work with targeted pupils and families (Sept 2017 – August 2018)	This was excellent support to help pupils and families deal with emotional / financial / safeguarding and attendance issues. CPOMS system has been rolled out across the school and staff (who need to be) are aware of support vulnerable pupils need.	These successful interventions will be continued next year.	£53 700
To provide nurture support to prepare children for mainstream education	Nurture HLTA and TA to work in nurture	Many children who had nurture provision by end of summer term (2018) were ready for their move into mainstream. Nurture support for other vulnerable children has been successful (soft and		

		hard data). Children have accessed support (emotional, behavioural, academic) as and when required.		
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
Eligible pupils are ready for learning during the whole day.	Whole school fruit and toast each morning.	Ensured that pupils are able to concentrate and do not feel tired during the morning.	Worked well and will be continued next year. See the EEF report on the benefits of breakfast clubs (Nov 2016)	£5 000 (subsidised)
Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom.	Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils.	Targeted pupils experienced living away from home and learning outside the classroom, contributing to their social skills and improving their physical skills and fitness.	This funding stream will continue to be available for appropriate subsidies aimed at targeted eligible pupils.	£19 720
Pupils who wish to attend school tuition are able to e.g. music tuition, cycle training	Contribution to the cost of a school tuition for any eligible pupils whose	Registers of tuition reflect the school's inclusive aims for this provision.	Informal monitoring suggest that this approach has been successful.	£3 000

	parents or carers are experiencing financial difficulties.			
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