

Pupil Premium Grant Spending 2018-19

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child is eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (LAC) the school receives an amount per head within their budget.

A provision is also made for children who have a parent in the armed services.

Staincliffe CE(C) Junior School is committed to ensuring maximum progress for all groups of children and strives to close the gap between disadvantaged and non-disadvantaged children's attainment. Common barriers for our FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family issues that prevent children from flourishing. However we are aware that there is no 'one size fits all'

At Staincliffe CE Junior School strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium and a member of the senior leadership team leading the action plan to ensure that disadvantaged children are given additional support to enable all children to fulfill their potential. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending.

Our key objective in using the Pupil Premium Grant is to diminish the difference between groups and enable Pupil premium children to achieve in line with National. Historically levels of attainment have been lower for those children eligible for Free School Meals (FSM)- this is a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress.

For children who start our school with low attainment our target is for them to make accelerated progress in order to reach age related expectations as they progress through the school.

Attainment in 2018 SATs shows that gaps between Staincliffe pupils and national have diminished significantly, and in writing and maths diminished completely. Gaps between pupil premium children and non- pupil premium children have also narrowed significantly over the last year. This year we wish to embed the recent changes and continue to strengthen both resources and practice. We have analysed our data and examined the impact of current interventions and have made use of a range of research to inform our decision making.

This Year (2018-2019) our priorities are

- To further develop language and communication skills- particularly vocabulary development
- To further diminish the attainment gap in Reading & Writing
- To continue to improve confidence, independence and resilience- Health & wellbeing

- To continue to improve the wider opportunities available for all our pupils
- For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning

We will continue to strengthen parental engagement in learning, through increasing the support on offer for parents (skills sessions, training in the curriculum and targeted parents' meetings). We will also continue to improve attendance and PA by working closely with parents and APSO.

Our training for staff this year will include a focus on reading and writing- including vocabulary development, guided reading and whole class reading and implementing new small group intervention strategies.

Pupil premium strategy statement

Summary information					
School	Staincliffe CE Junior School				
Academic Year	2018-2019	Total PP budget	£134,640 <i>Financial year</i>	Date of most recent PP Review	
Number of pupils	348	Number of pupils eligible for PP	89	Date for next internal review of this strategy	

	Current attainment % achieving National Standard			Progress Score	
	<i>Pupil Premium (35) 2018 (2017)</i>	<i>All pupils School 2018 (2017)</i>	<i>All pupils National</i>	<i>Pupils eligible for PP School 2018 (2017)</i>	<i>All pupils 2018 (School)</i>
Reading	61% (39.3%)	66% (52%)	75%	-1.56 (-3.36)	-0.7 (-3.5)
Writing	70% (48%)	78% (74%)	78%	-0.99 (-1.77)	-0.6 (-1.12)
Maths	76% (68%)	81% (75%)	76%	0.6 (-0.59)	+1.2 (-0.08)

Barriers to future attainment (for pupils eligible for PP, including high ability)

A.	<p>Language acquisition- Many learners are in the early stages of English Language acquisition.</p> <ul style="list-style-type: none"> • understanding of more complex vocabulary and academic language is weak • oral language is immature • vocabulary is limited- impacts on reading comprehension
B.	<p>Many children have limited educational & social experiences/ access to extra-curricular/ sporting activities</p>
C.	<p>Some parents demonstrate reluctance to engage with learning and targeted intervention and support is needed to sustain a home-school link and relationship to support for education at home</p>
D.	<p>Some disadvantaged pupils do not have enough resilience and belief in their ability as a learner</p>

Pupil Premium Action Plan

	Objectives and how they will be measured	Success criteria
	<p>Improve progress and attainment for PP in reading. Pupils eligible for PP make rapid progress by the end of the year so that the gap in attainment is narrowed between PP and national non pp.</p>	<p>Gap is narrowed- see Attainment and Progress data. Pupils eligible for PP are tracked closely and have access to interventions when necessary and appropriate. Staff will be trained Interventions will be in place and used with appropriate children.</p>
	<p>Improve progress and attainment for PP in writing. Pupils eligible for PP make accelerated progress by the end of the year so that the gap is narrowed between PP and national non pp. Progress will be tracked half termly</p>	<p>Pupils eligible for PP make rapid progress. Gap is narrowed- see Attainment and Progress data. Pupils identified early and appropriate action taken quickly. New effective interventions identified & in place Higher ability pupils achieve well</p>
	<p>Enrich pupils' cultural capital exposing to a wide range of social/cultural and sporting experiences.</p>	<p>Pupils attend events/visit places they would not usually be exposed to. Attendance at extra-curricular clubs will be high. Writing shows language development.</p>
	<p>Support parents to support their child's education.</p>	<p>Parents will understand procedures- uniform /kit etc. Reading records show home reading increased. Parents will understand strength of achievement. 100% attendance at pupil reviews/ parent interviews. Pupil wellbeing and readiness to learn, increase resilience. Support identified and personal targets set for PP children with multiple barriers to learning.</p>

1.
i.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this?	Staff lead	How will you ensure it is implemented well?	Milestones Review
Improved progress in reading by the end of the year so that the gap is narrowed further.	<ol style="list-style-type: none"> Staff training on developing vocabulary and comprehension skills Embed recent Guided Reading changes to increase effectiveness of teaching of guided reading Staff Training on whole class reading 	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF suggest vocabulary is a difficulty to be addressed for EAL learners. SATs analysis show vocabulary is an area of weakness</p> <p>Training</p>	<p>Head EH Dep Head- JB 3.Lit Lead JP</p>	<p>Use quality trainers</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning. Embed changes in Reading policy.</p> <p>Support staff with time in INSET/ staff meetings to discuss and plan changes.</p> <p>Encourage collaborative / peer work</p>	<p>Monitor progress</p> <ol style="list-style-type: none"> Learning walks Spring & Summer Book scrutiny Year leaders monitor 1/2 termly <ul style="list-style-type: none"> DH/ Lit Leads Planing scrut Lesson obs Autumn EH/ DH Drop in Dec 18, Mar 19, Staff evaluation Feb 19/ July 19 Spring monitoring with outside support eg KLP / Literacy consultant 3.Drop ins/ Planning/ book scrutiny termly <p>(Supply- staff release) Training- £500x 2</p>
Improved progress in writing by the end of the year so that any gaps between Staincliffe & National are narrowed.	<ol style="list-style-type: none"> Writing monitoring and moderation to be embedded. Develop HA writing Peer observations and support 	<p>Teachers learn from watching good practice</p>	<p>Literacy Leads JP/BJ</p>	<p>Peer observation of attendees' , to embed learning. Support staff with time in INSET/ staff meetings to discuss and plan changes. Encourage collaborative / peer work Timetable whole school and year group moderation to be supported by writing moderators BJ & OT Monitor progress</p> <ol style="list-style-type: none"> Drop ins/ Planning/ book scrutiny by JB/ BJ/ JP Termly moderation meetings 	<ol style="list-style-type: none"> Feb 19 July 19 Feb 19 <p>Release for JP/ BJ</p>

Enrich pupils' cultural capital exposing to a wide range of social/cultural and sporting experiences.	Invite a range of visitors to school Enrichment days/ HA development	Educational visitor help contribute to children's learning and provide first hand experiences and engagement in the curriculum. Language, reading and writing will be enriched by greater life experience and a wide range of practical activities	Year Leaders Subject leads Maths Literacy Science	Review overall planning. Monitor spending Year ;leads to monitor value for money.	Review activities and learning outcomes from book scrutiny Pupil conversations See monitoring calendar
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Proposed Spend **£6000**

ii.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	Review
Improved progress in writing	The employment of teaching assistants to support writing and guided reading session. Teaching assistants have been trained externally and internally to deliver proven interventions such as 'Project X Code' and 'Better Reading' with disadvantaged children having been prioritised to receive these interventions.	Additional teaching assistant support will give the class teacher support in order to address the different starting points of different groups of learners, including those who are disadvantaged <ul style="list-style-type: none"> Recent research demonstrates TAs that are well trained and used in a structured setting can make a positive impact on pupil learning (<i>EEF Making the best use of teaching assistants 2015</i>) 	C Tankard J Powell	Training for key TAs Planning and preparation time TAs will receive Year Leader support to implement SENCO will ensure TA staff are completing relevant records to show progress. JP(LIT) & SL (Maths) will monitor intervention to ensure effective delivery Interventions will be monitored by SENCO & Lit Co	<ol style="list-style-type: none"> 1. October 2018 all interventions to be in place- AH/DH 2. Dec Monitor progress –CT/ SL/ JP 3. March Monitor progress –HT 4. Monitor progress July –CT/ SL/ JP

Progress in reading to be maintained and the gap is narrowed further.	Staff to be trained in effective small group interventions. Interventions delivered in school	Focussed high quality interventions have been proved to facilitate accelerated learning. EEF. Project X code is an intervention recognised to achieve engagement and progress in reluctant readers.	DHT Lit Lead JP	CSAs attend high quality training in the intervention 'experts' created. Time to share& evaluate practice with yr leaders. Year leaders will ensure data is used to identify appropriate children. Progress monitored by- SENCo & Lit co half termly DHT termly Ensure relevant resources to aid delivery	Year leaders monitor 1/2 termly <ul style="list-style-type: none"> October 2017 all interventions to be in place- AH/DH Dec Monitor progress –CT/ SL/ JP March Monitor progress –HT Monitor progress July –CT/ SL/ JP 3.Drop ins/ Planning/ book scrutiny Summer term'18
	1. 1:1 reading- TA	1:1 reading although high cost is high impact is high - Sutton trust. Also chance to raise engagement and aspiration	Year Leaders	Clear SMART targets set.Data used to identify appropriate children.Year leader & class teacher to guide TA Record of progress through reading scheme kept 1.	Monitored by Yr leader half termly Literacy Co Termly SLT October dropins SLT December / March/ July Standards meetings Spring
	2. Phonics provision for early readers(particularly Y3/4- including staff training)	A good knowledge of phonics is a key skill to confident reading and spelling	Lit Lead JP	TA will be trained and confident in delivery. Liaison with infant feeder school if necessary.	Literacy coordinator will monitor progress and delivery half termly against smart targets/ expected progress. Clear record of progress will be kept of entry and exit data. Termly JP & CT(SENCO)
	3. Boosting groups for highly skilled teacherY5/6 to accelerate progress	High quality teaching by highly trained staff has the greatest impact.	DHT –JB Y6 Lead-LP	Clear SMART targets set. Data used to identify appropriate children. Booster teacher planning will be targeted at appropriate skills and level to address need. Include on Performance ,management	Record of progress kept. Clear entry and exit dataGroups will be cohesive and small no more than 8 1. Data / progress monitored by DHT half termly and Y6 leader Focus for Y6 standards meetings Half termly

Improved confidence and self awareness	Assertive mentoring	'Learning to learn' approaches aim to help children think about their own learning more explicitly. This is usually by teaching children specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give children a repertoire of strategies to choose from during learning activities. Linked to the 1:1 reading	Y6 leader DH	CSAs attend training with SENCO & DH Time to share & evaluate practice with yr leaders. Year leaders will ensure data is used to identify appropriate children. Progress monitored by- SENCO & Year leader DHT termly Ensure relevant resources to aid delivery	Spring term Progress monitored by- SENCO & Year leader Reviews with class teacher / pupil / & data Half termly by Year lead or SENCO DH- Data
Enrich pupils' cultural capital exposing to a wide range of social/cultural and sporting experiences.	Invite a range of visitors to school Enrichment days/ HA development	Educational visitor help contribute to children's learning and provide first hand experiences and engagement in the curriculum. Language, reading and writing will be enriched by greater life experience and a wide range of practical activities	Year Leaders Subject leads Maths Literacy Science	Review over all planning. Monitor spending Year ;leads to monitor value for money.	Review activities and learning outcomes from book scrutiny Pupil conversations See monitoring calendar
Improve SATs attainment and progress for Y6 PP Children in Maths / reading & writing	Teacher to boost Maths /writing Y6 children – focus on progress of higher ability children	High quality teaching by highly trained staff has the greatest impact.	DHT –JB Y6 Lead-LP	Clear SMART targets set. Data used to identify appropriate children. Booster teacher planning will be targeted at appropriate skills and level to address need. Record of progress kept. Groups will be cohesive and small no more than 8 2. Data / progress monitored by DHT half termly Focus for Y6 standards meetings Half termly	Record of progress kept. Clear entry and exit data Groups will be cohesive and small no more than 8 Regular formal pupil tests 1.Data / progress monitored by DHT half termly and Y6 leader Focus for Y6 standards meetings Half termly SLT Nov/ Feb / April S Lewis
Proposed spend		£89,100			

iii.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	Reviewed
<p>Parents understand Year expectations and support child's reading & homework.</p>	<ol style="list-style-type: none"> 1. Regular meetings with parents 2. HSLO employed to support literacy development of parents 3. HSLO/ Learning mentor to work 1:1 with families to support reading 	<p>Parental involvement is consistently associated with pupils' success at school. EEF</p> <p>Changes in the curriculum mean expectations are high and homework/ reading needs to be effectively supported out of school.</p>		<p>Discussion with support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure any extra provision and standard school processes work smoothly together. PP co will support targeting of families and work of learning mentor. Learning mentor will work to focused outcomes</p>	<p>Autumn (Nov) Spring (March) Parents interviews</p> <p>Parent forum discussions</p> <p>Parent questionnaire Spring 2018</p>
<p>Pupil wellbeing and readiness to learn improved, increase resilience. Attendance improved.</p>	<ol style="list-style-type: none"> 1. Commissioned hours from nurse to support family health 2. Wellbeing Lead appointed to develop mindfulness & resilience of all members and coordinate other staff involvement in school. Pupil voice 3. A Breakfast club will be run 4. BIP Support for attendance & behaviour of key pupils 	<p>Our own evidence from previous years show uptake is high. Supports attendance and parent confidence</p> <p>A strong lead to coordinate projects has a direct influence on success- last exercise focus year Silver Sports award achieved.</p>	<p>Deputy JB & NS</p>	<p>The views of stakeholder will be sought. Well being coordinator will ensure PP are over represented at any club receiving PP finance. Activities will be arranged and promoted by coordinator. Time will be given for Wellbeing coordinator to work with PHSE co to produce effective expectations and information to staff. Assertive mentoring course will be attended training. Meetings with SLT will be facilitated</p>	<p>Termly</p> <p>HT to meet with Nurses to review activities</p> <p>HT to ask for feedback from Parents and Staff</p> <p>Monitor data of those accessing</p> <p>Data from Nurses and Apso scrutinised February & March</p>
<p>Proposed spend</p>		<p>£39000</p>			