

Pupil Premium strategy statement 2018-2019

1 Summary Information		
School	St Mary's CE Junior School	
Academic year 2018-2019	Total PP budget (September 2018 –April 2019) £39,960	Date of most recent PP review 03/10/18
Total number on roll: 356	Number of children eligible for PP: 26 (January Census 2018)	Date of next internal review March 2019

2.1 Attainment at the end of Key Stage 2 in 2018			
	Proportion of pupils in year 6 eligible for PP School (15 pupils)	Proportion of pupils in year 6 not eligible for PP School (73 pupils)	National outcomes for pupils not eligible for PP
% achieving the expected standard in Reading	12/15 (80%)	66 /73 (90%)	80.1%
% achieving the expected standard in Writing	11/15 (73%)	72/73 (99%)	83.1%
% achieving the expected standard in Maths	10/15 (67%)	65 /73 (89%)	80.7%
% achieving the expected standard in SPAG	10/15 (67%)	64/73 (88%)	82.3%
% achieving the expected standard in Reading, Writing and Maths	9/15 (60%)	61/73 (84%)	70.4%
NB – In 2017-18 21% of PP children were also in the SEND group compared with 9% of the school as a whole. In 2101-19 this figure is 25% compared with 10.6%.			

2.2 Progress for end of Key Stage 2			
	Pupils in year 6 eligible for PP School (15 pupils)	Pupils in year 6 not eligible for PP School (73 pupils)	National outcomes for pupils not eligible for PP
Progress measure in Reading	-1.04	0.68	+0.31
Progress measure in Maths	-1.52	-0.30	+0.31
Progress measures in Writing	-0.64	2.07	+0.24

3. Barriers to future attainment (for pupils eligible for PP including higher attainers)	
In-school barriers	
a	Some children eligible for FSM/Ever6 are not currently expected to achieve Age Related Expectations or greater depth in some cases
b	Some children are vulnerable due to home circumstances which affects school performance
c	Some PP children demonstrate behaviours which adversely affect their ability to achieve their academic potential
External barriers (issues which also require action outside school such as low attendance rates)	
d	Some children eligible for FSM/ Ever six have low attendance
e	Some low income families experience financial hardship

4. Intended Outcomes		
Ref	Desired outcomes and how they will be measured	Success criteria
a	Ensure that disadvantaged children achieve just as well as non-disadvantaged children by the end of KS2, or are able to make substantial progress towards meeting ARE, measured through attainment using the Hampshire Assessment Model and Statutory Assessments. Ensure that disadvantaged children who are on the SEN register and not projected to make ARE by the end of key stage two make measurable progress against phase objectives	PP children will achieve at least in line with outcomes for non PP children by the end of the school year and at least in line with national outcomes for non-PP children. Children on the SEN register who do not achieve ARE by the end of the school year will be able to demonstrate progress from their start of year point using internal assessment processes
b	Ensure that vulnerable children receive appropriate pastoral support from the ELSA/ class teacher/music when needed in order to reduce the impact of home circumstances on children's ability to attend school and learn.	Children who are referred to the school ELSA/music intervention make good progress with their area of pastoral needs.
c	Ensure that the needs of individuals who demonstrate behaviours that adversely affect their learning are met through in and out of class support and that staff who work with them are able to use effective strategies	Incidents of poor behaviour are reduced for identified individuals through appropriate support mechanisms being in place (including LSA in class support)
d	Improve identified children's attendance through support and intervention from the ELSA and other staff measured through the SIMS attendance data	Absence levels are reduced and attendance is improved with a reduction in lateness where it is an issue. All PP children will have at least 95% attendance rates at school.
e	Ensure that all FSM/ Ever 6 children have equality of access to resources, activities and other opportunities, measured by financial support provided from the Pupil Premium money.	Attendance at clubs, activities and other events by FSM/ Ever 6 children and financial support provided to enable this to happen

5. Review of the expenditure from the previous year (2017-2018)				
Academic Year	2017/2018 (funding calculated for the academic year - £55,545 - September 2017 – August 2018)			
Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Financial support for trips and enrichment	<p>To enable PP children to access trips, visits and residential trips during the school year.</p> <p>Pay some / all of the contribution towards the trips to enable pupils to participate in the trips/ visitors into school</p> <p>Subsidise music lessons and hire of instrument for identified children</p>	<p>All PP pupils attended year 6 residential trip to Calshot. This gave the children self-confidence in being away from home. The children actively engaged in activities that they would not have been able to undertake in school.</p> <p>All pupils across the school – inc. PP pupils attended trips / took part in enrichment activities (visitors) in school.</p> <p>Children who would benefit from learning a musical instrument in addition to those taught through lessons and given the opportunity.</p>	<p>Continue to work alongside parents of PP children to have early conversations about accessing funds to ensure there continues to be a high level of uptake of trips by PP children. Ensure that no child fails to attend a trip because of financial constraints. Continue to investigate other funding streams, and support parents in their applications, in order to ensure all children are able to access the residential.</p>	<p>Successful grant applications for residential Additional £700 from this budget £930 for trips and enrichment £295 for music</p>
Financial support for after school clubs	All PP children are offered a free choice of club from the wide selection available each term.	19/31 PP children took up the offer of a free club. Children showed enthusiasm for a specific club and helped promote a positive attitude towards school.	Continue work alongside parents to identify PP children who are not attending any after school clubs and consider reasons for why this is. Ensure that all PP children who wish to attend a club have this opportunity.	£1,710 for clubs over the year

<p>LSA additional support for individual children (on a one to one basis where needed) for both learning and emotional support (including music intervention time)</p>	<p>Enabling specialist support for PP children where needed</p>	<p>Support provided to PP children had demonstrable impact when it came to addressing their individual needs.</p> <p>Across the school 945 of PP children are working close to or better in reading(73% secure), 77% in writing (61%secure) and 87 % in maths(71% secure). These results demonstrate that PP children are working successfully with very little gap between them and their peers. The few that are not are our children who have or have been identified in past as having special educational needs.</p> <p>In the 2018 end of KS2 tests, PP children, who were not SEND or previously SEND, scored in line with their peers. 80% of PP children achieved ARE in maths which is above the national average for 'all' children. Those that did not were either SEND children or those children who have previously been SEND. 73% of PP scored ARE in writing and reading. Again, the only children who did not were identified as current or previous SEND children. In reading this was only 2% less than the average attainment for 'all' children. Every child had a standardised score of 90 or above.</p>	<p>Where some pupils are concerned there is sometimes a need to support individuals on a 1 to 1 basis to provide them with an additional level of support while other processes are developing (pursuit of EHCP or catering for child with particular personal changes in circumstances) Next year a specific ELSA will be trained to meet the increasing emotional support need.</p>	<p>£22,137 (LSA and music teacher time)</p>
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LSA support in school for PP children through in class provision and withdrawal programmes of support	Supporting pupils in class through the provision of LSA support for PP children through withdrawal programmes and in class support during lesson time – regular check-ins with both class teacher and LSA to check on progress. Support for PP children through contact time with LSAs to provide emotional support	Improved provision in class and programmes to support learning of pupils (see also above data)	Continue to provide the support and raise the awareness of PP children through staff meetings and LSA meetings. PP children had regular contact with the LSAs throughout the year. In the light of the increased need for support, next year an LSA will be trained as an ELSA.	£24,799 (this would be 25% of all of the LSAs time which would be spent on PP children input)
Inclusion manager time providing additional assessment, targeted interventions and emotional support	Improved provision in class and programmes to support learning of pupils (see also above data)	The early identification of special needs and/or barriers to learning ensures that tailored programmes are in place. For children with emotional needs, the inclusion manager has facilitated the sign-posting of families to get support from outside agencies and put measures in place to increase attendance and ensure that high levels of engagement and positive attitudes to learning are maintained.	Continue to allocate Inclusion Manager time to ensure that programmes are in place and that their impact is closely monitored. Next year purchase the Boxall profile in order to more accurately identify barriers and strategies to overcome them (£150/year subscription) A small minority of PP children had low attendance, whilst processes were put in place these did not result in the required improvement. Increase the focus on PP children's attendance next year.	£7,377
Training for all teaching and learning support staff in order to build a wider range of strategies to overcome barriers for learning	To increase staff knowledge on speech and language development and attachment	Improved provision in class and programmes to support learning of pupils	Continue to identify further training for all staff in order to raise awareness of barriers for learning and strategies to overcome these.	Training through normal school budget – SALT was free and attachment

				presented by school staff.
Uniform purchased	To ensure that children feel part of the school and not self-conscious about their appearance	Self-esteem impact where needed	To be used to support known families where a need arises.	£18.00

6. planned expenditure					
Academic year		2018-2019			
6.1 Quality of teaching for all					
Desired outcome	Action/ Approach	Rationale	Monitoring	Staff lead	Review
Teachers provide PP children with high quality feedback to impact on their learning	Teachers to spend time working alongside PP pupils during each lesson and to ensure that PP children receive high quality feedback in their books which brings about improvement. Feedback provides explicit next steps for pupils and these are acted on by children	Studies tend to show high impact on learning of quality feedback to children	Raising Standards meetings at each milestone. SLT and Inclusion Manager to monitor books to gauge level of feedback provided by the teacher and the responses of the pupil that then follow. Lesson observations to include focus on the quality of input received by PP children from the class teacher and LSA.	Inclusion Manager / head teacher/ SLT / class teacher in class	
			Budget	Through normal in school provision / class support	
6.2 Targeted support					
Desired outcome	Action/ Approach	Rationale	Monitoring	Staff lead	Review
Vulnerable children receive 1:1 or small group pastoral care and support when referred, requested or identified by staff (from LSA / ELSA / Music Intervention)	To work with identified children to effect positive change on learning, behaviour and social and emotional development.	Children with anxiety and medium level mental health needs often fall between class support and CAMHS support so the ELSA / LSA / Music Interventions can provide liaison with parents, teachers and child to	Inclusion Manager and SLT to monitor the work of the ELSA / other interventions to consider the impact of sessions with identified children through EBD trackers.	Inclusion Manager / head teacher/ SLT / ELSA	

		address vulnerabilities to aid development in learning, behaviour and social/emotional development.			
Desired outcome	Action/ Approach	Rationale	Monitoring	Staff lead	Review
Qualified teachers to provide 1:1 or small group support to identified children	To provide high quality 1:1 qualified teacher learning support for underachieving children eligible for FSM/ Ever 6	Education Endowment Foundation (EEF) research shows that 1:1 tuition can be effective at helping children to make additional progress.	Raising Standards meetings in the Spring and Summer terms (milestones 2 and 3) to consider the impact of the support work that has taken place. Support teacher to have input into raising standards meetings and provide feedback on the impact that programmes have had on progress.	Class teacher / Inclusion Manager/SLT	
LSAs additional support for individuals and in class support for PP children	To enable 1:1 specialist support for vulnerable children	EEF research shows that 1:1 tuition can be effective at helping children to make additional progress.	LSA is allocated to a PP child in one year group on the basis of behavioural need. Monitoring the behaviour of that child by class teacher / lesson observation and the impact that the support is having	Class teacher / Inclusion Manager/SLT	
Provision of appropriate training for ELSA / LSAs / teaching staff working alongside identified children	To enable staff to access training workshops and guidance that will positively impact on PP outcomes. This will include work with PBS to impact on behaviour of children	Improved staff knowledge of how to cater for the different needs of PP children will help to bring about better provision for these individuals	Through lesson monitoring looking at how the behaviour of pupils is monitored	Deputy head /head	
All PP children have attendance rates of at least 95% over the course of the year.	Identification of the specific PP children for whom attendance is an issue and create plans to	Children who are in school regularly and miss less school have better outcomes while those with	Monthly monitoring of all children across the school to look at absence levels and immediate responses from the school office	Head teacher	

	cater for these children on an individual basis. Use the school based system of letters to increase attendance and then individual meetings for identified children. Consider early help hub referrals for where persistent absence is an issue	regular absence often fail to make the necessary progress	for those identified children for whom absence is an issue.		
				Planned Budget	£46,000 (this would be 25% of all of the LSAs time and 50% of the ELSA's, music teacher and Inclusion Manager time salary which would be spent on PP children input and a significant proportion of the Inclusion Manager's time)
6.3 Other approaches					
Desired outcome	Action/ Approach	Rationale	Monitoring	Staff lead	Review
Specific identification of needs of PP children by class teachers	For teaching staff to develop a sound appreciation of the strengths and areas for development for individual PP children through the use of Boxall profile.	Identifying the barriers to learning for PP children on an individual basis will positively impact on in class provision and progress	Through staff meetings Boxall profile training has taken place consideration of which children have had this approach completed for them and	Head/ Deputy	
To ensure that staff have appropriate resources to meet their needs in support of vulnerable children	To equip the teachers with appropriate resources to support vulnerable children, especially in reading to address both reading and through the provision of high quality texts to support the writing	Resources are required to enable other activities to progress which are regarded as having a moderate/high impact on progress	Through staff meetings discussions consideration of how purchased reading resources can be best used to impact on outcomes for pupils across the board but also considering how children with different needs can be addressed through the use of high quality	Head / deputy/SLT/Inclusion manager	

	process – purchasing of new reading materials for use in each year group		texts. Monitoring by the head/ deputy and by the Inclusion		
Desired outcome	Action/ Approach	Rationale	Monitoring	Staff lead	Review
To ensure that FSM/Ever6 children have equality of access to additional services	FSM children access to music lessons Assistance with uniform Attendance at after school clubs for those who would benefit from additional opportunities	EEF research shows positive impact for younger learners for activities such as access to music lessons. Provision of uniform for financially vulnerable families to ensure that all children have equal access to uniform and don't feel excluded/ isolated	Through budget monitoring (music lessons) and club uptake reviews at the end of the year.	Business manager/ Deputy head/ Inclusion Manager	
To ensure that all PP children attend trips, visits and residential activities that wish to do so.	To enable FSM children and other children who are very vulnerable to access trips, visits and residential trips during the school year	EEF research shows that, overall, there are positive benefits on academic learning, and wider outcomes such as self-confidence from outdoor and adventurous activities.	Budget review through governing body	Business manager/ Deputy head/ Inclusion Manager	
Induction and pastoral support for PP children likely to find transition arrangements difficult To ensure that pupils move on to the next stage of their education equipped with the knowledge needed to be successful	To ensure that there is a smooth transition in and out of the school for PP children, including specific pastoral support when/if required including transition meetings for PP children transferring into junior school or out to secondary school	Identified children may require additional actions to ease the transitions at the start and end of the key stage to prevent pauses in learning	Through monitoring of completion of specific activities that have been completed for individual children	Year leaders (3 and 6) and Inclusion Manager	

Support identified children to enable them to complete their homework in a supportive environment	Invite identified children along after school to ensure that they are supported with the work which they have been set	Providing children with support for homework activities that they might find difficult to complete at home	Monitor the impact of PP children who are selected stay after school to complete homework	Head/ Deputy head	
				Budget	£ dependent on uptake of clubs (at average cost of £35 per term/ music lessons at £225 per year Approximately £3000 for trips and residentials (dependant on the level of successful grant applications
				Total	Projected spend in excess of £57,000

Funding data over time

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 (Sept-April)
Total amount of PPG received	£50,078	£61,108	£58,511	£57,740	£55,545	£39,960