

Pupil Premium strategy statement 2019-2020

“Disadvantaged children and those with special needs thrive because the school ensures they get the most appropriate support.” SIAMS report, 22.03.19

1 Summary Information		
School	St Mary's CE Junior School	
Academic year 2019-2020	Total PP budget £22,471 (Sept. – April)	Date of most recent PP review 18/09/19
Total number on roll: 356	Number of children eligible for PP: 27 (January Census 2019)	Date of next internal review March 2020

2.1 Attainment at the end of Key Stage 2 in 2019			
	Proportion of pupils in year 6 eligible for PP School (14 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	11/14 (79%)	66 /73 (90%)	80.1%
% achieving the expected standard in Writing	13/14(93%)	65/73 (89%)	83.1%
% achieving the expected standard in Maths	13/14 (93%)	65 /73 (89%)	80.7%
% achieving the expected standard in SPAG	13/14(93%)	64/73 (88%)	82.3%
% achieving the expected standard in Reading, Writing and Maths	11/14 (79%)	61/73 (84%)	70.4%
NB – In 2018-19 25% of PP children were also in the SEND group compared with 10.6% of the school as a whole. In 2019-20 this figure is 29% compared with 12.2%.			

2.2 Progress for end of Key Stage 2 in 2019 - This information will be added once ASP data has been released.			
	Pupils in year 6 eligible for PP School (14 pupils)	All pupils in year 6 not eligible for PP School (73 pupils)	National outcomes for pupils not eligible for PP
Progress measure in Reading	-2.46	0.97	0.32
Progress measure in Maths	-1.86	-0.3	0.37
Progress measures in Writing	1.63	1.62	0.27

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/Relax Kids 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. PP children will have attendance rates in line with their peers.
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 (2018-2019)
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Academic Year	2018/2019 (funding calculated for the academic year - September 2018 – August 2019)			
Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
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	End of key stage 2 results demonstrate PP pupils attained results in line or higher than the rest of the cohort and were in line with national. Use of PP trackers demonstrated that teachers were planning opportunities to stretch and challenge pupils in class and with additional interventions. This was then evident in books where PP children were supported well through the written marking and highlighted when verbal feedback was given. Those PP children with SEN demonstrated progress through internal tracking systems.	In the end of KS2 assessments, in writing, maths and SPAG, PP children achieved above at least 10% above the national non-PP figures. During the recent OFSED visit, it was reported that writing was a strength in the school “Pupils, including those who are disadvantaged, use this to excellent effect, constructing interesting and elegant texts to persuade, entertain or inform their reader.” (OFSTED, December 2018). We will continue to provide support PP learners through raising awareness of PP pupils in staff and LSA meetings. Use of PP trackers to carry on so teachers are thinking carefully about how they are supporting their learning. Increased monitoring in 2019-2020 to ensure progress continues.	Through school budget.
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 address vulnerabilities to aid development in learning, behaviour and social/emotional development.	Now ELSA role is established, it is crucial this role is used to support PP pupils, when needs occur. Relationships have been built and understanding of the role has grown. The use of Relax Kids, targeted at those pupils who needed additional support for their mental health resulted in positive feedback from parents and pupils and should be built upon during 2019-2020. Assessment, using Boxall and/or ELSA graphs needs to be more rigorous to ensure that support is continuing to be effective.	£22,937

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.	Internal tracking throughout the year during rising standards meetings identified the PP pupils were meeting the teachers' predictions for progress. End of Key Stage Two results showed the impact as results were above national outcomes in all areas.	Through school budget.
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	Opportunities to work 1:1 with an adult has been shown to have had positive results. End of key stage two results for PP pupils in SPAG, reading and writing were all above national non-PP results. This needs to continue with emphasis on developing maths – particularly with regard to reasoning in mathematics.	£24,799 (25% of LSA time would be spent on input with PP children)
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	Regular tracking of PP children and awareness of EBD trackers has ensured that staff are aware of needs of pupils and seeking ways to address them. PBS have supported individual teachers through consultation work and the inclusion manger has attended training which has been fed back through to teaching and LSA staff. OFSTED noted in December 2018 that "Pupils are tolerant and respectful towards others and feel safe in school." Assessment, using Boxall and/or ELSA graphs needs to be more rigorous to ensure that support is continuing to be effective.	£480
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 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	Monthly monitoring of all children across the school to look at absence levels and immediate responses from the school office for those identified children for whom absence is an issue.	Attendance for vulnerable pupils was roughly in line with national figures. Attendance meetings were held and early help hub accessed for the few children with low attendance figures to ensure attendance did not dip significantly below. Using such will continue to have a positive impact on attendance.	Through school budget.

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.	Teachers are knowledgeable of the needs of their PP pupils. Through cohort tracking and completing of PP trackers, the pupils profile has been raised and therefore awareness of needs increased. After receiving training, staff are beginning to use Boxall to identify where support it is needed. This needs to be built upon in the coming year in order to set targets and sustain pupils' strengths.	Through school budget.
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 process – purchasing of new reading materials for use in each year group	Resources are required to enable other activities to progress which are regarded as having a moderate/high impact on progress	The access to appropriate resources, particularly in terms of high quality texts, has been positive. End of Key Stage Two results for PP children were above national figures for all children. The new resources have influenced the planning of topics and the progress is evident in writing also, where again, PP children scored above national figured for all children and above average for the school. Moving forward, it is important to build on this success with the resources we now have.	£650
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	83% of FSM pupils took the opportunity to attend a funded after school club. PP pupils who have shown a talent for music in their class lessons have been identified by the music specialist have been given the opportunity to take up a musical instrument. Uniform was provided as necessary. Support to allow pupils to have equality of access to additional services will continue moving forward to ensure all our pupils feel able to engage with the one family ethos of the school.	£1,710 for clubs over the year. £295 music.
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.	100% of Year 6 PP children attended the residential trip to Calshot and PP pupils have been able access trips and enrichment activities along with their peers. This will continue into the coming year.	£700 towards residential trips. £930 for trips and enrichment.

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	The inclusion Manager met the Special Needs Co-ordinators from secondary and infant schools to discuss the needs of each PP child prior to them leaving or entering the school to ensure that any specific support can continue. Information from the infant school was shared with class teachers, which was elaborated upon during teacher meetings. The use of CPOMs has insured records on those pupils are easily available to other schools to further inform transition. Where appropriate, informal meetings with parents were set up. Dependent on the needs of the pupils this year, we may need to formalise some meetings as TPAs.	Through school budget.
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	This has been aimed at specific pupils who have a need to be supported with homework. Over the year, LSA time has also been used to give children opportunities to ask for help with their homework. This will continue for identified PP pupils in the coming year.	Part of the £24,799 (25% of LSA time would be spent on input with PP children)
			Total Expenditure	£52, 501

6. Planned Expenditure					
Academic year	2019-2020				
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	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	Inclusion Manager / head teacher/ SLT / class teacher in class	

	improvement. Feedback provides explicit next steps for pupils and these are acted on by children		focus on the quality of input received by PP children from the class teacher and LSA.		
				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/ Relax Kids)	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 / Relax Kids can provide liaison with parents, teachers and child to address vulnerabilities to aid development in learning, behaviour and social/emotional development.	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	
Desired outcome	Action/ Approach	Rationale	Monitoring	Staff lead	Review
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	Improved staff knowledge of how to cater for the different needs of PP children will help to bring	Through lesson monitoring looking at how the behaviour of pupils is monitored	Deputy head /head	

	include work with PBS to impact on behaviour of children	about better provision for these individuals			
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 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	Children who are in school regularly and miss less school have better outcomes while those with regular absence often fail to make the necessary progress	Monthly monitoring of all children across the school to look at absence levels and immediate responses from the school office for those identified children for whom absence is an issue.	Head teacher	
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	Monitoring of Pupil Premium Trackers at each milestone and any concerns highlighted and investigated. Boxall profile training has taken place consideration of which children have had this approach completed for them previously	Head/ Deputy/Inclusion Manager	

			and how this information is being used and		
To ensure that staff have appropriate resources to meet their needs in support of vulnerable children	To continue 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 process – purchasing of new reading materials for use in each year group	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 texts. Monitoring by the head/ deputy and by the Inclusion	Head / deputy/SLT/Inclusion manager	
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 £45,000

Funding data over time

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (Sept-April)
Total amount of PPG received	£61,108	£58,511	£57,740	£55,545	£45,688	£22,471