

2017-18 Pupil Premium Strategy for Stillness Junior School

Amount of Pupil Premium Funding Received 2017-18

Number of pupils on roll	343
Number of pupils eligible for Pupil Premium Grant (PPG)	64
Number of pupils entitled to Free School Meals	24
Number of Service children in receipt of PPG	0
Number of adopted pupils in receipt of PPG	3
Number of LAC pupil in receipt of PPG	0
Total amount of pupil premium received	£87,380
Date for next internal review of this strategy	Jan 2018

Identified Barriers to Educational Achievement

Stillness Juniors have identified the following as barriers for some pupils currently in receipt of Pupil Premium.

- A. Low attendance rates and persistent absence
- B. Punctuality
- C. High percentage of SEND pupils in receipt of PPG (Speech language and communication being highest need)
- D. Social and emotional difficulties
- E. Behaviour

F. Access to enrichment activities

G. Parental engagement with school regarding attendance, homework, support at home

H. Difficulty accessing curriculum in a classroom situation

Rationale for expenditure:

Whilst intervention groups and support are open to all children, priority will continue to be given to pupils eligible for the pupil premium where we believe they will benefit. Our priorities are based on data analysis as well as the knowledge of our families.

We use The Education Endowment Foundation teaching and learning toolkit to ensure that the pupil premium is used effectively so that there is evidence of impact. As a result, we are beginning to focus more on metacognition, and teaching children how to learn therefore encouraging a growth mindset.

As identified in our data analysis following assessments in June 2017, our initial priorities are writing across all year groups, as well as year 5 and 6 maths. Funding has been allocated to also allow the inclusion team to work with specific groups who were not making expected progress at the start of the year or those who are not at age related expectations.

As attendance for some PP children has been identified as a barrier to learning, some funding has allocated to allow the Inclusion Lead, Head teacher and Attendance Officer to take a more active role in working with priority families.

Access to a broader education, school trips, will always be funded by the PPG.

Where the parents of a PP child are unable to afford to pay for after school activity clubs and residentials, we will consider subsidising these events where we believe this will benefit the pupil.

This year our main school priorities are to:

- Raise attainment in writing and maths
- Ensure better access to the curriculum for all pupils including PPG pupils through targeted provision mapping and intervention
- Increase parental engagement and track
- Continue with high quality marking and feedback
- Continue raising quality of day to day teaching
- Consider assertive mentoring for specific pupils
- Encourage pupil voice and opportunities through various roles, newsletters and during assemblies

Planned expenditure for 2017/2018:

Area of spend	Focus	Total allocation
Quality first teaching	Quality first teaching through professional development and planning Courses to develop and raise quality of teaching and learning	£30,000
Salary contribution for Inclusion lead, Deputy head, specialist teacher (Music, PE, Art) and Attendance Officer	Quality first teaching through professional development and planning Running intervention groups Working with teaching staff to diminish the difference Working with deputy to assess and monitor the impact Working with the attendance officer to monitor attendance and punctuality Specialist teacher working with PPG pupil 1:1	£26,100
Targeted support for reading, phonics and reading comprehension	To improve children's reading and spelling ages and phonics knowledge Small group RML sessions and reading and spelling/ online dyslexia groups	£3,600
Targeted support for speech and language	Programme to develop their speaking and listening skills and build on their social skills Small group interventions	£600
Targeted O.T intervention	To improve their fine motor skills	£1,300

Area of spend	Focus	Total allocation
	Small group interventions	
Salary contribution for Learning mentor	<p>To work with children where there were a range of barriers. This includes social and emotional difficulties, attendance and punctuality, behaviour and poor parental engagement.</p> <p>Lego therapy Sand therapy 1:1 support In class support Advice and support to other staff working with target children Advice and support to parents</p>	£10,000
Targeted maths and writing booster sessions (Class teacher intervention groups)	<p>To improve arithmetic skills</p> <p>Small group interventions based on developing basic arithmetic skills</p> <p>To improve the quality of their writing</p>	£10,000
Extra- curricular support, enrichment activities and instrument tuition Educational visits (residential and class trips)	<p>To provide greater opportunities for children and improve self-esteem and confidence through performance, music and enhance their social skills.</p> <p>Breakfast club to interact with others</p> <p>To ensure all PP pupils have access to school visits to enrich their curriculum and remove potential cost barriers.</p> <p>Trips were funded</p>	£2,700
External agency referrals e.g. EP, SpLD and disseminating advice received.	To get expert advice on barriers to learning and recommendations that will help teachers to support in class.	£1,000

Area of spend	Focus	Total allocation
New Woodlands outreach teacher	<p>To support and improve the behaviour of children with behavioural difficulties.</p> <p>To prevent exclusion and enable other children to learn within the class.</p> <p>To carry out risk assessment for children in our school</p>	£750
Pupil premium review meetings and assessments	<p>Inclusion Lead to work with staff to develop strategies to support and develop progress and attainment of pupil premium children.</p> <p>In addition, there are: individual assessments completed for certain pupils. Meetings including Team around the family, Behaviour reviews, safeguarding meetings and referrals</p>	See costing for salary contribution
Dyslexia training/ Dyslexia portfolio/ Visual stress assessment tool	<p>To equip staff with knowledge and experience to support all pupils where necessary and particularly pupils with dyslexia</p> <p>To identify pupils with traits and provide class based support and strategies</p>	£350
Assertive mentoring	<p>To enhance pupils social and emotional well-being</p> <p>To raise achievement and build aspiration and confidence</p> <p>To encourage pupils to take more of an ownership of their learning</p>	£1,000
Total		£87,400

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
Quality first teaching	C D B G H	Attending courses and disseminating all information to teachers and support staff	Most teaching to be Good and some outstanding. Quality first teaching will ensure individual needs of pupil premium children are met and they will continue to make progress during lessons as well as at termly assessment points.
Salary contribution for Inclusion lead, Deputy head and Attendance officer	A B C D E G H	Quality first teaching through professional development and collaborative planning Running intervention groups Liaise with parents to support pupils learning External referrals/ screening Assess and monitor impact with Deputy head Ensure attendance and punctuality are at least in line with national Specialist teacher supporting pupil 1:1	PP pupils will start to make accelerated progress by targeting smaller groups. Teachers will be given strategies to support pupils and support in planning to cater for the various learning needs. Close termly monitoring of impact of provision PPG pupils including the monitoring of attendance and punctuality with attendance officer. Pupil will benefit from the expertise with specialist teacher.

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
Targeted support for reading, phonics and reading comprehension	G H	To improve children's reading and spelling ages and phonics knowledge Small group RML/ reading and spelling / reading comprehension sessions	Most children will have made good progress in all areas at each term's assessment point. Reading and spelling ages will have increased at each assessment point. Parents will be aware of interventions (letters) and areas of improvement.
Targeted support for speech and language	C D H	Work with pupils who need additional support in the area of speech and language. Encourage interaction with one another and work on developing social skills.	Pupil's confidence and social well-being will improve which will impact on their interaction and learning. This will be measured via the provision map data.
Targeted O.T intervention	C H	Work on pupil's fine motor skills to improve handwriting and presentation and increase their progress and attainment.	Pupils will see an improvement in their handwriting and letter formation. Pupils will begin to make progress and meet some of their half termly targets in their writing and also at each assessment point.
Salary contribution for Learning mentor	A B C D E G	To work with children where there were a range of barriers. This includes social and emotional difficulties, attendance and punctuality, behaviour and poor parental engagement. Lego therapy Sand therapy	Targeted pupils will be in a much better position to learn and develop skills to make academic progress. Pupil's emotional and social well-being will improve and families will be able to better support their children at home. This will be measured by the

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
	H	1:1 support In class support Advice and support to other staff working with target children Advice and support to parents	leuven scales on provision maps.
Targeted maths and writing booster groups and in class support	H	To improve basic arithmetic and develop confidence in using all four operations by having regular intervention groups. To improve the quality of their writing by carrying out regular writing groups which work on key targets/ areas of development.	PP and those with SEND will benefit from smaller, more targeted groups. They will feel more secure which will boost their confidence and self-esteem. Pupils will apply learning to whole class setting and will make accelerated progress at each assessment point. Evidence will also be in books.
Extra- curricular support, enrichment activities and instrument tuition Educational visits (residential and class trips)	F G	To provide greater opportunities for children and improve self-esteem and confidence through performance, music and enhance their social skills. Breakfast club to interact with others To ensure all PP pupils have access to school visits to enrich their curriculum and remove potential cost barriers. Trips were funded.	Improved team working skills and have impacted the lives of children who have been isolated from the wider community. This will be evident through discussions with parents and pupils. Greater opportunities to work with different children and experience various activities. Removed potential cost barriers. Improved team working skills and have impacted the lives of children who have been isolated from the wider community. Removed potential cost barriers. This will be evident through discussions with parents and pupils.
External agency	C	To get expert advice on barriers to	Members of staff are confidently implementing

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
referrals e.g. EP, SpLD and disseminating advice received.	D E G H	learning and recommendations that will help teachers to support in class.	recommendations in class to support the learning of children. Inclusion lead to monitor the implementation of recommendations. Recommendations on pupil profiles that are carried out will be highlighted and reviewed during pupil profile meetings.
New Woodlands outreach teacher	E G	To support and improve the behaviour of children with behavioural difficulties. To prevent exclusion and enable other children to learn within the class. To carry out risk assessment for children in our school	High standards of behaviour which facilitates learning for all children will be maintained. Pupils will be better equipped with strategies to manage their behaviour. A reduction in red/ yellow cards. Families will have been signposted to appropriate services.
Pupil premium review meetings	C G H	To work with staff to identify pupils who are not making sufficient progress or ARE. To discuss and implement strategies and work collaboratively to overcome barriers to learning. To use data to track and monitor progress and attainment.	Members of staff will be aware of specific pupils and their main focus. Staff will continue to actively adapt teaching to meet the needs of specific pupils. Targeted intervention/ provision will be put in place to support the progress and attainment of specific pupils. Evidence of impact will be at each assessment point (termly) and evident in books. Staff will discuss progress and attainment with parents and how they could also support the learning of their child.
Targeted support for	C	To improve the confidence of those	Children will have developed confidence and

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
dyslexic pupils	D G H	children with dyslexia and best support their learning needs. Carry out regular intervention and encourage pupils to use strategies learnt in class. To check that this is taking place.	strategies to overcome barriers to learning. Parents will be better informed of strategies to support the learning of their child. Pupils will have made some progress at each assessment point in their writing.
Assertive mentoring	A B C D E G H	To work with another school / training on assertive mentoring and how it looks in practice. To deliver assertive mentoring to key pupils who may require it on a regular bases.	Pupil's social and emotional well-being and confidence will be enhanced. Pupils will have someone to talk to on a regular basis which will also encourage them to take more of an ownership of their learning. As a result their attainment and progress will improve.
	A B C D E G H	In addition there are: individual assessments completed for certain pupils. Meetings including Team around the family, Behaviour reviews, safeguarding meetings and referrals.	Members of staff are confidently implementing recommendations in class to support the learning of children. Advice will be acted upon.

To be presented to the Governors November 2017

The impact of spending to be reviewed July 2018.