

2016-17 Pupil Premium Strategy for Stillness Junior School

Amount of Pupil Premium Funding Received 2016-17

Number of pupils on roll	344
Number of pupils eligible for Pupil Premium Grant (PPG)	48
Number of pupils entitled to Free School Meals	28
Number of Service children in receipt of PPG	0
Number of adopted pupils in receipt of PPG	4
Total amount of pupil premium received	£65,680

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.

As identified in our data analysis following assessments in June 2016, our initial priorities are year 4 maths, year 5 reading, writing and maths and year 6 maths. Funding has been allocated to allow the Inclusion team to work with specific groups which include a large proportion of PP children who were not making expected progress at the start of the year.

As attendance for PP children has been identified as a barrier to learning, the appointment of an exceptional attendance officer was prioritised. Funding has been allocated to allow the Inclusion Manager and Head teacher to take a more active role in working with priority families.

Funding was allocated to the appointment of a learning mentor across both schools (Stillness Junior and Stillness infant school) 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.

Access to a broader education including school trips, clubs and school journeys will be funded by the PPG.

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

Planned expenditure for 2016/2017:

Area of spend	Focus	Total allocation
Salary contribution for Inclusion teacher	Quality first teaching through professional development and collaborative planning Running intervention groups	£23000
Targeted support for reading, phonics and reading comprehension	To improve children's reading and spelling ages and phonics knowledge Small group RML/ Sounds write sessions as well as thinking skills	£4300
Learning mentor	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 1:1 support In class support Advice and support to other staff working with target children Advice and support to parents	£10000
Targeted writing booster groups and in class support	To improve quality of writing and sentence structure	£10000
Extra- curricular support, enrichment activities and instrument tuition	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	£1000
Educational visits (residential and class trips)	To ensure all PP pupils have access to school visits to enrich their curriculum and remove potential cost barriers.	£1900

Area of spend	Focus	Total allocation
	Trips were funded.	
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.	£1000
Specialist dyslexia tutor	To improve the confidence of those children with dyslexia and best support their learning needs.	£3500
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>	£725
New Woodlands placement	To support the families of children and the children who are experiencing difficulties at school with their behavior. Safety vulnerability.	£10000
	In addition there are: individual assessments completed for certain pupils. Meetings including Team around the family, Behaviour reviews, safeguarding meetings and referrals.	£255
Total		£65680

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
Salary contribution for Inclusion teacher	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	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.
Targeted support for reading, phonics and reading comprehension	H	To improve children's reading and spelling ages and phonics knowledge Small group RML/ Sounds write sessions as well as thinking skills	Most children have made good progress in all areas.
Learning mentor	A B C D E G H	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 1:1 support In class support Advice and support to other staff working with target children Advice and support to parents	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.
Targeted writing booster groups and in class support	H	To improve quality of writing and sentence structure	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.

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
			Pupils will apply learning to whole class setting and will make accelerated progress.
Extra- curricular support, enrichment activities and instrument tuition	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	Improved team working skills and have impacted the lives of children who have been isolated from the wider community. Greater opportunities to work with different children and experience various activities. Removed potential cost barriers.
Educational visits (residential and class trips)	F G	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. Removed potential cost barriers.
External agency referrals e.g. EP, SpLD and disseminating advice received.	C D E G H	To get expert advice on barriers to learning and recommendations that will help teachers to support in class.	Members of staff are confidently implementing recommendations in class to support the learning of children.
Specialist dyslexia tutor	C D H	To improve the confidence of those children with dyslexia and best support their learning needs.	Children have developed in confidence and have made some progress in their writing.
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.	We maintain high standards of behaviour which facilitates learning for all children. We have supported families with housing and other barriers to their child's learning.

Area of spend	Focus	Actions	Outcomes/ Examples of impact over time
		To carry out risk assessment for children in our school	Families have been signposted to appropriate services.
New Woodlands placement	E G	To support the families of children and the children who are experiencing difficulties at school with their behavior. Safety vulnerability.	We have maintained a safe learning environment for the children at our school. The children are in a more appropriate learning environment and more effective support.
	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 2016

The impact of spending to be reviewed July 2017.