



# Stoke Hill Junior School Pupil Premium Strategy 2017

1. Summary information					
School	Stoke Hill Junior School				
Academic Year	2017/18	Total PP budget	86220	Date of most recent PP Review	n/a
Total number of pupils	351	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Jan 2017

2. Current attainment – 2016 National Tests, cohort of 16 children		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% Achieving at least expected standard in reading, writing and maths	56%	61%
% Achieving at least expected standard in reading	67%	71%
% Achieving at least expected standard in writing	77%	76%
% Achieving at least expected standard in maths	72%	75%
Scaled progress score in writing	-0.2	0
Scaled progress score in reading	+1.9	0
Scaled progress score in maths	+0.3	0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.	
In-school barriers	
A.	Concentration, focus and attitudes to learning
B.	Confidence with basic number skills
C.	Completing home learning tasks consistently, especially when these focus on developing reading and number skills
External barriers	
D.	Attendance and Punctuality

<b>E.</b>	Home circumstances
-----------	--------------------

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children become more resilient learners with better attitudes to learning	Behaviour log (CPOMS) Home learning tasks completed More entries into Book of Brilliance
<b>B.</b>	Children's number skills improve and they become more able to carry out calculations quickly and accurately	PUMA Assessments scores improve
<b>C.</b>	Attendance improves overall, including a reduction in Persistent Absence	Attendance data

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Children become more resilient learners with better attitudes to learning	Feedback is tailored to the needs of the child	EEF Toolkit says high quality feedback can improve attainment.	Use meeting time to discuss and share different feedback.	HT	Jan 2018
	10 a day wellbeing for children	2017 Children’s Commissioner Report for England suggests 580,000 young people have suffered some form of mental health in the last year.	Regular assemblies and EH4MH team booked in half termly.	SLT	
	Change rewards policy	Pupil Voice Interviews – children would like a new system	Move to badges from certificates for children to decorate uniforms, inform parents via Parent Mail.	Jamie Sullivan	
A. Children become more resilient learners with better attitudes to learning	Forest Schools – engage and inspire the children to learn	Pupil Premium children do not have as many opportunities externally. The stimuli will improve attainment.	Charlie Poustie to complete the Forest Schools qualification and to teach each class for a minimum of 6 weeks during the year.	Charlie Poustie	July 2018
Total budgeted cost					11617

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Children's number skills improve and they become more able to carry out calculations quickly and accurately	Mathletics	Some of the students need targeted support to catch up.  This was successfully tried with Pupil Premium children in the Summer Term	Staff training from the company.  Timetable of resources to allow it to happen daily. All children have their password to access it at home and as part of Home Learning. Certificates of achievement in Celebration Assembly weekly.	Lesley Potter	Class review weekly by the teacher.
Attendance improves overall, including a reduction in Persistent Absence	Better and swifter use of the Education Welfare Officer (EWO)	Data shows Pupil Premium children's attendance to be lower compared to other groups.	Registers to continue to be marked promptly.  Admin staff to highlight any patterns of absence or lateness.	Jamie	Half termly
Total budgeted cost					2300
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Children become more resilient learners with better attitudes to learning	Keep class sizes below 30 and no mixed age classes	There can be less of a spread of abilities in a single age class and limited TA support now available means most classes have only the class teacher as an adult.	Monitor numbers in classes.  Use data to assess attainment.	HT	Jan 2018

Attendance improves  A. Children become more resilient learners with better attitudes to learning	Provision of a uniform grant for all PP children	EEF Toolkit shows that children learn more effectively if they have a calm start to the morning and have eaten breakfast	Termly breakfast Club take-up reports	ES manager	Jun 2018
	Free access to breakfast Club for all PP children  Workshops (art, drama, problem solving etc.) activities each half term aimed at PP children and whole school where appropriate	Parents requested uniform grants to enable their children to have better self image  Workshops were popular with children and staff last year – staff reported good levels of engagement and children given opportunities they would not otherwise have had to try new activities.	Uniform grant take up report PPG leaflet  Extended Activities coordinator to monitor	Cameron	Each term
A. Children become more resilient learners with better attitudes to learning	Reduction in cost of school trips and visits, especially the Y6 residential visit	To ensure all children have access to trips and visits that extend the curriculum  To ensure that all children have the opportunity to take advantage of the residential visit	Monitor take-up of visits  All PP children take part in the residential visit	Cameron	Jun 2018
<b>Total budgeted cost</b>					5825

6. Review of expenditure				
Previous Academic Year 2016-17				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Children become more resilient learners with better attitudes to learning	New feedback approach	Impact on PP children in reading and writing was very positive.  Impact of teacher well-being positive	Marking can still be very time consuming. Feedback needs to be personal to each child and can take many forms. Continue to evaluate different types of feedback.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

B. Children's number skills improve and they become more able to carry out calculations quickly and accurately	Accelerated Maths  'Barriers to Learning' discussions at PAMS  Thrive	Accelerated Maths did not fit the needs of the school and we chose to explore Mathletics with PP children. Early data shows improved attainment for this group. PP and Maths were always the focus of PAMS Thrive has continued, but is being superseded with 'Stoke Hill Steps' – a process designed by Jo McCarthy.	Impact of Mathletics sees all children now have access to it and it is used as part of Home Learning.  Whilst Thrive is a nationally recognised initiative, it should be over short periods, some children seemed to be having it for a long time with minimal impact. 'Stoke Hill Steps' has been designed to meet the needs of our children.	
A. Children become more resilient learners with better attitudes to learning	In class support with Teaching Assistants to ensure children are on task, learning effectively and making good use of their time.	Teaching Assistants running short term interventions for PP children. Impact shown in reading and maths results. Teaching Assistants overseeing classes alongside teachers whilst they work with lowest ability.	Due to budget cuts this will be hard to maintain with most Teaching Assistants now deployed to children with EHCPs or medical needs.	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children become more resilient learners with better attitudes to learning  Children complete appropriate home learning tasks	Change to a homework menu approach to give a wider choice of activities to support their learning.	Teachers report a greater completion of home learning. Positive response from parents through questionnaires.	Still a challenge for harder to reach families.  This approach has worked for some children and families better than others. A continued review through consultation in the first half of the Autumn term.	