

**Stoke Hill Junior School Pupil Premium Strategy 2019**

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| 1. **Summary information** | | | | | |
| **School** | Stoke Hill Junior School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | 81460 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 361 | **Number of pupils eligible for PP** | 63 | **Date for next internal review of this strategy** | Jan 2020 |

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| 1. **Current attainment – 2019 National Tests, cohort of 16 children** | | |
|  | *Pupils eligible for PP (your school)* | *All Pupils (national average)* |
| **% Achieving at least expected standard in reading, writing and maths** | 63% | 64% |
| **% Achieving at least expected standard in reading** | 69% | 73% |
| **% Achieving at least expected standard in writing** | 55% | 78% |
| **% Achieving at least expected standard in maths** | 50% | 79% |

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| 1. **School priority areas (for pupils eligible for PP including high ability)** | |
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|  | Raising standards in reading, writing and maths |
|  | Absence and Punctuality |
| **C.** | Greater opportunities for pupil premium children outside of the curriculum including SMSC |
| **D.** | Greater participation in extra curricular clubs |
| **E.** | Improved curriculum knowledge of a broader range of subjects including vocabulary |

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| **Academic year 2019-2020** |
| **Priority area** | **Chosen action / approach** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Raising standards in reading, writing and maths | Standards to be monitored by AHT and 2 TLRs  Accelerated Reader regularly reviewed by Leadership Team  Review writing units and trial different ones to suit the needs of our children | * Assessment of the reading tests (PIRA), maths test (White Rose) and writing standards are to be analysed by Jamie Sullivan (AHT), Lesley Potter and Cameron Mann (Both TLRs). Results are then fed back at leadership meetings and to governors, with appropriate interventions being set. This will also form part of half termly teacher meetings known as PAWMs. * Dedicated release time for English and Maths leads to focus on these children across the school. * Maintain 12 classes in the school * In year 6 a smaller fourth class will be created for 2 days a week to allow for any catch up required. * Teachers will check that the children have a book that is suitable for their ability. * As part of her Curriculum Champions time, Hannah McCarthy will monitor this across the school. Jamie Sullivan (AHT) has a dedicated 1.5 hours a week to check in and ensure that all PP children are on the right book and are reading regularly. * Specific calendar dates input to ensure all teachers complete Star Reader quizzes at the same time to enable easier monitoring. * Celebration Assemblies each week focus on one class from each year group and celebrate an aspect of their reading to maintain the profile of Accelerated Reader. * Year 6 teachers report that the existing Babcock units do not always give the children the opportunity to produce the evidence required to demonstrate their ability. Alongside other teachers in the school different units will be trialled. * A low ability cohort in year 3 means that writing will have to be differentiated to allow children to focus on basic skills. | **Jamie Sullivan, Lesley Potter, Cameron Mann**  **Hannah McCarthy**  **Lesley Potter**  **All Teachers**  **Hannah McCarthy**  **Jamie Sullivan**  **Senior Leadership Team** | **Jan 2020**  £2000  **June 2020**  £3000  £15000  £12,000  **Ongoing**  £12,000  **June 2020**  £1500  **Jan 2020**  **June 2020** |
| Absence and Punctuality | Contact parents swiftly  Teachers and Admin to flag any patterns of absence more quickly  Better and swifter use of the Education Welfare Officer | * Accurate use of online registers by all teachers * SLT to monitor attendance of pupil premium children and look for any patterns. * Phone calls and conversations where needed * Education Welfare Office to use all available resources to ensure that attendance for pupil premium children is as good as it can be. * Aim for attendance to be above 95% for pupil premium children. | **All teachers**  **Senior Leadership Team** | **Half termly** |
| Greater opportunities for pupil premium children outside of the curriculum including SMSC | Action plan of enrichment activities to be reviewed and new opportunities sort  Pupil Premium Voice | * Review the current provision of clubs and talk to the children about clubs that would appeal to them. * Cameron Mann to continue to seek opportunities with local and national organisations. * Enrichment activities to be held during the school day as part of the curriculum. | **Cameron Mann** | **Autumn term review and then ongoing**  £6000 |
| Greater participation in extra curricular clubs | A greater range of clubs on offer, both from teachers and external providers  Targeted priority booking for pupil premium families | * Emma Byett will take feedback from mental health ambassadors and school council to find their views on clubs. * Cameron Mann will talk to pupil premium children to find out what clubs would appeal to them. * Priority booking for pupil premium families via the online system of signing up for clubs. * Each club has registers of attendance to measure the increase in participation | **Emma Byett**  **Cameron Mann** | **September 2019** |
| Improved curriculum knowledge of a broader range of subjects including vocabulary | Curriculum Champions to monitor each curriculum area termly | * Each teacher to be responsible for a curriculum area. They will be known as Curriculum Champions. * A minimum of 2.5 hours release time each term. This is by Jamie Sullivan as part of his pupil premium role * Feedback sheets to SLT * Talking to children and ensuring that curriculum coverage is broader and that children have learnt key vocabulary that is on the long term planning. | **All teachers**  **Jamie Sullivan** | **December 2019**  £13,000 |

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| **Total budgeted cost** | 64500 + 17000 (Planning Time) |

**Additional information gathered by senior and middle leaders so far during this academic year**

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| Jamie Sullivan (Assistant Headteacher and Pupil Premium Lead) | Reading:  The children are really interested in reading  They like the teacher reading to them  They would like to read to an adult at home, but this too often is not possible  Only 1 child referenced wanting to read to Dad, most said Mum finds it hard to find time to listen to them read  In year 3 there is a noticeable difference in attitude towards reading of pupil premium between classes  Maths:  Children enjoy Maths  House points motivate the children  TT Rockstars is more motivating for the younger children  Children think equipment is for the younger children to help them learn  For some children, finding one concept hard can mean that they have an overall dislike of the subject  Foundation Subjects:  The children really enjoy PE and Science  Some feel they would like to do each subject weekly, rather than as a topic in a chunk of time  Children know that they are learning new words, but are struggling to recall them later in the term when the learning has moved onto another topic  Some younger children do not know what subjects are |
| Claire McKimm (Assistant Headteacher and Safeguarding Lead) | House points are being used consistently across the school  The children are motivated my house points and enjoy receiving badges in Celebration Assembly |
| Cameron Mann (Enrichment Lead) | External providers have a positive impact on the children  The yoga class was a real hit  Staffing these days can be tricky  The pupil premium funding means we can run these activities for free for this group of children  The sign up system is proving successful  To set this up each term can be quite time consuming |
| Emma Byett (Wellbeing and Mental Health Lead) | There is a caring attitude from children and staff towards new children when they start  Make better links with the Infant School  Have a visible display showing our Mental Health Ambassadors |
| Hannah McCarthy (English Lead) | In year 6 overall presentation is good and the majority of the writing is joined. This is an improvement from this time last year.  In year 5 handwriting is more inconsistent and a lot of children are still not joining their letters |
| Jack Mead (Wellbeing and Mental Health Lead) | There is a calmness in the classrooms  New pupils settle quickly  10 a day needs further embedding in children’s memories  Children are enjoying a more balanced curriculum |
| Lesley Potter (Maths Lead) | Good quality and quantity of work in books  Children have a good knowledge of fluency, reasoning and problem solving  Children like using Mathletics and TT Rockstars  Further links need to be made to the outdoors and real life examples  We need to scaffold more consistently a problem solving approach |