

**Stoke Hill Junior School Pupil Premium Strategy 2018**

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| 1. **Summary information** | | | | | |
| **School** | Stoke Hill Junior School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | 85080 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 356 | **Number of pupils eligible for PP** | 57 | **Date for next internal review of this strategy** | Jan 2018 |

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| 1. **Current attainment – 2018 National Tests, cohort of 19 children** | | |
|  | *Pupils eligible for PP (your school)* | *All Pupils (national average)* |
| **% Achieving at least expected standard in reading, writing and maths** | 36% | 64% |
| **% Achieving at least expected standard in reading** | 53% | 75% |
| **% Achieving at least expected standard in writing** | 63% | 78% |
| **% Achieving at least expected standard in maths** | 53% | 76% |

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| 1. **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** | |
|  | Concentration, focus and attitudes to learning |
|  | Confidence with basic number skills and applying these to number problems |
| **C.** | Completing home learning tasks consistently, especially when these focus on developing reading and number skills |
| **External barriers** | |
| **D.** | Attendance and Punctuality |
| **E.** | Home circumstances |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Children become more resilient learners with better attitudes to learning and achieving the expected standards in lessons. | Behaviour log (CPOMS)  Home learning tasks completed  Above and Beyond Book |
|  | Children’s number skills improve and they become more able to carry out calculations quickly and accurately | Standardised assessments scores improve |
|  | Attendance improves overall, including a reduction in Persistent Absence | Attendance data |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018/19** | | | | |
| 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. | | | | | |
| 1. **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  10 a day wellbeing for children  Use of the new Federation Behaviour Policy | EEF Toolkit says high quality feedback can improve attainment.  2017 Children’s Commissioner Report for England suggests 580,000 young people have suffered some form of mental health in the last year.  Pivotal Training led by Mike Armiger | Regular drop ins by SLT, looking at the books and talking to the children.    Promote through assemblies and in class. EH4MH team booked in half termly.  Family Support Worker - JM  Observations of children’s ready, respectful and safe behaviours in and around the learning environments. | SLT  SLT  All teachers | Jan 2019 |
| Quality Forest School for all children and greater use of the outdoor for learning | Mr Poustie will lead Forest School with all children having access to a period of this during the year.  Mr McKimm will lead on outdoor learning through PPA time across the school during the year. | Research now backs up what forest school practitioners have known all along – that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. | Timetabling to allow all children to access the outdoors as much as possible. | CP, DM, JS  All teachers | July 2019 |
| B. Children’s number skills improve and they become more able to carry out calculations quickly and accurately | Analysis of all children’s progress during KS2. Every teacher to contribute the additional support offered to each child during KS2. | KS1 scores don’t always reflect what the children’s abilities are.  Fluency in arithmetic has a big impact on the outcomes at the end of KS2 and pupil premium children are not as good in this area. | Continue to work on the moderation process with KS1 and KS2 staff involved.  Ongoing conversations at Federation Leadership Meetings.  Compare standardised scores with age related expectations across RELP and JUSCO (national junior school organisation) with primary schools.  Tracking arithmetic scores across the school of pupil premium children | SLT  JS |  |
| **Total budgeted cost** | | | | | 29,400 |

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| 1. **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  TT Rockstars  White Rose Maths assessments | Some of the students need targeted support to catch up.  These new strategies have been piloted across the school during the last year.  Current PIRA Maths assessments don’t always reflect the learning from the current term as they are more generic tests. | Staff training led by TT Rockstars and LP  Ensure the upkeep and maintenance of the Chrome Books to allow children access.  All children have their passwords saved in their Google accounts  Certificates of achievement in Celebration Assembly weekly.  Arithmetic standardised scores improve. | | LP | | Class review weekly by the teacher.  Termly assessment review by SLT |
| Attendance improves overall, including a reduction in Persistent Absence (below 90%) | Better and swifter use of the Education Welfare Officer (EWO)  Contact the parents more swiftly with phone calls and attendance postcards | Data shows persistent absence with pupil premium children to be 18% during the last academic year, compared with 12% nationally.  Data shows school pupil premium absence to be double that of non-pupil premium children during the last academic year. (6% compared with 3%) | Use of e-schools registration system, leading to faster communication with parents  Admin staff to highlight any patterns of absence or lateness.  Pupil premium absence improves towards the target  Absence of pupil premium children in current year groups.  **Last year Below 90% Below 95% Target(B95%)**  Y3 15% 31% 6%  Y4 6% 33% 6%  Y5 20% 60% 6%  Y6 44% 69% 6% | | SLT | | Half termly |
| **Total budgeted cost** | | | | | | | 3960 |
| 1. **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.  Review of SEN register. Many pupil premium children were also SEN last year and this meant in some cases their specific need made achieving expected progress difficult from their KS1 starting point. | Monitor numbers in classes.  Better use of the data, including an online monitoring tools to plan next steps.  Leaders will then discuss with the teachers the interventions for pupil premium children  TAs deployed to lead specific intervention from the monitoring. Precision Teaching  Additional Planning time for teachers to ensure teaching matches the needs of every child and specific gaps can be closed swiftly.  White Rose Maths assessments are effectively used to set and achieve challenging targets.  Dedicated AH leadership time  Current Year Groups Arithmetic Standardised Score %  % AT ARE Target  Y3  Y4  Y5  Y6  The benchmarks will be set after the first tests in November.  The arithmetic scores for pupil premium children will move closer to the whole school target of 85%. | HT  SLT  LP, CM, JE  JS | | Nov 2019 | |
| Attendance improves  A. Children become more resilient learners with better attitudes to learning | Provision of a uniform grant for all PP children  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  Greater clubs provision for pupil premium children | EEF Toolkit shows that children learn more effectively if they have a calm start to the morning and have eaten breakfast  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 other wise have had to try new activities.  Research shows that pupil premium children do not have enough other life experiences that they can use to help their learning in school | Termly breakfast Club take-up reports show an uptake in provision  Lunchtime clubs targeting pupil premium children  Uniform grant take up report shows an uptake in provision  PPG leaflet  Extended Activities coordinator to monitor and will see an increase in take up by pupil premium children  As part of his NPQH CM will aim that all pupil premium children attend a club during the school year.  Engagement of staff to enable this to happen  % attending a club  September July  Y3 – 8%  Y4 – 6%  Y5 – 20%  Y6 – 13% | ES manager  JS  CM  CM  All staff | | Jun 2019  Termly | |
| 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 if they want to and are encouraged to do so. | CM  EB | | Jun 2019  Dec 2018 | |
| **Total budgeted cost** | | | | | | 35550 + 16000 (Planning Time) | |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2017-18** | |  | | |
| 1. **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** |
| Children become more resilient learners with better attitudes to learning | Feedback is tailored to the needs of the child  10 a day wellbeing for children  Change rewards policy  Forest Schools – engage and inspire the children to learn | Marking has been significantly reduced and allowed teachers to give clearer feedback to all children and allowed them more time to plan quality learning sequences.  Overall KS1-KS2 progress was lower than we aimed for, but progress during y5 and y6 was accelerated for pupil premium children, although not as much as we hoped.  Whole school assemblies have regularly featured this theme and it has been promoted through Home Learning tasks. Children could recall the 10 during assembly quizzes.  We have many parents that attend Celebration Assembly now on a Friday at very short notice to see their child receive their badges.  Children are very proud of their achievements and are aiming more to go above and beyond  All children had Forest School during the year. For many children who find the classroom learning difficult, this really inspired them and allowed them to show their talents. | We will continue with this approach and teachers will spend time planning and teaching inspiring lessons.  This has had a significant impact and we need to continue to look at ways in which we can engage hard to reach parents with supporting this.  On going  On going |  |
| 1. **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 | Mathletics | This has allowed the children to access and practise maths skills more easily. Arithmetic scores have shown improvement during the year. In year 5 arithmetic scores increased from 38% to 58% achieving a pass mark.  Current year 6 teachers report improved arithmetic ability for pupil premium children at the start of this year. | Some children spent too long on it at home and therefore were on screens for more than we anticipated. We have limited this to a maximum of 30 minutes a week for this year. Mathletics was a challenge if internet was unavailable at home, so Techies Club continued for these children.  We have also started TT Rockstars to support the learning of timetables. |  |
| Attendance improves overall, including a reduction in Persistent Absence | Better and swifter use of the Education Welfare Officer (EWO) | We have communicated our concerns through letters more often during the year.  However attendance didn’t improve and persistent absence for pupil premium children increased. | We need to be firmer on attendance, particularly for persistent pupil premium absentees. We will set rigorous targets and make parents aware more quickly about their child’s absence rates and the impact that it has on their learning.  We will also be reviewing the SEN register as many of this year’s pupil premium children were also on this and then ensuring that targeted support and intervention meet the specific needs of the child. |  |

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| 1. **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** |
| A. Children become more resilient learners with better attitudes to learning | Keep class sizes below 30 and no mixed age classes  Provision of a uniform grant for all PP children  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  Reduction in cost of school trips and visits, especially the Y6 residential visit | Keeping the class sizes below 30 has allowed pupil premium children to receive a greater proportion of the teacher time in lessons and more time spent giving them appropriate feedback.  We did take all pupil premium children that wanted to attend the residential at the reduced rate. | We will continue to offer the uniform provision grant and aim to stay at 12 classes with around 30 in each.  On-going  Whilst a reduction in costs for trips etc. has helped, there are still a number of pupil premium families who do not make a contribution towards school trips.  We need to drive to get more pupil premium children attending clubs within school and to sign post them to external opportunities. (within the 18/19 strategy) |  |

**Junior School Whole Teaching Approach**

Further to the annual report teachers in September have met on 2 separate occasions to review provision for pupil premium children and to discuss the internal and external barriers to the children making as much progress as possible.

The first meeting focused on reviewing the provision that last year’s year 6 pupil premium children received during the course of the year. The key findings were,

* KS1 levels did not always reflect the ability of the child. On occasions some children did not receive the appropriate support early enough, due to the teachers believing some children were of a higher ability than they were showing in class.
* Pupil Premium children have lower attendance. It is recognised that this group tend to have the odd day or two often rather than an extended period of illness.
* Many of the children also had additional needs that affected their overall progress.
* Nearly all children had an external factor that had a big influence on their learning during their four years.
* Parental engagement and negative views were a trend for this cohort of children.
* Most of the children had received referrals or additional support from other outside agencies during their four years at the school.
* Teachers had used all of their skills to try and find ways and interventions to help the children to do their best.
* The children often had low self-esteem and negative views of school, whilst in many cases there was a lack of motivation to succeed.

The second meeting focused on the internal and external barriers to learning. Many of these were the same as the bullet points above. The teachers then decided upon the most effective strategies that we could try based on knowledge of the children in their classes. It was recognised that there is not a perfect solution and that we will have to try to do things ‘The Stoke Hill Way’ Below is a sample of some of the strategies that we will use,

* Use mathematical equipment as much as possible to support the visual learning of pupil premium children.
* Mark this group of children’s books first.
* Engage the children in texts that will help them develop greater experiences that can then be drawn upon and used in their work.
* Have a reading buddy in another year group.
* More pre teaching time where possible.
* Use of Google docs for children to speak their thoughts instead of writing them. This would not be all of the time, because handwriting is still a very important skill that children need to master by the end of year 6.
* Correct children when they have not grammatically said a sentence correctly.
* Encourage pupil premium children to take on larger parts in productions.