

**Stoke Hill Junior School Pupil Premium Strategy 2018-2019**

**Review May 2019**

Many outcomes had been achieved or partially achieved from the January review. Additional reviews points since January are highlighted in red.

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| **Academic year** | **2018-2019** |
| **Desired outcome** | **Chosen action / approach** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | **Review** |
| 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 | | 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 | This is on-going. SLT regularly spent time during the autumn term visiting classrooms, talking to PPG children about their work and taking photographs of good progress that was then shared with the class teacher.  This has continued during the spring term.  This has continued. A large number PPG families have been given the opportunity to take part in Timed for Tigers initiative  The new policy continues to be embedded for all children, no noticeable difference in the behaviours and expectations of PPG children.  The first Timed To Tigers course has finished and received positive feedback from parents. Another is planned. |
| 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. | | Timetabling to allow all children to access the outdoors as much as possible. | CP, DM, JS  All teachers | July 2019 | During the autumn term, Mr Poustie taught specific Forest School to year 4 and 6 classes.  Mr McKimm taught specific outdoor learning to year 3 and 5.  This continues on a rotation so that over the year all children have an equal amount and on a 2 year rolling programme to ensure access for all children to Forest Schools |
| 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. | | 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 |  | Teachers have continued to work across the schools to understand the needs of the children.  Specific writing moderation across all year groups planned at FLT.  The moderation has taken place internally led by English Lead, through RELP and at least one teacher per year group has attended external moderation led by Babcock.  RELP data compared termly (not available for the autumn term at time of report produced)  Junior School data is to be compared with Junior Schools nationwide, when available  % of pupil premium children on track to be at age related expectations by the end of the year in arithmetic.  Year group Aut Spr Sum  3 43%  4 56%  5 60%  6 56%  See table at the end of this document. |

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| **Desired outcome** | **Chosen action/approach** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | **Review** |
| 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 | 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 | This is part of the additional 30 minutes arithmetic time that children have for maths each day.  TT Rockstars shows an 88% accuracy for all children.  On Mathletics the activity improvement has increased from 69% to 89% for all children this school year.  Over 45,000 hours have been spent on this by all children.  2384 certificates have been earnt and given out.  NB. We are continuing to investigate how to break these numbers down just for PPG children, but they are included in all data above.  Children having passwords saved has saved a lot of time and children access their own accounts easily and independently.  The profile of maths continues to be raised through Celebration Assembly.  All PPG children have been part of additional smaller teaching groups 2 days a week led by our Maths Lead. |
| 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 | 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 | Admin staff have worked extremely hard to ensure all but a small number of families are now accessing Parentmail.  This means communication with PPG families has improved.  This is an area that still provides challenges and lots of reminders to parenst are required.  Absence of pupil premium children during the autumn term.  Numbers in brackets are the % for the year group for 2017-2018  **Current -90%** **-95%**  Y3 6% 13% 31% 50%  Y4 11%16% (15%) 32% 32% (31%)  Y5 20% 20% (6%) 40% 40% (33%)  Y6 31% 38% (20%) 75% 56% (60%)    Year 5 have 10 PP children with each one representing 10%.  The spike in year 6 is down to the absence of 2 children.  In addition 3 year groups have improved their attendance since the last report with the other maintaining theirs.  43 out of 61 PP children (70%) have improved their attendance since the last report. |
| **Desired outcome** | **Chosen action/approach** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | **Review** |
| A. Children become more resilient learners with better attitudes to learning | Keep class sizes below 30 and no mixed age classes | 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  Accelerated progress of pupil premium children in arithmetic  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 | Class sizes remain at 30, in some cases movement of families means these drop below.  2 half term meetings with each teacher have happened where teachers discuss and plan the interventions.  SENCO has designed timetables for each TA to focus on the needs of all children, where independent agencies have suggested strategies.  2 Planning Days occurred for each teacher during the autumn term  Planning Days have continued and specific vocabulary teaching and small group guided sessions are planned for PPG children by year groups.  After a successful trial in the autumn term, these will continue termly for year 3,4 and 5. Year 6 use past SATs papers because they best reflect the types of questions the children will get in May.  Dedicated AH time has included a PPG meeting with all RELP schools, additional meetings through Exeter Consortium.  Meeting with children to look at targets and their work. Drop ins to classes. Hearing children read. Dedicated time to analysis data, report to SLT and Governors.  Leading training for all staff on strategies to use.  By the end of the autumn term 2018, the percentage of PPG children making the expected progress or better in maths  Expected  YR3 56%  YR4 74%  YR5 90%  YR6 56%  In many cases PPG children are also SEND children, based on their low academic ability, which can impact percentages across year groups. |
| 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 | 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 March  Y3 – 8%  Y4 – 6%  Y5 – 20%   |  |  |  |  | | --- | --- | --- | --- | | Attendance breakdown | Aut | Spr | Sum | | BOYS | 40% | 54% | 52% | | GIRLS | 60% | 46% | 47% | | PPG | 17% | 22% | 21% |   Y6 – 13% | ES manager  JS  CM  CM  All staff | Jun 2019  Termly | Cooking Club is currently being run for pupil premium children.  Priority sign up for all other clubs run by school staff.  This continues to be advertised to parents through the leaflet and website.  Staff have engaged and signed up to lead clubs during the year.  I have reviewed this across the school, due to some clubs not being open to particular year groups, it would not be a fair reflection. 16% of PPG children will take part in a club run by a teacher in the spring term. External data for paid clubs is not available at this point.  Appears at this time to be a dip in numbers for summer term but this does not yet include Exe Valley Challenge children.  PP children have also been offered a free yoga session this term.  Aspirations day! |
| A. Children become more resilient learners with better attitudes to learning | Reduction in cost of school trips and visits, especially the Y6 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 | During the autumn term all PPG children were offered trips and visitors at 25% of the original cost. However in a few cases, no money was received towards the cost of trips from PPG families.  The residential has been booked and will cater for all children, with PPG children getting access to it at 25% of the whole cost. This is approximately £65.  The launch of the residential has happened and we continue to monitor the take up by PPG children. |

**Attainment of Pupil Premium children**

The following tables show the percentage of Pupil Premium children on track to reach age related expectations by the end of the year compared with all children.

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| **Year 3 (14 PP)** | **Reading** | **Writing** | **Maths** |
| All Children | 72% | 71% | 42% |
| Pupil Premium Children | 63% | 50% | 25% |

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| **Year 4 (18 PP)** | **Reading** | **Writing** | **Maths** |
| All Children | 81% | 82% | 42% |
| Pupil Premium Children | 78% | 72% | 22% |

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| **Year 5 (10 PP)** | **Reading** | **Writing** | **Maths** |
| All Children | 89% | 90% | 57% |
| Pupil Premium Children | 60% | 60% | 30% |

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| **Year 6 (16 PP)** | **Reading** | **Writing** | **Maths** |
| All Children | 72% | 73% | 79% |
| Pupil Premium Children | 69% | 55% | 50% |