

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	South Stanley Juniors				
Academic Year	2019-2020	Total PP budget	£151, 000	Date of most recent PP Review	18/10/19
Total number of pupils	162	Number of pupils eligible for PP	97 (60%)	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	33%	71%
% reaching expected standard in reading	36%	78%
% reaching expected progress in writing	45%	83%
% reaching expected progress in mathematics	39%	83%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lack of fluency, stamina and limited vocabulary which adversely affects reading performance.	
B.	Lack of independence, stamina and inability to apply skills in writing.	
C.	Gaps in mathematical knowledge which hinder progress	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	High proportion of pupils who have social, emotional and mental health (SEMH) needs	
E.	Low attendance (attendance at school not always seen as a priority)	
F.	Lack of experiences that enrich and support learning	
4. Objectives		Success criteria
A.	To ensure pupils eligible for PP funding gain fluency and an increased vocabulary	A greater proportion of PP children reach age

	that supports reading comprehension.	related expectations in reading across the school.
B.	To develop pupils' independence and productivity in writing	A greater proportion of PP children reach age related expectations in writing across the school.
C.	To identify gaps in mathematical knowledge and rapidly accelerate progress	A greater proportion of PP children reach age related expectations in writing across the school.
D.	To provide support and self-help strategies for pupils with SEMH needs	A reduction in the number of fixed-term exclusions and a reduction in the number of behavioural incidents for PP pupils.
E.	To form positive relationships with parents to raise the profile of attendance	A reduction in the number of PP persistent absentees. An increase in the attendance of PP pupils.
F.	To provide rich experiences in order to enhance personal development	Acquisition of lifelong skills such as resilience and confidence which supports PP pupils in accessing the curriculum and the next steps in their education.

4. Planned expenditure					
Academic year					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	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., B. and C. To upskill teachers in delivering high quality reading/ writing/ maths sessions	Reading, maths and writing is taught consistently well across the school	Inconsistency in approach to teaching reading, maths and writing across school	Learning walks and lesson observations	BS, HT, DF	Detailed in Reading/ writing/ maths action plan.

A. To increase staff subject knowledge and confidence in delivering systematic phonics sessions	Pupils have improved phonic knowledge that supports reading	A high proportion of pupils enter school with low scores on the Year 2 phonics screening check.	Staff training and resources purchased to match pupils' phonic stage. Lesson observations and progress check on children's phonic skills	BS/ RB	Termly progress checks identified in reading/ phonics action plan.
A. To upskill teaching assistants in teaching high quality guided reading sessions	Guided reading is taught consistently well across the school	Inconsistency in approach to teaching guided reading across school	Lesson observations to monitor impact of CPD on guided reading	BS/ DF	One month and six month review after training has been provided
A. B & C. To teach children in smaller class sizes (particular in year 3 and 6)	Year 3 and 6 pupils make accelerated progress as a result of being taught in smaller classes.	EEF states that 'Reducing class size appears to result in around three months' additional progress for pupils, on average.' Historically, % of PP pupils achieving age related expectations in RWM is well below national.	Lesson observations, learning walks, monitoring tracking data.	RB/ DF	Termly reviews following data drops
B. To implement a systematic approach to teaching spelling (including purchase of additional resources)	Greater accuracy of spelling during independent writing	Low spelling scores on end of Key Stage Tests	Book scrutiny, lesson observation and writing moderation	BS/ DF	One month and six month review after training has been provided
Total budgeted cost					£59,920
ii. Targeted support					
Action	Intended outcome	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. Implement 'Reading Plus' for targeted pupils	Pupils develop their reading pace and fluency	Pupils' lack of stamina in summative tests.	Regular monitoring of Reading Plus progress data.	BS	Termly (in line with 3 annual data drops)

A. One to one intensive support for reading	Pupils develop their reading pace, confidence and fluency	Limited support with reading outside of school. Lack of confidence and self-esteem identified by staff.	Sessions are delivered by staff who are well trained. Monitor progression through book band scheme. Sample of readers.	BS	Termly (in line with 3 annual data drops) as determined by pupil progress meetings
A. Establish an after school reading club for targeted PP pupils and purchase high interest texts	Pupils develop their reading pace, confidence and fluency	Limited support with reading outside of school. Lack of confidence and self-esteem identified by staff.	Monitor attendance at sessions and progress with 'Teach your monster to read'.	RB/ BS	Half-termly
C. Implement 'Times Tables Rockstars' for targeted pupils	Pupils develop their rapid recall of times tables	Lack of speed in times tables recall and inability to apply these in summative tests. QLA derived from 2019 SATS arithmetic tests.	Monitor progress through the program and monitor pupil access to this	HT/ RB	Half-termly
D. To employ a trained counsellor for one day each week	Effective, timely support is provided for PP pupils who have SEMH needs	High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues.	Monthly supervision sessions with the counsellor. Entry and exit checklists carried out by staff and counsellor	RB/ LG	Monthly reviews and then termly case reviews.
D. To train staff to deliver specific interventions; Lego Therapy, Connecting with Children, Calma Classroom , Thrive.	Effective, timely support is provided for PP pupils who have SEMH needs	High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues. Pupils have difficulty in both regulating and expressing their emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF)	One of the additional staff members to be trained as 'Connecting with Children' co-ordinator so that she is able to fully monitor the programme. Entry and exit data to be compared.	RB/ LG	Termly as part of SEND reviews.

D. To prioritise referrals to outside agencies for PP pupils	Swifter access to support from outside agencies.	High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues.	Headteacher and SENCO work together to regularly review support plans and generate appropriate support from outside agencies.	RB/ LG	Half-termly :
E. To improve attendance and reduce persistent absence for targeted PP pupils	Reduced persistent absence rate for PP pupils and increased attendance rate for PP pupils	Historically, low attendance for PP group in comparison with others.	Employment of Attendance and welfare officer to work with identified pupils and their families.	TH/ RB	Monthly reviews
Total budgeted cost					£65, 730
iii. Other approaches					
Action	Intended outcome	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. and C. Provide identified PP pupils with high quality work books for maths/ reading to be used at home	Pupils are supported with homework tasks	Pupils need extra practice in order to reinforce basic skills	Books to be returned to school for marking, discussion and rewards for completion.	DF	Reviewed termly. Returned to school weekly.
C. Establish peer mentoring for times tables	Pupils develop their rapid recall of times tables and confidence to do so	EEF recommends that 'Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.	Trained mentors Maths lead to oversee and monitor pupil progress.	HT	Half-termly and then groups to be adapted as a result

F. To provide enrichment activities; ensuring PP pupils have access. After school clubs, pantomime/ theatre visits/ groups, musical instrument lessons, residential visit, visits and visitors.	Provide a rich set of experiences that supports both learning and personal development.	Pupils have limited experiences outside of school.	Pupil voice, attendance at clubs, pupil surveys,	RB	At the end of the school year and in conjunction with reviewing the CPD.
Total budgeted cost					£25, 350