



South Stanley Junior School

Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2017-2018	Total PP Budget	£146,520	Date of most recent PP review	July 2017
Total number of pupils	161	Total number of pupils eligible for PP	111	Date for next internal review	Dec 17

2. End of Key Stage Outcomes July 2016				
	PP pupils - School	Not PP pupils - School	All other pupils (national average)	PP children (national average)
Reading EXS+	50%	58%	71%	Not available
Writing EXS+	54%	83%	78%	Not available
Maths EXS+	54%	83%	75%	Not available
Grammar, punctuation & Spelling EXS+	58%	75%	77%	Not available
RWM EXS+	42%	58%	67%	Not available
Reading Average Scaled Score	98.3	100.9	105	Not available
GaPS Average Scaled Score	102.6	107	107	Not available
Maths Average Scaled Score	100	106.3	105	Not available
Progress Reading	- 3.8	- 3.8	Not available	Not available
Progress Writing	-1.4	1.0	Not available	Not available
Progress Maths	- 2.1	1.1	Not available	Not available

*figures not available

3. Barriers to future attainment (for pupils eligible for PP including more able)	
A	High level of deprivation results in literacy poor home environments. Some pupil premium pupils do not read often enough outside of school. Fewer pp pupils attain EXS at end key stage.
B	High % of PP children experience social and emotional barriers to learning. Low self esteem and self confidence result in lack of resilience to persevere through challenging learning experiences.
C	Higher percentage of persistent absentees are pupil premium pupils.
D	Fewer pupil premium pupils attain EXS in RWM at end key stage

4. Outcomes

Desired outcomes and how they will be measured		Success Criteria
A	Narrow gap in attainment in reading in all year groups.	62% pupil premium pupils attain age related expectations by the end of Y3 (Gap 5%) 70% pupil premium pupils attain age related expectations by the end of Y4 (No gap) 55% pupil premium pupils attain age related expectations by the end of Y5 (Gap 10%) 48% pupil premium pupils attain age related expectations at the end of Y6
B	Improved resilience to persevere in learning leading to improved attainment.	48% pupils attain EXS in RWM at the end of Y6.
C	Reduce the percentage of persistent absentees	Percentage of pupils who are persistent absentees reduces from 2017 and the percentage of these who are pupil premium similarly reduces.
D	Improve attainment in RWM by end key stage.	48% pupils attain EXS in RWM at the end of Y6.

5. Planned expenditure

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review date
A) Narrow gap in attainment in reading in all year groups	Focused TA intervention (cost included in section D)	EEF - small group tuition - moderate impact for moderate cost. +4	Tracking using Neale analysis half termly	H. Thomas, B. Slater	Dec 17
	Purchase of high interest reading books to encourage a love of reading. £6,000	Pupils have expressed boredom with the book choices available. Reading records show that pupils are not reading frequently enough or at length.	Standardisation of reading records which will be monitored by SLT	H Thomas, B. Slater	Dec 17
Total budgeted cost:					£6,000
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review date
B) Improved resilience to persevere in learning leading to improved attainment.	Prince William Award (5,600)	EEF reports increases of +4 for interventions which focus on social and emotional aspects of learning.	CT to monitor weekly. HT to conduct drop in monitoring. Weekly reports from PWA	E Martin	Termly
	Relax Kids (1,000)		HT to monitor	E Martin	
	Resilience Project (2,000)		Half termly monitoring	E Martin	
Total budgeted cost:					£8,600

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review date
C) Reduce the percentage of persistent absentees.	Targeted support to improve attendance of persistent absentees including regular parent meetings,	Poor attendance impacts on attainment and progress.	Regular meetings between attendance officer and headteacher. Monitoring of pupil attendance fortnightly.	E Martin	December 2017
Total budgeted cost:					£6,000
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review date
D) Improve attainment in RWM by the end of the key stage.	Extra TA staff to facilitate targeted intervention. (42,000)	EEF - small group tuition - moderate impact for moderate cost. +4	Work scrutiny, observations, pupil progress meetings, half termly tracking.	E Martin, H Thomas, B Slater	Termly
	Further staff training in Singapore Maths to sustain developments from 2016-17 (3,000)	EEF - Mastery Learning Moderate impact +5	Work scrutiny, observations, pupil progress meetings, half termly tracking, peer moderation.	H. Thomas, B. Slater	Termly
	Extra teacher to provide extra targeted support Y5/6 (40,000) Extra teacher to reduce class sizes and avoid the need for mixed year groups. (40,000)	Reducing class size - EEF - +3	Work scrutiny, observations, pupil progress meetings, half termly tracking, peer moderation.	H. Thomas, B. Slater	Termly
Total budgeted cost:					£125,000

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
(i) Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact: (Was success criteria met? What was impact for non-PP)	Lessons learned (will this approach be continued)	Cost
A. Improve attainment in reading for pupil premium pupils.	Develop whole school approach to development of vocabulary which will improve: <ul style="list-style-type: none"> pupils' understanding of spoken language pupils' breadth of vocabulary pupils' understanding of vocabulary in books 	65% pupil premium pupils attain reading EXS+ July 2017. (Actual - 50%) 60% Y3 pupil premium pupils attain ARE July 2017 (Actual - 60%) 60% Y4 pupil premium pupils attain ARE July 2017 (Actual - 50%) 58% Y5 pupil premium pupils attain ARE July 2017 (Actual - 32%)	Further analysis shows that this approach has impacted on pupil comprehension of reading but pupil fluency and accuracy of reading is a barrier to attaining EOY outcomes.	£8000
A. Improved confidence and resilience of pupils with social and emotional barriers to learning resulting in improved academic achievement.	Extra TA support to facilitate small group interventions including: (£42000) <ul style="list-style-type: none"> listening matters 	Percentage all pupils achieving EOY aspirations: Y3: R94%, W91%, M91% Y4: R69%, W78%, M78% Y5: R48%, W40%, M43% Y6: R66%, W83%, M94%	Intervention was not targeted closely enough to pupils with SEMH to measure impact. Issues across the year pulled extra TA support to pupils with complex SEND. However, resilience to learning is still likely to be an area for development. Further analysis of EOY results required as part of SDP for 2017_2018.	£50,000
B. Improved attendance for pupil premium pupils.	Attendance Officer & resources	Gap between attendance narrowed to less than 1% which was the target outcome. The percentage of persistent absentees across school reduced from 14% to 9%. However the percentage of persistent	Establish meetings with parents of persistent absentees from previous year and set termly attendance targets. Hold regular parent meetings to	£6000

		absentees who are pupil premium pupils remains high at 80% (cf 77% previous year)	monitor progress towards targets set.	
C. Pupil premium pupils are targeted for greater depth.	G & T register. Links with NDA Staff training: <ul style="list-style-type: none"> questioning marking and feedback provision for greater depth 	Y6: Reading - 13% PP GDS (not PP - 0%) Gaps: 23% PP GDS (not PP - 36%) Writing: 8% PP GDS (not PP - 14%) Maths: 21% PP GDS (not PP - 14%) Percentage of pupil premium pupils achieving higher standards has risen in all subjects. Gap between PP pupils and not PP pupils has narrowed and a higher percentage of PP pupils have attained higher standards in reading and maths.	Approaches successful, particularly in maths and reading. Approaches to be adapted and adopted for writing and Gaps.	£2000
D. Higher percentage of pupil premium pupils make expected progress in reading.	Purchase of reading comprehension resources. (£8000) Extra TA support to facilitate small group interventions. <ul style="list-style-type: none"> focused reading groups pre-school accelerated reading groups 	65% pupil premium pupils attain reading EXS+ July 2017. (Actual - 50%) 60% Y3 pupil premium pupils attain ARE July 2017 (Actual - 60%) 60% Y4 pupil premium pupils attain ARE July 2017 (Actual - 50%) 58% Y5 pupil premium pupils attain ARE July 2017 (Actual - 32%) Percentage of pupils making expected or better progress require improvement with the exception of Y3: <ul style="list-style-type: none"> Y3 - 75% Y4 - 53% Y5 - 61% 	Further analysis shows that this approach has impacted on pupil comprehension of reading but pupil fluency and accuracy of reading is a barrier to pupil progress and attaining EOY outcomes. Need to look at maximising the use of TA staff	£50,000
E. Higher percentage of pp pupils reach expected standards in all subjects.	Introduction of Maths No Problem (Singapore Maths) across school including staff training and resources. (20,000) Introduction of Meemo to develop working memory. (£3,000) Continued provision of FT teacher to provide focussed intervention across Y5 and Y6. Continued provision of extra P/T teacher to provide focussed	53% pp pupils make EXS in RWM in Y3 (Actual 40%) 41% pp pupils make EXS in RWM in Y4 (Actual - 38%) 50% pp pupils make EXS in RWM in Y5 (Actual - 29%) 56% pp pupils make EXS in RWM in Y6 (Actual - 46%) Improvements from previous year's % (i.e. comparison same cohort, previous year - y4 at end of y3): Y4: +27%	Further improvements are required to narrow gap with national. However, when compared with previous year, improvements are good, especially in y4 and y6.	£91,000

	intervention across Y3 and Y4. (£68,500)	Y5: equal Y6: +42%		
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