



South Stanley Junior School

Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2018-2019	Total PP Budget	£154,440	Date of most recent PP review	July 2018
Total number of pupils	175	Total number of pupils eligible for PP	117	Date for next internal review	Dec 18

2. End of Key Stage Outcomes July 2016				
	PP pupils - School (33)	Not PP pupils - School (11)	All other pupils (national average)	PP children (national average)
Reading EXS+	42%	58%	75%	
Writing EXS+	58%	83%	78%	
Maths EXS+	42%	58%	76%	
Grammar, punctuation & Spelling EXS+	45%	75%	82%	82%
RWM EXS+	36%	50%	64%	
Reading Average Scaled Score	96.7	102.8	106.1	106.1
GaPS Average Scaled Score	97.9	104.3	107.2	107.2
Maths Average Scaled Score	98.1	103.4	105.4	105.4
Progress Reading	-5.8	-1.6		
Progress Writing	-1.78	2.66		
Progress Maths	-3.5	-0.3		

*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 and poor attitudes to learning.
C	Pupil premium pupils have lower attendance and a higher percentage of persistent absentees are pupil premium pupils.
D	Fewer pupil premium pupils attain EXS in RWM at end key stage
E	Fewer pupil premium pupils attain EXS in Maths at the end of key stage 2

4. Outcomes		
Desired outcomes and how they will be measured		Success Criteria
A	Narrow gap in attainment in reading in all year groups.	Y3: Gap reduces by 5% or more from baseline Y4: Gap 5% or below Y5: Gap 10% or below Y6: Gap 30% or below
B	Improved attitudes to learning and resilience to persevere in learning leading to improved attainment.	Y3RWM: 43% pupil premium pupils attain EXS Y4RWM: 67% pupil premium pupils attain EXS Y5RWM: 69% pupil premium pupils attain EXS
C	Improve attendance of pupil premium pupils	Attendance of pupil premium pupils is at least 95% Percentage of pupil premium persistent absentees falls below 5% (9% end of 2017_2018)
D	Improve attainment of pupil premium pupils in RWM by end key stage.	Y6: Gap 30% or below
E	Narrow gap in maths in all year groups	Y4: Gap 5% or below Y5: Gap 5% or below Y6: Gap 30% or below

5. Planned expenditure					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead & Monitoring	Review date
A) Narrow gap in attainment in reading in all year groups.	Development of one to one tuition for struggling readers to develop fluency and comprehension. Staff: £5,600 (1 hour per day x 3 x TA rate) Resources: £5,000	EEF Reading comprehension strategies - +6 months EEF developing fluency in reading - moderate improvement	Y3: Gap reduces by 5% or more from baseline. Y4: Gap 5% or below Y5: Gap 10% or below Y6: Gap 30% or below	B. Slater Termly tracking Neale	Jan 2018 Mar 2018 July 2018
	Small group comprehension sessions Staff: £15,000 (1 hour per day x 8 TA rate)				
Total budgeted cost:					£25,600

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead & Monitoring	Review date
B) Improved attitudes to learning and resilience to persevere in learning leading to improved attainment.	Rights respecting schools £1000	EEF reports increases of +4 for interventions which focus on social and emotional aspects of learning.	Y3RWM: 43% pupil premium pupils attain EXS Y4RWM: 67% pupil premium pupils attain EXS Y5RWM: 69% pupil premium pupils attain EXS	A. Howe	Jan 2018 Mar 2018 July 2018
	Emotional well being CPD £1000				
	Small group interventions - SEMH £5,600 (3 x 5 hour per week TA rate) Resources - £300				
Total budgeted cost:					£7,900
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead & Monitoring	Review date
C) Improve attendance of pupil premium pupils	Attendance officer £17,500 Attendance awards £500	Poor attendance impacts on attainment and progress.	Attendance of pupil premium pupils is above 96%	R. Bell Weekly monitoring	Jan 2018 Mar 2018 July 2018
Total budgeted cost:					£18,000
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead & Monitoring	Review date
D) Improve attainment of pupil premium pupils in RWM by end key stage.	Reduced class size £56,000 (2 x MPS teacher)	EEF moderate impact - reduced class sizes and small group tuition	Y6: Gap 30% or below	H Thomas & B Slater Half termly monitoring	Jan 2018 Mar 2018 July 2018
	Small group tuition £33,500 (6x 3 hours daily TA rate)				
Total budgeted cost:					£89,500
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead & Monitoring	Review date
E) Narrow gap in maths in all year groups	Staff training £3000	EEF mastery maths +5 months	Y4: Gap 5% or below Y5: Gap 5% or below Y6: Gap 30% or below	H. Thomas & B Slater Half termly monitoring	Jan 2018 Mar 2018 July 2018
	Mastery Maths Programme £1000				
	Coaching & modelling £1000				
	Feedback & intervention 0.5 hours per class per day £8,000				
Total budgeted cost:					£13,000

6. Review of expenditure

Previous Academic Year

2017 - 2018

(i) Targeted support

Desired outcome	Chosen action/ approach	Impact:	Lessons learned (will this approach be continued)	Cost
A) Narrow gap in attainment in reading in all year groups	Focused TA intervention	<p>Y3 - Gap 5%</p> <p>Y4 - Gap 15%</p> <p>Y5 - Gap 18%</p> <p>Gaps remain similar to previous year. However:</p> <ul style="list-style-type: none"> Y3: 80% pupils made 6 months + progress in fluency Y3: 60% pupils made 6 months+ progress in comprehension Y4: 80% pupils made 6 months+ progress in fluency Y4: 80% pupils made 6 months+ progress in comprehension Y5: 66% pupils made 6 months+ progress in fluency Y5: 17% pupils made 6 months+ progress in comprehension. Staff absence had negatively impacted on the intervention in Y5 Y6: 75% pupils made 6 months+ progress in fluency Y6: 75% pupils made 6 months+ progress in comprehension 	Neale tracking shows marked improvement on fluency and comprehension of reading. One to one intervention is successful and should continue but needs to be one strategy of a co-ordinated approach to teaching of reading. This needs to be further consolidated across school.	£42,000
	Purchase of high interest reading books to encourage a love of reading.	Pupil questionnaires show pupils are more interested in the books available. However, many pupils still do not engage regularly with reading at home.	Further work needs to be done to engage pupils with reading across school.	£6,000
B) Improved resilience to persevere in learning leading to improved attainment.	Prince William Award (5,600)	Gap in attainment remained static. Anecdotal evidence of improved teamwork, co-operation and resilience but this has not directly translated into improved attainment in this year. Improvement may be cumulative and may be seen at the end of 18_19, however.	PWA was a well organised programme for development of pupil resilience, teamwork and co-operation. However, it was extremely time intensive, expensive and disruptive to the curriculum within the chosen year group. School needs to develop provision for SEMH as part of a co-ordinated whole school package.	£5,600

	Relax Kids	Very difficult to assess impact either anecdotally or through data.	School needs to develop provision for SEMH as part of a co-ordinated whole school package.	£1,000
	Resilience Project	No obvious impact. Staff turbulence both within school and within the delivery organisation, affected delivery of the programme.	School needs to develop provision for SEMH as part of a co-ordinated whole school package.	£2,000
C) Reduce the percentage of persistent absentees.	Targeted support to improve attendance of persistent absentees including regular parent meetings,	Percentage of pupil premium persistent absentees did not reduce. (9% at end of year. Previously 6%) Impact of attendance officer is ineffective due to the short amount of time in school. (1 x day per fortnight)	Need an attendance officer who can monitor attendance daily and follow up absences immediately.	£6000
D) Improve attainment in RWM by the end of the key stage.	Extra TA staff to facilitate targeted intervention. (42,000)	Attainment is still inconsistent across school and has not improved at end of key stage. Staff turbulence has affected impact of interventions.	Staff turbulence has impacted on standards. Interventions cannot make up for poor quality first teaching. Ensuring staff stability and minimising impact of unavoidable staff absence needs to be a priority.	£125,000
	Further staff training in Singapore Maths to sustain developments from 2016-17 (3,000)	Attainment is still inconsistent across school and has not improved at end of key stage. Staff turbulence has affected impact of interventions.		
	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)	Attainment is still inconsistent across school and has not improved at end of key stage. Staff turbulence has affected impact of interventions.		