



Pupil Premium Strategy Statement: Stonelow Junior School

1. Summary Information					
School	Stonelow Junior School				
Academic Year	2017/18	Total PP Budget	21,420	Date of most recent PP Review	May 2017
Total number of pupils	136	Number of pupils eligible for PP	18 [12 eligible / 6 on ever-6 as of May 2017]	Date for next internal review of this strategy	Oct 2017

2. Current attainment		
	Pupils eligible for PP (this school)	Pupils not eligible for PP (national average)
% reaching expected level in reading, writing and maths	40%	59%
% reaching expected level in reading	40% [collective 10/18 – 55%]	69%
% reaching expected level in writing	40% [collective 13/18 – 72%]	72%
% reaching expected level in maths	60% [collective 16/18 – 89%]	66%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Emotional well-being: factors such as low self-esteem and lack of confidence
B.	Additional needs: learning difficulties such as ADHD, dyslexia or mild learning difficulties
External barriers	
C.	Attendance: due to frequent ill health, unauthorised holidays or days out
D.	Parental support: supporting out of school learning including for children with single parents, large families, where there are behaviour issues or where parents have learning difficulties or disabilities

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Tracked carefully through Pupil progress discussion time, learning behaviour discussion and Boxhall profile results	Children who are in receipt of PP and have been identified as needing nurture provision achieve the targets set from the boxhall profile and are accessing the curriculum and beginning to meet end of year expectations
B.	To increase the % of children making at least expected progress towards end of year targets and ARE through provision of appropriate work, QFT and differentiation by class teachers with appropriate interventions where TA time is allocated to support learning.	Progress towards targets is close to or better than other pupils <ul style="list-style-type: none"> Narrow the gap to 20% or less for children achieving expected or above [compared to non-PP children]

C.	To increase the % of children working towards Greater Depth in all subjects, through challenge opportunities and targeted guided work	Increase the % of children working at GD throughout the school to get closer to national averages
D.	To secure full inclusion for all children and ensure attendance is at least as good as other children. Monitored each half-term	Attendance improves to 95% or above and in-line with other children.

5. Planned expenditure					
Academic Year: 2017-18					
i. Quality teaching for all					
Desired Outcome	Chosen approach	Evidence and rationale	How you will ensure it is implemented well	Staff lead	When will you review implementation
A. To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Tracked carefully through Pupil progress discussion time, learning behaviour discussion and Boxhall profile results	Growth mindset approach in school Whole schools learning behaviours assessment and resources to support this	<ul style="list-style-type: none"> • EEF toolkit • Professional knowledge / research / training based knowledge 	<ul style="list-style-type: none"> • CPD evaluations and feedback • Staff meeting feedback / questionnaires • Learning behaviours assessment and tracking 	SENDCo Headteacher	Every 10 weeks [each long term]
B. To increase the % of children making at least expected progress towards end of year targets and ARE through provision of appropriate work, QFT and differentiation by class teachers with appropriate interventions where TA time is allocated to support learning.	CPD and training on a range of strategies and approaches School to school support from other schools in the cluster Provision map targeting children needing support Updated tracking to show progress towards targets from starting point in school Revised whole school marking and feedback policy	<ul style="list-style-type: none"> • EEF toolkit as rationale for high impact of effective feedback • Whole school culture of challenge having impact on progress / outcomes • More detailed ongoing assessment and target setting ensuring accurate assessment and targeted teaching • Termly assessment monitored and showing improvement in all year groups • Recognition that the 'hard to reach' and pupil premium children 	<ul style="list-style-type: none"> • Pupil progress meeting feedback and performance management discussions • SENDCo monitoring provision / provision map • Assessment scrutiny, including learning behaviours 	SENDCo Headteacher Coordinators	Half termly pupil progress meetings Termly review of provision map / learning behaviour assessment / attainment tracking

	<p>Revised whole school ongoing assessment and reading targets</p> <p>Whole school training on effective feedback / AfL / Growth mindset</p>	<p>share some similar learning behaviours – assessment and tracking of this to lead to more appropriate intervention</p>			
<p>C. To increase the % of children working towards Greater Depth in all subjects, through challenge opportunities and targeted guided work</p>	<p>CPD and training QFT</p> <p>School to school support from other schools in the cluster</p> <p>Provision map targeting children needing support</p> <p>Updated tracking to show progress towards targets from starting point in school</p> <p>Revised whole school marking and feedback policy</p> <p>Revised whole school ongoing assessment a</p> <p>Whole school training on effective feedback / AfL / Growth mindset</p>	<ul style="list-style-type: none"> • EEF toolkit as rationale for high impact of effective feedback • Whole school culture of challenge having impact on progress / outcomes • More detailed ongoing assessment and target setting ensuring accurate assessment and targeted teaching • Termly assessment monitored and showing improvement in all year groups <p>Recognition that the 'hard to reach' and pupil premium children share some similar learning behaviours – assessment and tracking of this to lead to more appropriate intervention</p>	<ul style="list-style-type: none"> • Pupil progress meeting feedback and performance management discussions • SENDCo monitoring provision / provision map • Assessment scrutiny, including learning behaviours 	<p>SENDCo Headteacher Coordinators</p>	<p>Half termly pupil progress meetings</p> <p>Termly review of provision map / learning behaviour assessment / attainment tracking</p>
<p>D. To secure full inclusion for all children and ensure attendance is at least as good as other children. Monitored each half-term</p>	<p>System of letters agreed by MAT team sent out to alert to poor attendance</p> <p>Half termly tracking of attendance</p>	<ul style="list-style-type: none"> • Recognition that poor attendance impacts on learning • Statutory requirement 	<ul style="list-style-type: none"> • Half termly monitoring of attendance, shared in HT governors report • Discussions with MAT team regarding children causing concern regarding attendance 	<p>Headteacher Head of School</p>	<p>Half-termly</p>

ii. Targeted support					
Desired Outcome	Chosen approach	Evidence and rationale	How you will ensure it is implemented well	Staff lead	When will you review implementation
A. To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Tracked carefully through Pupil progress discussion time, learning behaviour discussion and Boxhall profile results	Positive Play Nurture group Updated 'online' Boxhall profile	<ul style="list-style-type: none"> Positive play having a noticeable impact on children Nurture group to target children not accessing positive play More detailed Boxhall Profile to inform areas of need / progress 	<ul style="list-style-type: none"> Learning walk observations Boxhall profile results Pupil progress discussions Provision Map Nurture group observations Case studies 	SENDCo Head / Head of school	Termly Boxhall profile and provision map
B. To increase the % of children making at least expected progress towards end of year targets and ARE through provision of appropriate work, QFT and differentiation by class teachers with appropriate interventions where TA time is allocated to support learning.	Individual reading programme Read write inc support TA support in class and for targeted interventions	<ul style="list-style-type: none"> Read write inc as an intervention has proven positive results within school Individual reading support accelerating progress for children that need it 	<ul style="list-style-type: none"> Provision Map updates Learning walk observations Book scrutiny feedback Assessment / target tracking Pupil progress meetings Case Studies Intervention results 	SENDCo Head / Head of school	Termly
C. To increase the % of children working towards Greater Depth in all subjects, through challenge opportunities and targeted guided work	Challenge groups to extend H/A children Targeted challenge homework	<ul style="list-style-type: none"> Booster maths group shown to develop key skills / strategies 	<ul style="list-style-type: none"> Provision Map updates Learning walk observations Book scrutiny feedback Assessment / target tracking Pupil progress meetings Case studies 	SENDCo Head / Head of school	Termly
D. To secure full inclusion for all children and ensure attendance is at least as good as other children. Monitored each half-term	Meetings with parents to offer support, where necessary MAT team meetings to discuss children Attendance panel Subsidies for cubs,	<ul style="list-style-type: none"> Children feeling included and able to access the full curriculum having a positive impact on self-esteem and therefore learning 	<ul style="list-style-type: none"> Monitoring after school club attendance Case studies Discussion logs MAT team outcomes 	Head / Head	Half -termly

	visits, uniform etc					
					Cost	£1000 nurture £20,420 – TA support

A.	B. Review of Expenditure				
	Previous Academic Year (2016-17]			PP budget : £24,060	
Desired Outcome	Activity / intervention	Money Allocated	Pupil / student groups supported	Evidence	Impact
To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Tracked carefully through Pupil progress discussion time, learning behaviour discussion and Boxhall profile results	Nurture Follow LA guidance so concerns lead to letters, school contact, MAT team involvement, attendance panel Personal monitoring by SENCO and class teachers. TA time in class	£7450	Children requiring emotional support and nurture	Boxhall profile results Discussions with staff Data analysis	Since nurture started in Easter 2017 there has only been one recorded incident of poor behaviour from children in attendance.
To increase the % of children making progress towards end of year reading targets through provision of appropriate work and interventions by class teachers and appropriate interventions where TA time is allocated to support learning.	ReadWrite Inc Daily phonics/spelling Physical Literacy Individual reading programme Inference training CPD and training on a range of strategies	£9750	Disadvantaged and other children not on target to meet ARE in each year group in reading. Also children not on target to meet expected target based on Y3 baseline	Intervention assessment results Analysis of tracking / results	13/18 of the PP children in school met their end of year targets based on Y3 baseline [72%]. Of these, 3 children made accelerated progress [17%]

	<p>and approaches</p> <p>School to school support from other schools in the cluster</p> <p>Provision map targeting children needing support</p> <p>Updated tracking to show progress towards targets from starting point in school</p>				
<p>To increase the % of children making progress towards end of year maths target through provision of appropriate work and interventions by class teachers and appropriate interventions where TA time is allocated to support learning.</p>	<p>Introduce maths mastery approach Same day intervention CPD and training on a range of strategies and approaches</p> <p>School to school support from other schools in the cluster</p> <p>Provision map targeting children needing support</p> <p>In-class Maths support Maths intervention</p>	<p>£6495</p>	<p>Disadvantaged and other children not on target to meet ARE in each year group in maths. Also children not on target to meet expected target based on Y3 baseline</p>	<p>Intervention assessment results Analysis of tracking / results</p>	<p>10/18 of the PP children met their end of year targets based on Y3 baseline [55%]. Of these 3 children made accelerated progress [17%]</p> <p>At the end of Year 6 60% children met the expected level in maths compared to 66% of other children.</p>
<p>To secure full inclusion for all children and ensure attendance is at least as good as other children. Monitored each half-term</p>	<p>System of letters agreed by MAT team sent out to alert to poor attendance Half termly tracking of attendance Meetings with parents to offer support, where necessary</p>	<p>No cost</p>	<p>Disadvantaged and other children whose attendance is low or who have patterns of erratic attendance / patterns of non-attendance</p>	<p>Attendance records Letters sent to parents</p>	<p>Attendance for disadvantaged children is 92.87% compared to 94.8% nationally.</p> <p>This does not meet our target of 95% and is a target that needs to continue</p>

	<p>MAT team meetings to discuss children</p> <p>Attendance panel</p> <p>Subsidies for cubs, visits, uniform etc</p>				
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