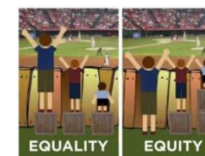


St Paul's C of E Junior School Pupil Premium Strategy Statement



Summary information					
Academic Year	2016-17	Total PP budget Apr '16 – Mar '17	£44880	Date of most recent External PP Review	June 2015
Total number of pupils	384	Number of pupils eligible for PP	34 on roll January 2017 Currently 36 pupils eligible	Date for next internal review of this strategy	March 2017

Current attainment		
<i>Based on end of KS2 data (July 2016 – 10 PP pupils in total)</i>	<i>Pupils eligible for PP (own school data)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS or above in reading, writing & maths	30%	60%
% achieving EXS or higher in reading (or equivalent)	60%	71%
% achieving EXS or higher in writing (or equivalent)	50%	79%
% achieving EXS or higher in GPS (or equivalent)	80%	78%
% achieving EXS or higher in maths (or equivalent)	50%	75%
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Poor language acquisition & comprehension of vocabulary across the curriculum	
B.	Overlap of SEN and PP or PP & EAL for some pupils	
C.	Lack of self-esteem/resilience	
D.	Challenging behaviour for a small number of pupils, impacting on individual academic progress and that of others	
External barriers		
D.	Life experiences and opportunities for enrichment activities such as holidays, parties, extra-curricular opportunities	
E.	Variable parental support and home learning environment which impacts on attendance and progress.	
F.	Parental engagement with school events (e.g. parents' evenings)	
G.	In some cases, very low parental aspiration as to what a child could achieve (based on a parent's own experiences as a pupil)	
H.	Changing family structures leading to stress and reduced resilience	
I.	Housing issues – overcrowding, temporary/ poor quality accommodation. Friction with members of the local community	

J.	Loss and bereavement	
K.	Trauma and mental health issues in the family and/or child	
L.	Access to computers/internet	
M.	Life limiting conditions or terminal illness within the family	
Desired outcomes		Success criteria
A.	Progress is accelerated and attainment is at least in line with age related expectations	To increase the PP pupils achieving Age Related Expectations and progress scores for PP pupils are positive by the end of KS2
B.	Improved confidence and self-esteem	Pupils' attitudes and responses to self and school are extremely positive
C.	Improved attendance for PP children	Attendance for PP pupils is not less than 96%
D.	Good levels of parental engagement at all key school events	Attendance registers show parity between the attendance % of non PP & PP parents at Parents' Evenings, Curriculum Information Evenings, and Christmas Celebration etc. There is a balance of PP and non PP parents as volunteers for trips, curriculum workshops etc.
E.	100% of PP pupils benefit from involvement in at least one extra-curricular club	Club registers confirm that every PP pupil regularly attends at least one club per term, Including Homework Club, and feedback from PP pupils is very positive
F.	PP pupils are well prepared for KS3	Year 7 colleagues are well informed of the barriers pupils face. Pupils are excited about secondary school and leave St Paul's as confident learners

Planned expenditure				
1. Quality of teaching for all				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Quality first teaching for all within a broad and balanced curriculum offering excellent learning opportunities.</p> <p>Focus on Pupil Premium children in every class re: planning, marking, feedback, assessment to improve rates of progress.</p>	<p>Analysis of performance data at the end of KS2 and of Y3, 4 and 5 data highlights the need for consistency in the quality of teaching within year groups and across the school, with particular attention to PP & SEN pupils</p> <p>Research evidence shows that the key characteristics of effective teaching are:</p> <ul style="list-style-type: none"> highly focused lesson design with sharp objectives tilted to PP high demands of PP pupil involvement and engagement with their learning high levels of interaction for all PP pupils 	<p>Whole school monitoring-Learning Walks, Lesson observations, drop in, Governor Day,</p> <p>Performance management targets for all staff focus on desired outcomes.</p> <p>Work scrutiny/book looks/ half termly pupil progress meetings/ in-school and cluster schools moderation sessions.</p> <p>See PP First Pledge</p>	<p>HT & DH</p> <p>ML & LA</p> <p>Team Leaders</p>	<p>Ongoing by Leadership Team & PP Governor</p> <p>Half- termly in line with data collection</p> <p>Through PM observations and mid-year PM review</p>

	<ul style="list-style-type: none"> • effective, targeted questioning for PP pupils • PP work used frequently as models and exemplars 			
Focus on planning for greater depth for high achieving Pupil Premium children	<ul style="list-style-type: none"> • modelling and explaining • an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups • an expectation that pupils will accept responsibility for their own learning and work independently • constant use of encouragement and authentic praise to engage and motivate pupils. <p>These elements are reflected in the monitoring and assessment timetables and actions that form part of the current the School Development Plan</p>			

Total budgeted cost £0

2.Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress of PP pupils is accelerated through effective support/challenge	<p>Ongoing daily targeted support by class teachers and learning mentors to ensure quality first teaching and overcome barriers to learning.</p> <p>Pupil Premium Champion continues to provide 1:1 targeted support based on weekly targets identified and contextualised by the class teacher.</p> <p>Targeted SEN interventions for double disadvantaged pupils.</p>	<p>End of KS2 attainment dipped in 2016.</p> <p>The school has based its approach to supporting PP pupils on research evidence, good practice and the work of the PP network, the three year trend 2012 – 2015 demonstrated that the school was significantly diminishing the difference between PP and All pupils.</p> <p>The challenge is to ensure that despite staffing changes and the need for teachers to address other identified priorities, PP pupils retain a high profile and that their needs are being well met by precise and effective differentiation in every lesson, each day.</p>	<p>Ongoing monitoring by Team Leaders – PP engagement in lessons, book looks, assessment data, moderation.</p> <p>Subject leaders monitor the performance of PP pupils in each subject area.</p> <p>PP is a weekly agenda item at every year group team meeting and this is reflected in the minutes circulated to the LT</p> <p>Half termly reviews by LT and data analysis</p>	<p>HT ML LA All T'crs</p>	<p>Half termly with LT & with PP Governor</p> <p>Termly with the FGB via data</p> <p>Ongoing with teaching staff</p>

			Staff complete tasks outlined in whole school PP Diary consistently		
	Further training in Spring 2017 for all staff on PP, the impact of disadvantage and accountability for pupil progress.	The analysis of the performance data for this sub group is forensic.	Close liaison with class teachers to ensure target teaching is part of whole class planning and supplements and enriches children's learning experience rather than being an add-on.		
Total budgeted cost					£40 278
3.Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance	Systematic approach to attendance monitoring with a particular focus on persistent absenteeism.	Systematic approach to attendance monitoring has resulted in the overall absence figure improving to a level that is now broadly in line with the NA and persistent absence is almost half of the NA (RAISE 2016) This is based on a praise based approach to reward high attendance and proactive, positive systems to engage parents in attendance and to give a clear, firm message on the importance of ensuring children attend school, every day and the difference that this makes to a child's success.	HT & school secretary to continue to monitor attendance & issue certificates, letters home etc.	HT	Half termly
Increased parental engagement	In second half of the summer term, HT & PP Champion meet with incoming PP parents for September to establish a positive relationship and to share menu of support available & explore how school can alleviate barriers & give parents the opportunity to be involved in the life of the school.	Encouraging families to engage with school enriches pupils' experience and reinforces the message that school is a positive environment and that education is something to be valued. Reduced strain on finances, impacts positively on all family members and encourages and promotes long term participation in school life.	Half termly reviews of Pupil Premium strategy. Collaborative approach from all staff to target Pupil Premium families, coordinated by Headteacher, PP Champion and Inclusion Manager	Inclusion Manager Deputy Head	Half termly
Total budgeted cost					£5 602

Review of previous expenditure 2015-2016		
Previous Academic Year	Total budget: £44 281	Total spent: £56,786
Quality of teaching for all		Total: £0
Desired outcome	Chosen action / approach	Estimated impact
Securing progress for targeted learners and narrowing the achievement gap between PPG and non-PPG pupils	Ongoing daily targeted support by class teachers and learning mentors to supplement quality first teaching and reduce barriers to learning.	The profile of the PP pupils has been raised and provision for PP pupils, including differentiation, is detailed in planning. The majority of staff have a greater appreciation of the impact of disadvantage and the challenges that PP pupils face. Behaviour for learning is excellent with few incidents of low level disruption.
Targeted support		Total: £51,716
Desired outcome	Chosen action / approach	Estimated impact
Securing progress for targeted learners and narrowing the achievement gap between PP and non-PP pupils	<ul style="list-style-type: none"> • 1:1 teaching sessions for every PPG pupil from dedicated PPG Teacher • Nurture work/pastoral support provided for the most vulnerable pupils • PPG pupil progress was a Performance Management Objective for all teaching staff 2015 - 2016. • PPG Governor appointed & participated in PPG pupil progress meetings • Summary of PPG performance data monitored and reviewed by FGB on a termly basis • Outreach work from Foundry College – PRU • Training update for new teaching staff on deprivation and the latest PPG research evidence • Increase in support hours of Learning Mentors 	In 2015 the within school APS gap between PP and non PP pupils decreased significantly in all subjects.(Raiseonline) The School versus National gap in all subjects were significantly reduced except for Grammar, Spelling and Punctuation, which showed a slight increase. The APS of PP pupils rose by: <ul style="list-style-type: none"> • 5 points in Maths to 26.0 • 4 points in Reading to 28.0 • 3 points in Writing to 27.0 The APS for Grammar, Spelling and Punctuation remained the same. Behaviour for learning is excellent with very few incidents of low level disruption.
Other approaches		Total: £5,070
Desired outcome	Chosen action / approach	Estimated impact
Minimising the impact of barriers to learning	<ul style="list-style-type: none"> • Parenting support on behaviour, setting boundaries, social and friendship issues, children's general health and fitness 	Homework Club ensures that all PP pupils have regular access to IT to complete homework tasks, carry out research and explore the digital world in a safe environment.

	<ul style="list-style-type: none"> • Holiday Club provision • Weekly Homework Club sessions run by a member of the teaching staff and assisted by an LSA. • Purchase of laptops for PPG families via the 'get online Project • Music lessons and instrument hire • Swimming lessons • Badminton, Chess, Dance, Football, French Clubs 	<p>All PP pupils are well equipped with the necessary resources to be successful at school. All PP families have access to financial support for the purchase of reconditioned laptop and Microsoft office software.</p>
Improving attendance of targeted pupils	<ul style="list-style-type: none"> • Ongoing monitoring of attendance by Headteacher and Educational Welfare Officer • Certificates for improved attendance to pupils and letters of thanks to parents • No term time holiday is authorised except in the most exceptional of circumstances • Penalty Notices issued for unauthorised holiday 	<p>The 2014 attendance data shows % of persistent absenteeism is 1.3% in comparison to the national average figure of 2.8%. The percentage of sessions missed was 3.2%, less than the national average of 3.9%. 95% attendance for the hardest to reach individuals.</p>

The Pupil Premium and any other disadvantaged children will be the focus for close monitoring to ensure personalised provision is having a positive impact on progress and attainment. This will be measured at least half termly through tracking, teacher assessment and pupil progress meetings. Practice will be 'TILTED' to ensure equity over equality and that the needs of Pupil Premium pupils are met every day.

