

## Pupil premium strategy statement

1. Summary information					
School	Polehampton CE Junior School				
Academic Year	2018/2019	Total PP budget	£15,840	Date of most recent PP Review	Nov 2018
Total number of pupils	239	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Spring 2019

	Pupils Eligible for PPG				
	Year 3 (1 child)	Year 4 (5 children)	Year 5 (1 child)	Year 6 (5 children)	All (12 children)
% at expected+ in reading, writing and maths	100%	60%	100%	100%	83%
% at expected+ in reading	100%	80%	100%	100%	92%
% at expected+ in writing	100%	60%	100%	100%	83%
% at expected+ in maths	100%	60%	100%	100%	83%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Cognitive Abilities: 3 of our pupils eligible for PP have additional learning needs	
B.	Curriculum: 3 pupils have difficulty applying known skills and knowledge in a range of contexts	
C.	Curriculum: 3 pupils have gaps in knowledge	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance & Punctuality	
E.	Family Circumstances	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress and attainment for all pupils eligible for PP, as evidenced in the work produced in their books.	<ul style="list-style-type: none"> <li>All pupils make rapid and sustained progress</li> <li>All pupils meet age related expectations or better</li> </ul>

<b>B.</b>	Pupils are confident and able to apply knowledge and skills in a range of contexts across the curriculum, as evidenced from observations and in their work.	<ul style="list-style-type: none"> <li>• Pupils demonstrate skills taught in class in a range of tasks set.</li> <li>• Pupils can apply skills in reading when deciphering unknown words and demonstrating ability in comprehending texts.</li> <li>• Pupils demonstrate they can consistently apply skills in a range of writing tasks.</li> <li>• Pupils can work on maths problems by applying knowledge and skills such as quick mental recall.</li> </ul>
<b>C.</b>	Through careful tracking and assessments, pupil gaps in knowledge are identified and next steps in learning are clear and targeted.	<ul style="list-style-type: none"> <li>• Teachers carefully identify the gaps in pupil knowledge and teach directly to these gaps.</li> <li>• Where required, appropriate and timely intervention programmes are in place to enable gaps to be filled.</li> </ul>
<b>D.</b>	Strong attendance	<ul style="list-style-type: none"> <li>• Continue to ensure that no pupil eligible for PP, becomes a persistent absentee through the school's rigorous management of pupil attendance.</li> <li>• Sustain overall attendance to at least school average. Ensure all children eligible for PP are in school at the correct time (8:50 am).</li> </ul>
<b>E.</b>	Pupils with complex family needs have their emotional needs met, so less significant incidents are recorded.	<ul style="list-style-type: none"> <li>• Pupils with complex family needs have additional nurture/emotional support in school.</li> <li>• All pupils concentrate and are engaged in learning.</li> </ul>

**4. Planned expenditure**

**Academic year**      **2018/2019**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

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?
<p>A significant proportion of teaching within the school is outstanding, leading to outstanding outcomes.</p>	<p>Ensure consistency in teaching approaches, based on best practice and sound research, to include:</p> <ul style="list-style-type: none"> <li>➤ Feedback</li> <li>➤ Reading comprehension strategies</li> <li>➤ Collaborative learning</li> <li>➤ Meta-cognition (children developed to effectively self-assess)</li> <li>➤ Mastery approach in maths</li> <li>➤ Within-class attainment groups (reading and maths)</li> </ul> <p>Teachers observe each other teach, sharing best practice.</p>	<p>Research shows that the strategies chosen have high or moderate impact on learning progress (Education Endowment Foundation).</p>	<ul style="list-style-type: none"> <li>• Lesson observations.</li> <li>• Learning walks.</li> <li>• Looking at children's books.</li> <li>• Speaking with children.</li> <li>• Ongoing assessment data shows strong progress over time.</li> </ul>	<p>SLT</p> <p>English and Maths subject leaders</p>	<p>Termly.</p>
<b>Total budgeted cost</b>					<b>£0</b>

ii. 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?
<b>Children in receipt of PPG make strong progress to attain as expected+ based on prior attainment.</b>	Experienced teacher delivers weekly interventions to all children in receipt of PPG as 1:1 or very small group, based on the needs of each child.  Teaching assistants give ongoing in class support to children in receipt of PPG with learning needs.	The qualified, experienced teacher will be able to effectively plan and deliver sessions that will enable gaps in learning to be filled. Once gaps have been addressed, new learning can take place.	<ul style="list-style-type: none"> <li>• Observation of sessions.</li> <li>• Measuring children's progress in filling gaps in learning.</li> </ul>	InCo  PPG teacher	Half-termly
<b>Teaching assistants are further skilled to support children who are operating at below age-related.</b>	Training for teaching assistants for the following: <ul style="list-style-type: none"> <li>➤ Supporting children read 1:1.</li> <li>➤ How to do a miscue analysis to check book matching and word level ability.</li> <li>➤ The emergent writing method for supporting children to become independent writers.</li> <li>➤ Mental maths progression.</li> </ul>	Teaching assistants can more effectively support children working at significantly below age-related to be successful independent learners.	<ul style="list-style-type: none"> <li>• Lesson observations.</li> <li>• Measuring progress in children's learning over time.</li> </ul>	InCo  IHT	Half-termly
<b>Total budgeted cost</b>					£12 840
iii. 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?
<b>All children in receipt of PPG will have an attendance rate of 95%+</b>	Attendance policy is adhered to. When attendance is falling below expected, the parent may receive a letter, or be called in for a meeting so appropriate support can be put in place.	Strong correlation between poor attendance and poor attainment.	Check attendance records and record of actions where required.	Head	Half-termly

<p><b>All children in receipt of PPG will have high confidence and self-esteem, enabling them to fully engage in learning.</b></p>	<p>The following are to be allocated according to the need of each child:</p> <ul style="list-style-type: none"> <li>• Nurture groups delivered by trained teaching assistants.</li> <li>• Nature / Nurture group established – to include gardening.</li> <li>• Funding enrichment activities such as after-school clubs, music tuition, school trips, and residential trips.</li> </ul>	<p>Low self-esteem, and early adverse childhood experiences can impact on a child's ability to engage in learning.</p>	<p>Ensure children are selected according to need.</p> <p>Monitor impact through observations of the child's interactions within class and at playtimes.</p> <p>Speak with the child to ascertain the child's views and feelings.</p> <p>Monitor learning progress over time.</p>	<p>InCo Head</p>	<p>Half-termly</p>
<b>Total budgeted cost</b>					£3000
<b>Total Cost – Academic Year</b>					£15 840
<b>5. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2017/2018</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>
<b>All pupils make rapid and sustained progress</b>	<p>In-class support            Booster sessions            High quality feedback            Emotional support            PSHE lessons            Small group teaching</p>	<ul style="list-style-type: none"> <li>× All pupils meet age related expectations</li> <li>✓ All pupils showcase learning in test conditions</li> </ul>	<ul style="list-style-type: none"> <li>➢ Impact of language on achievement – children's whose language is rich and varied, are making better progress and difference is being diminished more rapidly</li> <li>➢ All pupils meeting age-related expectation was an aspirational target given some children's starting points and circumstances (some have SEND)</li> <li>➢ <i>Continue to explore ways to diminish the difference e.g. interventions</i></li> <li>➢ <i>Improve transition arrangements – InCo spend time with next year group staff to outline barriers to learning and give relevant information</i></li> <li>➢ The gap is narrowing and so it is worth continuing, and upping the time spent on it</li> </ul>		£17,686

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance	Contact with family	<ul style="list-style-type: none"> <li>× One child is a persistent absentee [also under child protection plan] – attendance of 67%, another child had an unauthorised holiday and attendance was 88%</li> <li>× Overall attendance was above school average at 93%</li> </ul>	<ul style="list-style-type: none"> <li>➤ Often children whose attendance was improving continued to be late and were losing up to 1.5 hours a week in learning time (by being 10-20 minutes late). This could perhaps be reminded on newsletters and at parent meetings</li> <li>➤ <i>More clarity required on the consequences of absence</i></li> <li>➤ <i>Communication with parents about the impact of low attendance on learning</i></li> <li>➤ <i>Consider more InCo time with parents/Pupil Premium Champion across the school to develop relationships</i></li> </ul>	£0