

Pupil premium strategy statement

1. Summary information					
School	Grange Community Junior School				
Academic Year	2017/18	Total PP budget	£99,000	Date of most recent PP Review	N/A
Total number of pupils	227	Number of pupils eligible for PP	75	Date for next internal review of this strategy	April 18

2. Current attainment		
Attainment for: 2016-2017 (Pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	54.5%	61.1%
% achieving expected standard or above in reading	77.3%	71.5%
% achieving expected standard or above in writing	81.8%	76.3%
% achieving expected standard or above in maths	77.3%	74.9%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social, emotional and mental health	
B.	Communication and interaction	
C.	Poor literacy skills – reading /writing and spelling	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Disadvantages through limited resources
E.	Lack of first hand experiences and inspiration to achieve
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Children with social, emotional and mental health issues will receive appropriate support and advice which will enable them to be ready for learning.
	<p>Helping children to be learning ready and life ready.</p> <p>All recorded cases will be signposted correctly ensuring follow up referrals are carried out efficiently</p> <p>Frequency of reported incidents is reduced.</p> <p>Children will develop a positive mind set so that they are able to tackle the unknown and know what to do when faced with a challenge</p>
B.	Children will be able to communicate effectively to enable them to be effectively access the written and spoken English.
	PP children will be able to communicate effectively both orally and written.

C.	Children's literacy skills will improve in line with the non-pupil premium children	<p>Pupil premium children achieve in line with non-pupil premium children</p> <p>Pupils will become assessment capable learners by being able to spot and learn from their mistakes.</p> <p>Teachers use effective and timely feedback and set high expectations.</p>
D.	To not allow any disadvantage to hinder their education	<p>Pupil premium children will be equipped with a solid foundation of learning before entering the next phase of their education.</p> <p>Children will be equipped with the skills needed to be life ready.</p> <p>Pupil premium children will close the gap academically and socially</p>
E.	Experience a range of additional opportunities and resources to increase first hand experiences and lifelong aspiration	<p>Pupil premium children are able to tackle new challenges in everyday life.</p> <p>Pupil premium children will experience a breadth of opportunity to enhance their learning.</p>

Pupil premium matrix

	Initial position	Early change	Deeper improvement	Consolidating	Refining improvement
Performance of PPG pupils is comparable to non PPG pupils	Performance of PPG pupils below peers	School focus on gap and path needed to close it	Gap reduces each year based on progress measure	Gap closed by end of KS2	Gap closed by Y6
Access to quality teaching and learning	Reliance of TA support	Whole school initiatives on BLP, wellbeing, intervention support	Secure literacy and numeracy through catch up intervention programs to enable access to wider curriculum	Teachers aware of supporting pupils through I2I skills. Pupils taking responsibility for own learning	Pupils able to access the curriculum
Accelerated progress	Reliance on TA support	Provision of intervention sessions	Targeting interventions through better use of data, better coordination, ownership SEN	Interventions clearly focused upon pupil barriers. High gains in progress.	Pupils able to access the curriculum
Attendance	Lower attendance and punctuality rates. Poor follow up. Reliance on pastoral support.	Improved whole school procedures, warning letters and fines.	Ensure PPG pupils catch up on work missed through absences	PPG pupils attendance improving	PPG % attendance in line with other pupils
Parental engagement	Non parental engagement	Ensure ALL parents are followed up if they fail to make appointments and encouraged to attend	100% parents attend parents evening or have a follow up meeting	PPG parents attend parental events e.g. parents evening, SAT evening	PPG % parents attending events in line with other pupils
Engagement in wider school life	Subsidising trips, no attending clubs/community events	Attendance at clubs/community events - subsidised	Source and promote targeted trips, activities, clubs to broaden experiences		PPG pupils participation in clubs and activities representing school comparable with other pupils

The pupil premium matrix shows our route for closing the gap between disadvantaged pupils and the rest of the cohort.

5. Planned expenditure					
Academic year		2017-18			
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?
Staff are made aware of the achievement data surrounding disadvantaged pupils and the subsequent interventions that most support closing gaps.	Data tracking rigorously across the school identifies all underachieving pupils. Subsequent interventions will be planned. The academic interventions and other factor interventions will draw upon PPG funding.	Research data analysed in terms of what makes most difference in narrowing attainment gaps. School to focus on best performing strategies.	Major focus upon data tracking. Staff recognised supporting evidence of the effects of good teaching on a day to day basis + a major drive in school for independent learning, the development of thinking skills. Staff training has been planned accordingly.	SLT	July18

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?
The development of basic literacy maths skills	Monitoring of HAM literacy objectives + Standardised scores collected for all pupils. Pupils with low levels of literacy/numeracy provided with additional support so that basic skills can be developed properly. Interventions to be carefully chosen to match pupil need. PPG funding used to support intervention programmes for PPG pupils	Careful analysis to provide teaching/support staff with details of where support needs to be focused.	Major focus upon tracking. Every half term monitor PPG progress in books, teacher conversations also holding support staff to account through half termly monitoring of intervention data. Any interventions not showing enough impact to be disregarded. Clear PM objectives with success criteria so that TA's know exactly what is required of them.	SLT	July 18

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?
The development of basic literacy maths skills	<p>Set up of basic skills classroom (Falcon). Using tracking to identify pupils underachieving. Teachers to highlight specific help needed. Pupils attend intensive support session in Falcon class with specialist teacher. +</p> <p>Teacher to support PPG pupils who need quick intensive strategies to get them back on track.</p>	Intensive support with an experienced teacher will show rapid gains, particularly as the teacher will be fully aware of the emotional or social barriers that could have a negative impact.	Regular monitoring of progress (both academic and soft skills). PM objectives with SC for lead teacher to ensure she is fully aware of what needs to be achieved.	EB LW PB	Half Termly
Total budgeted cost					£42,578

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?
Good attendance and punctuality	Attendance levels for all pupils and PPG in particular are regularly checked and acted upon.	Research on the causal link between attendance and achievement	Systems in place to make early identification of issue and need.	AH LW PB	Half Termly
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?
PPG pupils participation in clubs and activities representing school comparable with other pupils	Monitor PPG participation in clubs activities and parental attendance at events. Ensure parents are invited to events if not previously attended. Ensure parents/pupils are targeted to join clubs if not in any	Many of the PPG children in the school are not participating in additional clubs and activities and therefore are missing out on enrichment activities	Regular monitoring of clubs registers Systems in place to target specific children to ensure they are given fully access to school life.	TG LW	Termly
Total budgeted cost					£32,000

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?
Children with social, emotional and mental health issues will receive appropriate support and advice which will enable them to be ready for learning.	<p>Re-define wellbeing initiative across school. Fund a nurture group.</p> <p>Identify an appropriate support programme for students with SEMH difficulties</p>	Evidences suggest that the number of students with SEMH issues has risen and that targeted early intervention matched to specific children with SEMH issues can be effective.	<p>Use FSW, Art Therapist, Counsellor, Reflexologist, outside agencies, ELSA and SENCO to engage with both students and parents as required.</p> <p>Regular meetings to discuss caseloads and the new referrals</p> <p>Boxall Profile, Thrive assessment and emotional development indicators will be used to measure the impact of these interventions.</p>	LW PB	June 2018
Total budgeted cost					£20,500

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
Develop the basic skills in Maths and Literacy	Additional Part time teacher working with year 6 children to allow greater teacher input to smaller groups.	All Pupil premium children in year 6 achieved above the LA for Pupil premium children and non-pupil premium with the exception of SPAG.	Work had an impact with the children; if the support was targeted lower down the school then children would close the gap quicker.	£27,594
Closing the gaps for maths and literacy	Tuition after school	Had some impact on the children depending on their willing ness to learn and participate after school	Targeting the children during the day has more impact on the children we had targeted and therefore we will not continue with this approach.	£16,500

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
Children with SEMH difficulties with be able to better access the curriculum	Emotional support and help through ELSA, Art therapy and Counselling	Children able to share their concerns and worries about school and home. The in turn enabled them to focus better in lessons. Had an impact on other children in the class and emotional breakdowns often happened in the classroom disturbing others.	Worked to a certain extent needs more development to help support a wider range of children and more focussed on particular children and support for parents.	£16,000
1:1 support for children with learning difficulties Clear identification of needs	1:1 work with a trained teacher to target specific learning difficulties and assessment of needs to select appropriate interventions	1:1 support worked well with the children as they built a relationship with the adults they were working with and helped them to progress. Clear identification of the learning needs of the children helped to ensure that appropriate interventions were put in place.	Early identification very useful and needs to continue. 1:1 support worked well but due to the cost this is unable to continue.	£38,820

iii. Other approaches				
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 will improve	Monitoring attendance and meetings with parents	Parents were more aware of the need for being in school and the consequences for persistent absenteeism	Need to continue to monitor and identify if the children need additional support	£15,591
Pupil premium children will have access to enrichment activities	Funding used to help enrich the curriculum with trips and clubs	This enabled children who would otherwise have not taken part in trips and clubs to participate in the activities.	More detailed record of which Pupil premium children didn't take part in clubs and trips needs to be taken to help identify who support needs to be targeted at.	£6,400

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.