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| 1. Pupil premium strategy statement | | | | | |
| School | Holly Spring Junior School | | | | |
| Academic Year | 2018/2019 | **Total PP budget** | £102,960 | **Date of most recent PP** Review January 2016 |  |
| Total number of pupils | 318 | **Number of pupils eligible for PP** | 80 | **Date for next internal review of this strategy** | January 2019 |

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| 1. Current attainment | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| % achieving in reading, writing and maths | 37% | 55% (64%) |
| % making progress in reading | 50% | 62% (75%) |
| % making progress in writing | 65% | 71% (78%) |
| % making progress in maths | 70% | 62% (76% ) |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | Children who achieved expected or above at KS1 are lagging behind at point in KS2 e.g. in one cohort 35% achieved ARE in reading, 30% in writing & 20% in maths and in line with their KS1 results | | | |
|  | Reading comprehension is poor – This impacts on reading attainment and maths problem solving where contexts have to be understood and interpreted before extracting maths .e.g. in one cohort 35% achieved expected levels in reading | | | |
| **C.** | Emotional well-being and poor learning behaviours contribute to low aspirations. | | | |
| **D** | Pupil Premium pupils with SEN make slow progress in reading, writing and maths. (Waiting for Susie to update me) | | | |
| **E** | Inconsistencies in teaching (waiting for Matt to update me) | | | |
| 1. **External barriers (issues which also require action outside school, such as low attendance rates)** | | | | |
| **F** | Parental engagement and family difficulties contribute to low attendance and poor performance for some PP pupils. | | | |
| **G** | KS 2 children are not heard read aloud to at home. Reading journals are evidence of this. | | | |
| **H** | Resilience/ability to try again | | | |
| 1. **Desired outcomes** | | | |
|  | | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | | PP children in KS2 are on track to meet progress measures from their given starting points by the end of 2018/2019 | Rapid progress is made by PP children to ensure they meet ARE. Teachers understand and know a child’s starting point and where they should consequently be by the end of the year. Handover in Summer 19 ensures new teachers are clear about the rapid journey have had to make and what support is needed for the next year. |
|  | | Reading comprehension matches children’s developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at the end of the year | PP children discuss how they feel about making mistakes. PP pupils accept that it is okay to make mistakes. |
|  | | Behaviours for learning is evident amongst pupils and improved behaviour and well-being impacts on pupil being ready to learn. | Fewer behaviour incidents noted and an improved attitude towards learning is observed. Earlier has an impact on the emotional well-being for pupils. |
|  | | PP/SEN pupils’ progress is in line with their peers. English and maths key skills improve and any gaps in attainment are closing. | PP pupils with SEN make progress in line with their peers. Interventions are selective and impact on pupils with SEN. Teacher assessments indicate high rate of progress for all pupils. |
|  | | Improve teaching throughout the school so that all teaching is at least good. | Attainment gap and progress will get smaller or even close. |
|  | | Increased parental support and improvement in attendance figures for individual PP pupils. | Reduce the number of persistent absentees. PP attendance to not drop below 90% and to be in line with the rest of the school (above 96%). |
|  | | An adult at home hears children read aloud on a frequent basis. | Reading and comprehension skills improving because children are heard more regularly by adults at home and in school.  Parents feel more equipped and skilled to read with their child. Children have access to a wide range of literature which interests them. |
|  | | Improve resilience in all subjects e.g. having the confidence to try but not always achieve. | Children are more confident in various situations particularly tests – having the resilience to persevere and not give up or ask for help. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** |  | | | | |
| 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. | | | | | |
| 1. **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?** |
| (B) Reading comprehension matches children’s developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at the end of the year.  (H) Adults hear children read at home.  (D) Continue to improve SEN/D skills for all staff.  (E) Improve teaching throughout the school so that all teaching is at least good.  Social Services and school continue to continue to work together to support families and ensure PP children are not at risk of harm. | Hear children read daily to develop comprehension, model reading skills, model skills of using the reading journal effectively and forming another strong relationship with the children. Experienced Teacher to take small groups to narrow the gaps.  Whole school push on reading at home at least 4 x a week with a reward for extra playtime.  .  Reading Breakfast club to run with families 3x a week  Staff to model good practise for parents.  In depth tailored CPD for specific areas of SEN/D  Pupil progress meetings termly will inform how pupils are achieving. Progress and achievement will be celebrated.  Robust monitoring & identifying teachers who need support/coaching. Triangulating evidence through teaching, books and data.  Teacher partake in moderation.  Formal lesson observations.  All teachers will check in with PPG children during the lesson and give them verbal feedback  Support 1 day a week given to DHT to carry out her role efficiently  Key worker adults from our support team in place for children under a CIN or CP plan. DHT catches up with some of the children on a weekly basis.  Regular attendance at meetings and support on CIN/CP plans from school. | The DFE review: “Pupil Premium; How schools spending funding successfully to maximise achievement” highlighted the need for the most skilled qualified staff to work with PPG children and this underpins the approach to having skilled volunteers.  PP children perception of self as a learner from the survey identified that PP children perceive reading as boring and do not receive help with it at home.  All teachers are teachers of SEN/D children and quality first teaching strategies are vital for attainment and progress of all children  .  The pupil’s achievements will be acknowledged and celebrated in the weekly achievement assembly.  Assessment outcomes will be accurate and swiftly addressed.  First quality Teaching is important for attainment and progress.  Key Worker adults is a proven approach to support children with emotional needs.  Strong bonds with another familiar adult provide a place of safety for a child when in need.  Joint service working underpins all work in underpins all work between MASH, SS and schools. | Baseline test children use NFER at the beginning of the year and at the end.  Monitor reading journals of PP children to ensure staff are recording their sessions  Deputy Head to Monitor each week  Breakfast club staff to track and montor.  Specific effective training delivered by outside agencies and SENCO.  Discuss at SLT meetings and pupil progress meetings.  Pupils achievements will be recorded and analysed on the school database.  Robust monitoring timetable and formal lesson observations. Coaching and tight CPD for staff to improve teaching.  Middle leaders develop their skills in leading a team/subject area  SLT will monitor during Learning walks and Book scrutiny.    Monitor through PM reviews  HT to monitor actions on the CIN and CP plans alongside social workers at review meetings. | DHT’s  Literacy Leads  **£3,323**  DHT ZN  **£4,370**  DHT ZN  **£1,544**  SENCO  **£4,495**  HT/DHT x2  **£.0.00**  60% of DHT (MJ)  **£37,370**  HT/SLT  **£12,168** | End of term monitoring  Termly  Termly  Termly |
|  |  |  |  | **£63,270** |  |
| **Total budgeted cost** | | | | |  |
| 1. **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?** |
| (C) The pupils are able to identify and talk about  their feelings in a controlled way and acknowledge problems can be solved.  (I)The pupils accept that making mistakes is a necessary part of learning. | Support Team support children individually and in groups either in classrooms, in the Den or in the playground.  Pupils will be able to discuss with the support team and class teacher how they feel about making mistakes. | The Support Team allows pupils to discuss anything they are worried or concerned about.  They can seek support or advise from the adults in the room. The class teachers are aware of the concerns early before it develops into a larger issue. The whole family is supported. Strategies are used consistently by all adults in the school.  Play Therapy is offered to those children who need it.  The Support Team allows pupils to discuss their concerns.  The pupil will feel ownership of the strategies identified.  Strategies are used consistently by all adults in the classroom. | Pupils will be referred to the Support Team. Strategies will be monitored.  Pupil discussions will be recorded.  Pupil observations takes place.  Pupils will be referred to the support team  Strategies will be monitored.  Pupils discussions will be recorded.  Pupils observations takes place. | DHT  Support Team  Create Hope  **£5,530**  Support Team & FSA  **£25,190** | Termly  Termly |
| **Total budgeted cost £30,370** | | | | |  |
| 1. **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?** |
| Maintain extra-curricular experiences for PP children . | Educational visits and residential trips to be available to all PP children and tailored to their needs if required. | Taking part in extracurricular clubs (including music lessons), educational visits and residential trips enhance children’s life experiences and other skills helping them to gain confidence and improve their self-esteem. | Parents informed of clubs available to their children through parent meetings and regular newsletters.. | **£4,500** | Ongoing |
| (F)Increased parental support and improvement in attendance figures for individual PP pupils. | Develop and merge Family Support Advisor team with Support team.  FSA supported at least 24 families last academic year and meets regularly with the parents of PP pupils.  Coffee mornings for parents every 4 weeks run by FSA. Parenting resources, including books can be borrowed by parents.  Workshops organised by FSA eg Maths & Arts & crafts  Attendance tracked and closely monitored by school admin staff/SENCO/ DHT | FSA support coffee mornings can help support parents with attendance as well as giving practical support with parenting.  Pupils need to attend school and be well supported with their attendance and learning. PP attendance last academic year was 95.77% NFER briefing for school leaders identifies addressing attendance as a key step. A more personalised approach and regular contact with parents will have an impact on individual pupils. | Support FSA/Support team by maintaining a collaborative approach between FSA/Support team and DHT to ensure that any issues are tackled quickly and proactively.  School admin team to work with Education Welfare Officer and keep class teachers informed of issues with PP pupils attendance. Parents to discuss issues with attendance. | FSA  SST  SENCO  DHT  School Admin  **£3,775** | Ongoing |
| (I)Improve self-esteem and self-confidence and motivation to learn. | Forest School to all PPG & vulnerable children.  National Award training for a Forest School Leader or/and Assistant | Research now backs up what Forest School practitioners have known all along – that people and young people are stimulated by outdoors and typically experience, over time an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being. | DHT will train member of staff to implement the sessions and will monitor the children’s progress and will ensure that parents are aware of the outcomes too.  DHT ZN will support staff. | DHT  **£1,672**  **(Autumn)**  **£800** |  |
| (I)Improve self-esteem and self-confidence and motivation to learn. | Nurture Group  Elsa training 4 x  First Class @Maths | Research shows that children need to feel good about themselves. A positive self-image has long term effects on behaviour, achievement and health.  The maths programme will give the confidence they need  Talk to JAMES | DHT and FSA will monitor the implementation and parents will be aware of the outcomes too. | DHT  FSA  **£2,220**  **£1220** |  |
| To know of any barriers preventing children reaching at least age expectations. | SENCO time | SENCO assessments and observations indicate areas that could be a barrier to children’s learning and provide strategies and recommendations to support their progress. | Ensure that recommendations are implemented both within the classroom and in appropriate intervention sessions.  SEND children have targets on their provision maps.  Track progress through regular pupil progress meetings. | SENCO | On-going |
| Create opportunities and aspiration for pupils eligible for PP funding. | Workshops and inspirational visitors. | Inviting visitors inspires and enables children to discover and develop the unique potential within themselves and inspires, engages and empowers them to pursue their dreams. | Pupils to evaluate what they have gained from visitors. | SLT  **£0.00** | July 2017 |
| **Total budgeted cost £10,747** | | | | |  |
| **Total amount spent £104,387** | | | | |  |

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| **Previous Academic Year** | | **2017/2018** |
| **Desired outcome**  **In school barriers** | **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) |
| (B) Reading comprehension matches children’s developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at the end of the year.  (H) Adults hear children read at home.  (D) Continue to improve SEN/D skills for all staff.  E) Improve teaching throughout the school so that all teaching is at least good.  I)Improve self-esteem and self-confidence and motivation to learn  (F)Increased parental support and improvement in attendance figures for individual PP pupils. | Hear children read daily to develop comprehension, model reading skills, model skills of using the reading journal effectively and forming another strong relationship with the children. Children are heard to read by parent helpers,  Bug Club – online reading and comprehension program. Children can access this at home and at school on the ipads.  In depth tailored CPD for specific areas of SEN/D  Robust monitoring & identifying teachers who need support/coaching. Triangulating evidence through teaching books and data.  Teacher partake in moderation.  Formal lesson observations.  Introduce Forest School to all PPG and vulnerable children.  Creative Arts Therapist  Develop and merge Family Support Advisor team with Support team.  FSA supported at least 29 families last academic year and meets regularly with the parents of PP pupils.  Coffee mornings for parents every 4 weeks run by FSA. Parenting resources, including books can be borrowed by parents. | Staff have been hearing children read at school at least ¾ times a week.  Year 3 PPG children were invited to a breakfast reading club with their parents twice a week. 8 out of 13 families came regularly. Staff modelled reading with children asking questions on inference/predicting & vocabulary. 6 out of 8 children made good progress with reading and moved up reading levels in a short time space.  Bug Club was not as successful as we had hoped. Children were not motivated enough to read independently at home. However, when it was led at school by staff, children were reading more. Lunch time bug clubs was successful about 20 children twice a week.  Pre –teach in Maths and Guided Reading for Year 6 had a good impact 50% of our PPG children achieved expected levels in the KS 2 SATS and 60% achieved expected level in Maths.  Middle leaders were developed in the summer term and were held accountable for their team. Robust monitoring was beginning to happen.  Forest School has had the biggest impact on the children’s self-esteem and confidence. Our model was based on respect of self, respect for others and respect for the environment. The children developed collaboration skills, self-motivation was increased, empathy and social skills.  The Creative Arts Therapist did have an impact but not as much as we had hoped for. So we did not get value for money.  Those children who found it challenging to be in class, were managed well in the DEN with the support team who worked with the children and families so that they could access the curriculum and transition themselves back into class depending on their needs.  Play therapy have been used to support individual pupils. Detailed reports are written by therapist and there are positive changes to attitudes and emotions. | . We will continue with this and extend it to 3 mornings.  We will not be continuing with this initiative.  We will continue with pre teach in Year 6 and filter it down to the other year groups too. The children being in smaller groups helped too.  We will continue to develop our middle leaders so then they have direction in fulfilling their role and be robust in their monitoring.  We will continue with Forest School and train staff with the National Award for Forest School Leader & Assistant training course.  We discontinued this last February.  Although positive changes are noted by the therapist, it is difficult to monitor any impact from the therapy back into the classroom. Play therapy will be considered on an individual/need basis this year. |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.**hollyspringjunior**.co.uk  At Holly Spring Junior School, we pride ourselves on having high aspirations and ambition for all our children including those receiving Pupil Premium funding. All work with our PP children is aimed at accelerating progress and ensuring that the children have the skills, knowledge and confidence to succeed and fulfil their potential.  The use of targeted interventions is important for some children receiving pupil premium funding. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age related expectations.  It is also important that all children grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.  It must be remembered that not all children receiving pupil premium funding are low attaining and we are committed to all children receiving funding to achieve at least age expectations.  The progress of all children, including our pupil premium children is monitored regularly by the Head teacher, SENCO, assessment co-ordinator, subject leaders and class teachers. Assessment information is used to inform the intervention programme we offer. Impact of intervention programmes is discussed at regular pupil progress meetings. |