

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Emmbrook Junior School				
Academic Year	2016-17	Total PP budget including carry forward from 2015-16 (Financial Year 2015 – 2016)	£62,684	Date of most recent PP Review (external)	10 th March 2014
Total number of pupils	241	Number of pupils eligible for PP	28	Date for next internal review of this strategy	November 2016, March 2017, July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting expectations at KS2 in reading, writing & maths	20%	60%
% making age related expectation or above in reading	40%	71%
% making age related expectation or above in writing	20%	79%
% making age related expectation or above in maths	60%	75%
% making expected progress in reading from KS1 to KS2	25%	
% making expected progress in writing from KS1 to KS2	0%	
% making expected progress in maths from KS1 to KS2	25%	
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.	English as an Additional Language	
B.	Challenging Behaviours	
C.	Speech and Language difficulties	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates	
E.	Poor punctuality	
F.	Children not reading at home	
G,	Lack of parental support for completion of home learning tasks	
H.	Lack of parental engagement, for example, non attendance at Parents' Evenings, Structured Conversations, Curriculum Evenings	
I.	Children that have CP Plans, CIN Plans or are a LAC child	
J.	Lack of school equipment and uniform	
K.	Not sufficiently nourished to start school day	
L.	Parents not having aspirations for their children	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children make good progress from their starting points and meet peer group age related expectations in reading, writing and maths.	Termly Teacher Assessments will show that each child has made more than expected progress in reading, writing and maths, so that they meet age related expectations.
B.	To support children with personal, social, emotional development and wellbeing.	Children will have less anxiety, anger or behaviour issues and this will have positive effects on their behaviours for learning.
C.	All PPG children to have access to the curriculum, including part funding for trips and resources for identified children.	Children will have access to a range of activities both in and out of school that they wouldn't have otherwise experienced.
D.	PPG children who are underachieving will be supported through appropriate interventions.	Children will have increased confidence and make good progress.
E.	Parents are engaged with all aspects of school life and events and strong home partnerships are developed. Children are able to attend to school regularly and on time.	Overall PPG attendance improves from 92.8% to 96.7% in line with the school attendance figure. Parents have high aspirations for their children.

5. Planned expenditure					
Financial year 2016-17		£51,203 28 pupils (4 SGO/AFC)			
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?
Children make good progress from their starting points and meet peer group age related expectations in reading, writing and maths.	Self-evaluation to track individual pupil's progress over time. Identify areas of concern and implement effective strategies and interventions to address concerns/lack of progress. Individualised learning programmes. Whole school teaching, learning and assessment ethos to promote high expectations.	Ofsted – Impact of Assessing Pupil's Progress Initiative	Half termly meetings with class teacher, Inclusion Manager, PP Champion TA and class TAs to discuss any areas of concern with pupil progress. PP pupils have Individual Provision Plans with SMART targets. Monitor progress through learning walks, book looks, weekly teacher/TA feedback meetings	Inclusion Manger and Pupil Premium Champion TA	December 2016 March 2017 July 2017
Total budgeted cost					£4459
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?

PPG children who are underachieving will be supported through appropriate interventions	Intervention programmes eg Catch Up Maths/Literacy, ABC to Read, Units of Sound, P4L, Kip McGrath Tuition delivered by trained staff including PPG Champion TA. 1:1 support for identified children.	EEF Teaching & Learning Toolkit: 'One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support'. It can be effective, on average accelerating learning by approx. 5 additional months' progress.	Short, regular sessions delivered by trained members of staff over a set period of time. Interventions tracked and reviewed at half termly team progress meetings.	Inclusion Manager	Nov 16, Jan 17, Mar 17, May 17, Jun 17, July 17
Total budgeted cost					£40353
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?
To support children with personal, social, emotional development and wellbeing. Needs are met to enable pupils to be ready to learn.	Trained staff deliver nurture interventions (eg ELSA, social skills, Fun Friends), small group and 1:1; identified children access bubble time with trained member of staff.	EEF teaching and learning toolkit – moderate impact for moderate cost. Social and emotional interventions have identifiable and significant impact on attitudes to learning, social relationships...and attainment itself.	Referrals made by class teachers and monitored by SLT. Boxall profiling used as assessment tool. Review of intervention at end of 6 week block.	Senior Leadership Team	At end of each 6 week block
All PPG children to have access to the curriculum, including part funding for trips and resources.	Children participate in funded extra-curricular clubs, school uniform is provided for identified children. School educational	Children have a sense of belonging and feel the same as the whole school community. Full participation in enrichment fostering a love of learning.	Requests for funding completed by PP Champion TA with family and approved by HT. Monitored and recorded by School Finance Officer.	Head Teacher	Nov 17, Mar 17, Jul 17

	trips are part funded.				
Parents are engaged with all aspects of school life and events; strong home partnerships are developed. Children are able to attend to school regularly and on time.	Termly Structured Conversations with parents, class teacher and PPG Champion. Daily Meet and Greet at the school gates. Flexible accessibility to meet with PPG Champion to discuss any concerns/issues.	The association between parental involvement and a child's academic success is well established. Parents' own experience of school may not have been positive; school will be a welcoming environment.	Termly review meetings to assess progress and whether targets have been achieved. Attendance monitored Monthly by Head Teacher	Head Teacher	Nov 17, Mar 17, Jul 17
Total budgeted cost					£6391

6. Review of expenditure				
Previous Financial Year		2015-16		Total: £37,071
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Children meet peer group age related expectations in reading, writing and maths.	PPG children known to all staff and highlighted in planning. Individualised learning programmes where appropriate.	Please see the End of KS2 attainment outcomes at the start of this document. For End of KS2 progress: Reading: -4.61 Writing: -8.93	Individual Provision Plans (IPPs) will be created for all PPG children and will be reviewed every 6 weeks by Inclusion Manager/PP Champion TA	None

		<p>Maths: - 4.64</p> <p>Cohort 2017 outcomes</p> <p>Reading: PP: 67% meeting</p> <p>Non PP: 85% meeting</p> <p>PP steps progress: 3.9</p> <p>Non PP steps progress: 4.2</p> <p>Writing: PP: 50% meeting</p> <p>Non PP: 75% meeting</p> <p>PP steps progress: 3.1</p> <p>Non PP steps progress: 3.4</p> <p>Maths: PP: 50% meeting</p> <p>Non PP: 78% meeting</p> <p>PP steps progress: 4.3</p> <p>Non PPG steps progress: 4.3</p> <p>Cohort 2018 outcomes</p> <p>Reading: PP: 66.7% meeting</p> <p>Non PP: 78.6% meeting</p> <p>PP steps progress: 2.8</p> <p>Non PP steps progress: 3.92</p> <p>Writing: PP: 82.7% meeting</p>		
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		<p>Non PP: 85.6% meeting</p> <p>PP steps progress: 3</p> <p>Non PP steps progress: 3.52</p> <p>Maths: PP: 33.4% meeting</p> <p>Non PP: 82.1% meeting</p> <p>PP steps progress: 4</p> <p>Non PP steps progress: 3.98</p> <p>Cohort 2019 outcomes</p> <p>Reading: PP: 44.4% meeting</p> <p>Non PP: 83.7% meeting</p> <p>PP steps progress: 4.57</p> <p>Non PP steps progress: 4.6</p> <p>Writing: PP: 44.4% meeting</p> <p>Non PP: 69.4% meeting</p> <p>PP steps progress: 3</p> <p>Non PP steps progress: 3.4</p> <p>Maths: PP: 77.8% meeting</p> <p>Non PP: 83.7% meeting</p> <p>PP steps progress: 3.57</p> <p>Non PP steps progress: 4.4</p>		
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Engagement with learning across the curriculum.	One-to-One Support	Identified children are able to access all areas of the curriculum and are engaged in their learning. Behaviour is managed.	Some children became over reliant on 1:1 support. Opportunities for greater independence to be given.	£10,367
Children meet peer group age related expectations in reading, writing and maths.	Interventions and required resources: Catch Up Literacy x 2 weekly Catch Up numeracy x 2 weekly (PP TA) Project X Reading x 1 weekly ABC to Read x 1 weekly Dynamo Maths Catch up training for 1 TA ZipTales subscription Outstanding Formative assessment DVD and books	 2/3 children met age related expectations 1/4 children met age related expectations 2/4 children met age related expectations No children met age related expectations This package was not utilised 1/4 children met age related expectations 0/1 met age related expectations Provision was not utilised.	More regular monitoring of effective use of interventions needed. 6 weekly review of targets and outcomes to be put in place by the Inclusion Manager	£5,461

As above	Kip McGrath Maths	Maths – 15/28 children met at least age related expectations	External tutor to meet with class teacher/Inclusion Manager to determine desired outcomes for each child.	£14,256
As above	Booster group	Maths – 1/3 children met at least age related expectations	To continue	£517
As above	Homework club (with PP TA)	Identified PP children attended homework club and completed weekly homework tasks	To continue	£304
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Greater parental engagement and aspirations	Structured Conversations Flexible appointment system	There was an improved parental involvement in school life leading to more support at home and higher aspirations. Improved home/school relationships with PP parents able to speak to PP Champion TA at any time during school day.	Structured conversations to be held termly and to include the class teacher and PP Champion TA.	£5,618
Emotional needs are met leading to better learning behaviours.	Just Around the Corner (JACs)	Improved confidence and self-esteem enabling identified children (LAC) to be ready to learn.	Programme works best 1:1 rather than groups.	£336
All children have greater sense of belonging to school community and participate more fully.	School trips/uniform support/extra-curricular clubs	Sense of belonging and feeling the same as the whole school community. PP children able to participate fully. Children have the correct equipment.	To continue.	£212

<p>Social and emotional needs are met enabling pupils to be ready to learn.</p>	<p>Qualified Nurture Assistant (PP TA) to support the development of social skills and emotional well-being.</p>	<p>Children and families were supported, social skills and relationships were improved.</p> <p>Improved emotional well-being enabled better learning behaviours.</p>	<p>Boxall profiling to be introduced to measure impact.</p>	
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