

Pupil premium strategy statement:

1. Summary information					
School	South End Junior School				
Academic Year	1819	Total PP budget	£90,760 plus £12, 366 cf	Date of most recent PP Review	N/A
Total number of pupils	359	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Sep 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	65%	87% all pupils (67%)
% achieving expected standard or above in reading	90%	94% all pupils
% achieving expected standard or above in writing	70%	91% all pupils
% achieving expected standard or above in maths	85%	96% all pupils

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some parents reluctant to accept tuition after school
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Retention of information
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social Services involvement and EHA plans for some disadvantaged families

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A higher percentage of PP children to reach ARE at end of Y6 in writing and reading PP children are now in line with all pupils in reading.	A higher percentage need to be at ARE in Reading. 1% gap in writing More PP children need to gain the combined score in all three elements.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	High PP children make as much progress as other pupils identified as high ability across KS2
C.	Disadvantaged children in Y3/4/5 make adequate progress throughout the year	More disadvantaged children are at ARE in Y3/4/5 by the end of the year

5.Planned expenditure					
Academic year	2018/2019				
The 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?
To maintain standards in reading attainment and progress across the school	Continuation of Accelerated Reader To begin a whole school reading community.	Reading data end of KS2 exceeds NA and shows significantly positive progress for disadvantaged pupils.	Close monitoring Regular data analysis Involvement in inference training for all staff in school Clear communication with parents. Pupil Progress review meetings- targeted questionnaire	GL	Sep 19

To raise attainment in writing	To implement Talk for writing across the school	Pupil Voice shows children are deterred to write about certain topics.	Part of whole school Improvement plan Priority on Communication and arts POD team action plans Talk for writing used across whole school Effective CPD for all staff Subject leader to complete termly learning walks and book scrutinies	LG/LB	Sep 19
To increase the number of pupils on track to be greater depth	CPD/ Resources	Research and liaison with other schools shows talk for writing to have a significant impact on raising standards.			
Total budgeted cost					£3000
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?
To provide small group tuition after school to diminish educational achievement gaps	After school tuition	EEF evidence stating small group tuition is successful	TAs carry out tuition in liaison with class teachers setting the targets. Teaching is reactive to daily lessons too.	GK	Sep 19
Reduction of gaps in reading	Provide disadvantaged children with 3 books over the course of the year	Disadvantage children are less likely to have access to high quality texts at home. Books will increase opportunities for children to read outside of school	LG and LB will give books to pupils after mentoring sessions to encourage efforts towards their targets.	LG/LB	Sep 19
To further improve reading standards for PP children in Y6	Individual extra reading opportunities	Many of these children do not read to adults at home. Allows the adults to check their understanding of their reading	a rota for those who have the highest need out of core lessons	GK	Sep 19

To maintain maths standards for PP children	Continue with small group interventions in maths delivered by Specialist HLTA using planned programme	This strategy had a clear impact for the last 2 years. Progress in maths remains significantly positive for disadvantaged pupils. +2.06 (+0.29 = NA for Non disadvantaged)	Highly skilled maths HLTA	RH/LG	Sep 19
Remove barriers to learning for specific children	1:1 support when required	Support needed to ensure pupils can achieve full potential	Addition adults in class	GK	Sep 19
Total budgeted cost					£32,266
lii Other approaches					
To remove all barriers to learning	Assistant Head to mentor all PP children and meet individuals 1:1 6 times a year	EEF evidence Leaders are aware of children's progress and barriers to learning and can feedback to class teacher. This informs planning meaning it is targeted to children's needs. Children's self-esteem is developed through self-reflection and celebrating successes	Programmed into academic year	GK	Sep 19

To improve progress in writing	Assistant Heads out of class to combat and identify early underachievement To be flexible to meet children's needs To share good practice	This strategy for reading last year led to 90% of disadvantaged children achieving expected standard. Reading progress for disadvantaged: +3.05 for all pupils +1.63	Ensure high quality teaching and learning in English Ass Head to analyse where the largest gaps are ensure that class teachers are targeting children effectively to close gaps.	LG/LB	Sep 19
To offer pastoral support to disadvantaged children	Continue to provide Pastoral Support Assistant on a needs basis in morning and every PM for set interventions. Any emotional barriers are discussed to ensure the child is in a safe place mentally and emotionally.	Specific interventions and advice can be given when required	Pastoral Support Assistant timetable in place Head teacher regularly checks in with Pastoral Support Assistant	GK	Sep 19
To promote equal opportunities for disadvantaged children	Subsidise/contribute towards school trips and extracurricular activities, and provide milk to those children that request it.	For disadvantaged children not to feel different To encourage a healthy and active lifestyle	Continue as needed	GK	Sep 19
Disad. Children have necessary emotional/psychological therapy	Counsellors used when needs arise	Emotional barriers removed.	Continue as needed	GK	Sept 19
Total Budgeted cost					£67,860

iv Looked After Children					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date
To promote equal opportunities for LAC children	Subsidise/contribute towards school trips and extracurricular activities	For LAC children not to feel different or disadvantaged	Continue as needed	GK	Sep 19
To provide small group tuition after school to diminish educational achievement	Small group tuition after school	Small group tuition as recommended by EEF	Teachers liaise regularly with TA re tight tuition targets	GK	Sep 19
To enable children's learning to be consolidated	Interventions for LAC children	Children were provided consolidation opportunities which allowed some children to progress at a quicker rate 1:1 support as necessary Adults undergo appropriate training	Laser sharp interventions have a bigger impact on progress Need to be more mindful in matching TAs to particular tasks Consolidation must be reactive to the mornings teaching.	GK	Sep 19

To ensure teacher liaises with SENCO	Termly Teacher/SENCO meetings	Tight communication between colleagues to share good practise and ensure intervention are as effective as possible	Meetings scheduled for all teachers to meet with SENCO	AI	Sep 19
Provide any emotional/psychological therapy	Counsellors used when needs arise	Emotional barriers removed.	Continue as needed	AI	Sep 19
Total Budgeted cost					What received via Virtual school

5. Review of expenditure				
Previous Academic Year 1718				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To improve standards in reading attainment and progress across the School	Implementation of Accelerated Reader To begin a whole school reading community.	To continue to embed AR and provide a high quality range of books To ensure children have access to high quality texts at home	AR had significant progress and attainment in reading for disadvantaged children. 94% Expected or above All pupils: 90% Disad prog: +3.05 (all pupils +1.62)	£1,526

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To improve standards in writing attainment and progress across the school	To establish boys views on reading & purchase more engaging books. Strong use of Pupil voice to ensure children feel empowered in their learning.	Raise progress and attainment in writing.	Disadvantaged children have responded well to visual learning. Books purchased have engaged boys.	£284
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To provide small group tuition after school to diminish educational achievement gaps	After school tuition	Improve outcomes for disadvantaged children	Tuition showed all children made progress with additional tuition after school	£3,447
To further improve reading standards for PP children in Y6	Individual extra reading opportunities	Maintain progress and attainment in reading - 90% disadvantaged children achieved standard in reading compared to 94% all pupils. +3.05 progress (+2 is significant)	Good strategy which works and 1:1 reading is still a necessity for less able readers	£1,626

To further raise maths standards for PP children	Continue with small group interventions in maths delivered by Specialist HLTA using planned programme	Maintain and improve progress and attainment in Maths Maths results exceeded national average for attainment by 18% 85% DC children achieved ARE compare to 96% for all pupils	Maths tuition quickly closed gaps through pitched perfect teaching targeting children's individual needs.	£13,753
Ensuring there are enough TAs to deliver interventions	Matched skilled TAs to particular tasks	Laser sharp TA interventions have a bigger impact on progress	Children were provided consolidation opportunities which allowed some children to progress at a quicker rate. Consolidation must be reactive to the mornings teaching.	£5,750
Remove barriers to learning for specific children	1:1 support when required	Children with specific needs are supported effectively.	1:1 prevented distractions for other children and maximise progress	£2,000
Inclusion Support Assistant	Support available for children so that they can remain in class and access curriculum	Children have additional support when needed	Enables children to be in class regularly	£2,769
PIXL	Small group tuition delivered by maths specialist HLTA using planned programme (PIXL)	Pitch perfect teaching for all pupils in all lessons.	Maths results exceeded national average for attainment by 18% 85% PP children achieved ARE compare to 96% for all pupils	£2,600

lii Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To provide mentoring to all PP children	Associate Head/Assistant Head to mentor all PP children and meet individuals 1:1 6 times a year	To improve children's attitudes to learning and improve opportunities for them through pupil voice.	89% of pupils mentored showed improved attitudes to learning and self esteem	£42,708
To ensure PP children are given the opportunity to discuss any barriers they may have	Associate Head/Assistant Head to mentor all PP children and meet individuals 1:1 6 times a year	To improve children's attitudes to learning and improve opportunities for them through pupil voice.	89% of pupils mentored showed improved attitudes to learning and self esteem	
To improve progress and attainment in writing and Maths	Assistant Head out of class	Reading and Maths achievement is above National average. Reading – 86% expected or above NA 75% Maths 85% NA 76%	Focus on reading and maths last year has significant impact on achievement. Writing must be a focus for AHT this year- only subject below NA achievement Writing 70% NA 78%	
PP children have a mentor	Continue to provide Pastoral Support Assistant	To provide Pastoral Support To ensure specific interventions are delivered like PB	Continue this as needs arise	£8,087

To promote equal opportunities for PP children	Subsidise/contribute towards school trips and extracurricular activities, and provide milk to those PP children that request	Continue to ensure disadvantaged children access all visits	All disadvantaged children maintained high self-esteem and cooperated in all visits	£1,977
PP children have necessary emotional/psychological coaching	Counsellors used when needs arise	To ensure children feel emotionally supported by adults and develop further strategies to cope with issues	Children were more able to access the curriculum when supported emotionally.	£1,165
iv Looked After Children				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To promote equal opportunities for LAC children	Subsidise/contribute towards school trips and extracurricular activities	Continue to ensure disadvantaged children access all visits	All disadvantaged children maintained high self-esteem and cooperated in all visits	£2,309
To provide small group tuition after school to diminish educational achievement gaps.	Small group tuition after school	Improve outcomes for disadvantaged children	Tuition showed all children made progress with additional tuition after school	£1,600

To enable children's learning to be consolidated	Interventions for LAC children and provision of 1:1 support as necessary	Improve outcomes for LAC children	1:1 interventions had significant impact on progress	£7,945
To ensure teacher liaises with SENCO	Teacher/SENCO time	SENCo/teacher time ensure effective communication	Excellent communication ensured children's needs were met	£510
To provide addition resources to support children who are struggling to access the curriculum	Targeted resources to support learning	Resources purchased to enable children to access the curriculum when struggling		£40
PP children have necessary	Educational psychologist used when needs arise	Psychological coaching to develop further strategies for children to cope with issues	Children were more able to access the curriculum when supported emotionally.	£490
To ensure all apparent barriers are removed for LAC so that they can achieve and engage fully in school life	Mentoring for all LAC children, pastoral support provided as required and targeted focus children in class daily.	All apparent barriers removed	Mentoring proved successful to enable LAC children to instill trust in an adult to support them in their learning.	£10,572

6. Additional detail

Our full PP Policy can be found online at: www.southend-junior.com