

1. Pupil premium strategy statement

School	South End Junior School				
Academic Year	1617	Total PP budget	£91,060 plus of £22,219	Date of most recent PP Review	n/a
Total number of pupils	360	Number of pupils eligible for PP	74	Date for next internal review of this strategy	Sep 2017

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing and maths	58%	53% all pupils
% achieving ARE or above in reading (100 Scale score)	68%	66% all pupils
% achieving ARE or above in writing (100 Scale score)	74%	74% all pupils
% achieving ARE or above in maths (100 Scale score)	95%	70% all pupils

3. 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)*

A.	Some parents reluctant to accept PP 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 *(issues which also require action outside school, such as low attendance rates)*

D.	Social Services involvement and EHA plans for some PP families
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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. They exceeded in maths A small gap exists in writing 3% GPS 10% gap but above National average.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths,

		reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the school
C.	PP children in Y3/4/5 make adequate progress throughout the year	More PP children are at ARE in Y3/4/5 by the end of the year

5. Planned expenditure

Academic year

2016/17

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?
To improve standards in reading attainment and progress across the school	Implementation of Accelerated Reader To begin a whole school reading community.	Data shows a gender variation in reading And a need for greater progress for higher attaining children Schools who have used AR state it makes good progress and improves pupil attitudes towards reading.	Close monitoring Regular data analysis Involvement in training for all staff in school INSET Sep 2016 Clear communication with parents.	LG	Sep 17
To improve standards in writing attainment and progress across the school To improve standards in GPS attainment and progress across the school	Reviewing creative curriculum to further inspire and engage learners, in particular boys. Strong use of Pupil voice to ensure children feel empowered in their learning. GPS tuition and targeted focus children in lessons.	Pupil Voice shows children are deterred to write about certain topics. Data for GPS PP children shows they are not performing as well as non PP children. 10% gap	Part of whole school Improvement plan Communication and arts POD team priority Effective CPD for all staff	LG	Sep 17
Total budgeted cost					£7,000

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 17
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	Ta rota for those who have the highest need out of core lessons	GK	Sep 17
To raise maths standards for PP children	Continue with Small group tuition delivered by maths specialist HLTA using planned programme.	PP maths tuition last year led to PP children out performing non PP children	Highly skilled Maths HLTA to ensure consistency Run for the entire academic year	LG	Sep 17
To raise standards in English and Maths	Continue to employ enough TAs to enable daily Reactive teaching to take place	The model trialled last year in Y6 showed a significant impact on progress This is now rolled out across the school	Each year group has afternoon TAs who liaise with teachers Regular monitoring by SENCO	AI	Sep 17
Total budgeted cost					£23,670

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 provide mentoring to all PP children	Associate Head to mentor all PP children and meet individuals 1:1 6 times a year	EEF evidence Raising self-esteem for all PP children	Programmed into academic year	GK	Sep 17
To ensure PP children are given the opportunity to discuss any barriers they may have	Associate Head to mentor all PP children and meet individuals 1:1 6 times a year	EEF evidence Raising self-esteem for all PP children Personalised learning promoted	Programmed into academic year	GK	Sep 17
To improve progress and attainment in writing and Maths	Assistant Head out of class.	To combat and identify early underachievement To be flexible to meet children's needs To share good practice	Ensure minimal disruptions to English and Maths teaching Ass Head to analyse where the largest gaps are.	GK	Sep 17
PP children have a mentor	Continue to provide Pastoral Support Assistant	Specific interventions and advice can be given when required	All PP children are mentored and have access to pastoral support assistant	GK	Sep 17
To promote equal opportunities for PP children	Subsidise/contribute towards school trips and extracurricular activities, and provide milk to those PP children that request	For PP children not to feel different or disadvantaged	Continue as needed	GK	Sep 17
Total budgeted cost					£69,700

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	When will you review implementation?
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 17
To provide small group tuition after school to diminish educational achievement gaps.	Small group tuition after school	Small group tuition as recommended by EEF	Teachers liaise regularly with TA re tight tuition targets	GK	Sep 17
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	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 17
To ensure teacher liaises with SENCO	Teacher/SENCO time	Tight communication between colleagues	SENCO to monitor meetings	AI	Sep 17
Total budgeted cost					What received via Virtual Schools
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	
Y6 PP tuition improved Y6 outcomes	Tuition after school PIXL approach adopted in Maths	95% PP children achieved ARE compare to 89% for all pupils 74% PP children at ARE in writing compared to 77% all pupils. However, PP children performed in line with national averages 68% PP children at ARE by enhancing opportunities of focused 1:1 reading sessions. In line with all pupils and above national average.	Extend the PIXL approach in both GPS and reading too	£2,885	

To raise progress and attainment in English	To provide a fourth set for English	95% PP children achieved ARE compare to 89% for all pupils 74% PP children at ARE in writing compared to 77% all pupils. However, PP children performed in line with national averages 68% PP children at ARE by enhancing opportunities of focused 1:1 reading sessions. In line with all pupils and above national average.	Streaming in Y6 had a better impact than whole class teaching when the gaps were so large	£29,890
To raise progress and attainment in Reading	Read Write Inc Training for all teachers and TAs.	A higher level on impact in lower hub with a high majority of children	Children in the UH who participated in Fresh start made progress to move off Fresh start but still had a low reading age	£1,550
To raise progress and attainment in Reading	Purchase resources for Read Write Inc	A higher level on impact in lower hub with a high majority of children	Children are given the best possible resources to gain success	£2,582
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
Improved Year 6 maths results	Small group tuition delivered by maths specialist HLTA using planned programme.	Maths results exceeded national average for attainment by 19% 95% PP children achieved ARE compare to 89% for all pupils	Pitch perfect teaching for all pupils in all lessons.	£7,106
Target a wider reading ability	Individual extra reading opportunities	PP reading results were in line with all pupils	Good strategy which works and 1:1 reading is still a necessity for less able readers	£1,304

To enable children's learning to be consolidated	Continue to employ enough TAS to enable interventions to take place	Children were provided consolidation opportunities which allowed some children to progress at a quicker rate	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.	£7,923
PP children have a mentor	Employ TA to specifically work with PP children	Vulnerable children were more aware of personal safety after undertaking programs such as PB	PB needs to be rolled out across the school	£5,900
PP child's mental health needs met	Counselling/work with Ed Psych	Child felt emotionally supported by adults and developed further strategies to cope with issues	Continue to do this if needed	£1,322
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
Assertive mentoring improved self-esteem for the majority who were mentored	Assertive mentoring by Associate Head	89% of pupils mentored showed improved attitudes to learning and self esteem	Tighter use of quantitative data to track progress of mentoring across the school	£14,165
To widen knowledge on how to further support PP children	Training at a lead PP school in London	Further strategies and information on how other schools spend money for a higher impact	PP Policy adopted	£530
PP children have a mentor	Continue to provide Pastoral Support Assistant	Specific interventions delivered like PB	Continue this as needs arise	£8,248
To encourage healthy lifestyles	Provide milk to those PP children that request	Healthy option included with lunch to enhance their well being	Continue as necessary	£541
To raise standards in Maths	Top up school spending on Maths Market Stalls	Early indications show children making independent choices of resources to support maths teaching	Continue to embed the maths markets into lessons and interventions	£1,535

To promote equal opportunities for PP children	Uniform supplied for PP child and to Subsidise/contribute towards school trips and extracurricular	For PP children not to feel different or disadvantaged	Continue as necessary	£516
iv Looked After Children				
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
To promote equal opportunities for PP children	To Subsidise/contribute towards school trips and extracurricular activities.	For PP children not to feel different or disadvantaged	Continue as necessary	£900
To provide small group tuition after school to diminish educational achievement gaps.	Tuition after school provided	For the gap between PP and non PP children to be diminished which did happen successfully in Y6	Continue as necessary	£1,547
To provide an opportunity to consolidate learning	Interventions on a range of areas	Consolidation of activities raised the self-esteem of PP children	Continue as necessary	£2,088
To identify specific SEND needs for LAC children	Teacher/SENCO time	SEND PP children had emotional support needs met	Continue as necessary	£688

7. Additional detail

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