

Pupil premium strategy statement:

1. Summary information					
School	South End Junior School				
Academic Year	1718	Total PP budget	£92,80 plus of £15,014	Date of most recent PP Review	N/A
Total number of pupils	360	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Sep 2018

2. Current attainment		
	<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	55%	61% all pupils
% achieving expected standard or above in reading	70%	71% all pupils
% achieving expected standard or above in writing	75%	76% all pupils
% achieving expected standard or above in maths	85%	75% 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 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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social Services involvement and EHA plans for some PP 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.	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	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?
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 inference training for all staff in school Clear communication with parents.	GL	Sep 18

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.	Pupil Voice shows children are deterred to write about certain topics.	Part of whole school Improvement plan Communication and arts POD team priority Effective CPD for all staff	GL	Sep 18
Total budgeted cost					£2,950
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	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 18
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 18
To further raise 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 last year. PP children outperformed PP children by 10%	Highly skilled maths HLTA	RH/LG	Sep 18
Total budgeted cost					£22,016

lii Other approaches					
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 Last year 95% children made progress in tuition groups	Programmed into academic year	GK	Sep 18
To ensure PP children are given the opportunity to	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 18
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.	LG	Sep 18
PP children have a mentor	Continue to provide Pastoral Support Assistant	Specific interventions and advice can be given when required Last year this number grew due to more Lac and more vulnerabilities	All PP children are mentored and have access to pastoral support assistant	GK	Sep 18
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 18
PP children have necessary emotional/psychological coaching	Counsellors used when needs arise	Any emotional barriers are discussed to ensure the child is in a safe place mentally and emotionally.	Continue as needed	GK	Sep 18
Total Budgeted cost					£77,780

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 18
To provide small group tuition after school to diminish educational	Small group tuition after school	Small group tuition as recommended by EEF	Teachers liaise regularly with TA re tight tuition targets	GK	Sep 18
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 18

To ensure teacher liaises with SENCO	Teacher/SENCO time	Tight communication between colleagues	SENCO to monitor meetings	AI	Sep 18
Total Budgeted cost					What received via

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Y6 PP tuition improved Y6 outcomes	Tuition after school	85% PP children achieved ARE compare to 75% for all pupils 75% PP children at ARE in writing compared to 76% all pupils. However, PP children performed in line with national averages 70% 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 to teaching in both Y5 and Y6 Continue extra reading sessions in the afternoons with targeted PP children	£4,676

To raise progress and attainment in English and Maths	Assistant Head out of Class	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	£29,572
To raise progress and attainment in Reading	To continue to embed AR and provide a high quality range of books	Early indications show that PP have outperformed non PP children with reading. In 7 months the high majority of children have made around a years progress.	Continue to provide arrange of high quality literature to appeal to all	£4,544
	To embed smooth transition for Y3 PP pupils	All Y3 PP children taught in smaller sets to further consolidate knowledge	Due to maternity leave this was only actioned for 6 weeks.	£7,639
To ensure all children, including PP are taught using visual supportive mechanisms.	New touch screen installed in PP tuition area	75% PP children met the standard in maths.	PP children have responded well to visual learning.	£2,995
To provide specific resources for PP children with specific needs	PP children are supported with resources on bereavement and behaviour	100% of Children with specific issues supported using these resources	PP children with bereavement issues tackled SATs with more confidence	£91

To ensure PP boys continue to engage in reading with interest	Purchase books with pictures to further engage boys	74% of PP boys met the standard in reading	Books purchased engaged boys well to succeed	£986 s
To enable PP children to use aids to support their teaching	Purchase headphones for PP children to access when needed in lessons	Improved concentration noticed by teachers in lessons	Aids to support learning need to be made more accessible.	£231

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 (PIXL)	Maths results exceeded national average for attainment by 18% 85% PP children achieved ARE compare to 96% for all pupils	Pitch perfect teaching for all pupils in all lessons.	£7,815
Target a wider reading ability	Individual extra reading opportunities	PP reading results were 10% below all pupils. However most PP children never read at home.	Good strategy which works and 1:1 reading is still a necessity for less able readers	£1,166
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.	£7,402

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	£3,491
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	£1,980
lii 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	89% of pupils mentored showed improved attitudes to learning and self esteem	£34,178
PP children have a mentor	Continue to provide Pastoral Support Assistant	Specific interventions delivered like PB	Continue this as needs arise	£3,491

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	£286
To promote equal opportunities for PP children	Subsidise/contribute towards school trips and extra-curricular activities to those PP children as	100% of PP children attended school trips as money was not a barrier.	Continue to provide this for all PP children	£672
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 LAC children	Subsidise/contribute towards school trips and extracurricular activities.	All PP children maintained high self-esteem and cooperated in all visits	Continue to ensure they access all visits	£1,764
To provide small group tuition after school to diminish educational achievement gaps.	Small group tuition after school	PP tuition showed 95% children made progress with additional tuition after school	Pitch perfect tuition aided attainment and progress	£1,324
To enable children's learning to be consolidated	Interventions for LAC children	LAC children taught in smaller groups to consolidate learning. High majority 5/7 made progress in their learning	Extra support in small groups was effective for progress	£2,711

Ensure SENCO and Safeguarding Lead attend relevant meetings	SENCo/Safeguarding Lead time	All relevant information shared and networking with agencies	Excellent communication commented upon at meetings from the school	£2,095
Ensure LAC have access to specific resources they may require	Budget for resources	Protective behaviour work taught to a higher number of children	Part of EHA/LAC/EHC programs adhered to	£173

6. Additional detail

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