

Pupil premium strategy statement:

1. Summary information					
School	South End Junior School				
Academic Year	1920	Total PP budget	£70,820 plus £19,978 cf	Date of most recent PP Review	24/06/19
Total number of pupils	357	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Sep 2020

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	63%	77% all pupils (65%)
% achieving expected standard or above in reading	69%	85% all pupils
% achieving expected standard or above in writing	82%	90% all pupils
% achieving expected standard or above in maths	81%	91% 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 are reluctant to accept tuition after school
B.	On entry, children have numerous gaps in their learning
C.	Children struggle to retain 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 reading	PP children make accelerated progress in reading High quality reading sessions are targeted to children's gaps. Children who are off track to achieved EXS+ in reading are targeted through quality first teaching and interventions
B.	To increase the % of children achieving a ARE+ in writing.	PP children targeted through pitch perfect teaching. High expectations for all PP children. Targeted spelling sessions to accelerate progress.
C.	Increase % of Disadvantaged children in reaching ARE+ in maths.	Pitch perfect teaching and positive discrimination to accelerate progress. Children are exposed to year group expectations through scaffolds to aid understanding.

5.Planned expenditure						
Academic year	2019/2020					
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?	Impact
To raise attainment in reading	Continuation of Accelerated Reader To begin a whole school reading community.	16% reading gap between disad. and non disad. % of children achieving ARE is lower in reading than in writing and maths. 93% 2018 compared to 69% 2019.	Close monitoring Regular data analysis Involvement in inference training for all staff in school Clear communication with parents. Pupil Progress review meetings	SL/LB	Sep 20	

			Greater rewards for children reading 5 times a week.			
To raise attainment in writing	To embed Talk for writing across the school	<p>Talk for writing has increased number of children achieving higher standard – 0% 2018, 19% 2020.</p> <p>Number of new staff mean that training and continuing focus is needed to ensure Talk for writing is embedded.</p>	<p>Close monitoring of small step targets and sharing of good examples.</p> <p>New assessment system- tracking grid in front of books to ensure high expectations</p> <p>'Must haves' in all year groups to ensure high expectations.</p> <p>New staff to receive Talk for writing training and support from 'expert' staff.</p> <p>Regular learning walks and book scrutinies to monitor quality.</p> <p>Part of whole school Improvement plan</p> <p>Priority on Communication and arts POD team action plans</p> <p>Talk for writing used across whole school</p> <p>Subject leader to complete termly learning walks and book scrutinies.</p>	SL/LG/LB	Sept 20	

To improve staff knowledge of strategies for closing the gap	Staff Training	Marc Rowland is specialist in PP. Good reputation from local schools	All staff to attend by scheduling staff INSET day. Follow up staff training for teachers and TAs.	GK/LB/AI	Sept. 2020	
Total budgeted cost					£500	
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 Children attending tuition made more progress than Non DC and DC attending tuition 2018-2019. Writing - Tuition: 88% DC: 86% Non DC: 87% Maths - Tuition: 84% DC: 63% Non DC: 66%	TAs carry out tuition in liaison with class teachers setting the targets. Teaching is reactive to daily lessons too.	GK/LB	Sep 20	
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 20	

<p>To further improve reading standards for PP children</p>	<p>Individual extra reading opportunities</p>	<p>Many of these children do not read to adults at home. Allows the adults to check their understanding of their reading</p> <p>Biggest attainment gap in 2019 is in reading 69% compared to 85% non Disadvantaged.</p>	<p>Set rota in place for those who have the highest needs according to their gaps.</p>	<p>LB/GK</p>	<p>Sep 20</p>	
<p>To maintain maths standards for PP children</p>	<p>Continue with small group interventions in maths delivered by Specialist HLTA using planned programme</p> <p>Continue to use PIXL</p>	<p>This strategy had a clear impact for the last 2 years.</p> <p>End KS2 results: 81% achieved EXS+ and 31% achieved the higher standard. Significantly above national average.</p>	<p>Highly skilled maths HLTA</p>	<p>LG</p>	<p>Sep 20</p>	

Remove barriers to learning for specific children	1:1 support when required	Support needed to ensure pupils can achieve full potential Children with significant needs have maintained progress from KS1 due to additional support.	Additional adults in class	GK	Sep 20	
Total budgeted cost					£30,024	
iii 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 DC now have growth mindset in line with non DC – better attitude to learning. Attainment gap in 3, 4 and 5 is closing. Mentoring is offering children a voice. Personalised action plans are linked to this as well as children's individual needs.	Programmed into academic year	GK	Sep 20	

<p>To improve progress in writing</p>	<p>Assistant Heads out of class to combat and identify early underachievement To be flexible to meet children's needs To share good practice</p>	<p>Interventions are beginning to close attainment gap in 3, 4 and 5. 18% Aut 18 11% Sum 19.</p> <p>KS2 results 2019 19% GDS compared to 0% in 2018. 82% children EXS+ 8% attainment gap compared to 17% gap in 2018.</p>	<p>Ensure high quality teaching and learning in English</p> <p>Ass Head to analyse where the largest gaps are ensure that class teachers are targeting children effectively to close gaps.</p>	<p>LG/LB</p>	<p>Sep 20</p>	
<p>To offer pastoral support to disadvantaged children</p>	<p>Continue to provide Pastoral Support Assistant on a needs basis in morning and every PM for set interventions.</p> <p>Any emotional barriers are discussed to ensure the child is in a safe place mentally and emotionally.</p>	<p>Specific interventions and advice can be given when required.</p> <p>Greater proportion of time spent in class due to emotional support given.</p>	<p>Pastoral Support Assistant timetable in place</p> <p>Head teacher regularly checks in with Pastoral Support Assistant</p>	<p>GK</p>	<p>Sep 20</p>	

To promote equal opportunities for disadvantaged children	Subsidise/contribute towards school trips and extracurricular activities, and provide milk to those children that request it.	All disadvantaged children involved in trips to date. To encourage a healthy and active lifestyle	Continue as needed	GK	Sep 20	
Disad. Children have necessary emotional/psychological therapy	Counsellors used when needs arise	Emotional barriers removed so children can access learning.	Continue as needed	GK	Sept 20	
To improve strategies being used to accelerate progress of DC.	Regular staff meetings, learning walks and coaching to ensure strategies are having as much impact as possible.	Staff are skilled in best practise to close gaps	Staff meetings incorporated into improvement cycle. Appraisals linked to performance of disadvantaged for teachers and teaching assistants	LB/LG/GK	Sept 20	
Total Budgeted cost					£52,800	
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. All LAC children involved in trips to date.	Continue as needed	GK	Sep 20	

<p>To provide small group tuition after school to diminish educational achievement gaps.</p>	<p>Small group tuition after school</p>	<p>Small group tuition as recommended by EEF</p> <p>Increase % of children attending tuition was 62% Aut 18, now 79% Spr 19 80% Sum</p> <p>Tuition is accelerating progress and raising attainment in writing and Maths – Children attending tuition made more progress than DC not attending tuition and than non DC.</p>	<p>Teachers liaise regularly with TA re tight tuition targets.</p> <p>Small step target monitoring now in place.</p>	<p>GK</p>	<p>Sep 20</p>	
---	---	--	--	------------------	----------------------	--

<p>To enable children's learning to be consolidated</p>	<p>Interventions for LAC children</p>	<p>No progress gaps in RWM in 3, 4 and 5. Attainment gaps closing in RWM in 3, 4 and 5.</p> <p>End of KS2 results exceed National Average.</p>	<p>Tight timetables in place according to target children. Target children based on most recent gaps analysis. Planning and assessment targeting 'must have' skills.</p>	<p>GK/LG/LB</p>	<p>Sep 20</p>	
<p>To ensure teacher liaises with SENCO</p>	<p>Termly Teacher/SENCO meetings</p>	<p>Learning walks conducted with PP lead and SENCO have highlighted a greater need to focus on children who are both PP and SEND. Strategies to support these children are now in place.</p>	<p>Meetings scheduled for all teachers to meet with SENCO and for LB to meet with SENCO regarding children who are disadvantaged with SEND needs.</p>	<p>AI/LB</p>	<p>Sep 20</p>	
<p>Provide any emotional/psychological therapy</p>	<p>Counsellors used when needs arise</p>	<p>Children are able to access learning due to emotional barriers being removed.</p>	<p>Continue as needed</p>	<p>AI</p>	<p>Sep 20</p>	
<p>cost</p>					<p>Total Budgeted</p>	<p>What received via Virtual school</p>

5. Review of expenditure

Previous Academic Year 1819

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	Use of Accelerated Reader To continue 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	<u>Yr 3/4/5</u> Small progress gap (5%) No attainment gap Attainment Gap: Aut. 13% Spr: 11% Sum 0% <u>End KS2</u> 25% achieved higher standards 69% achieved EXS+ (16% attainment gap- significantly higher than other subjects) Reading needs to remain a focus.	£499
To improve standards in writing attainment and progress across the school	To engage children in writing using Talk for Writing strategy to teach writing.	Raise progress and attainment in writing.	Disadvantaged children have responded well to visual learning. <u>YR 3/4/5</u> No progress gap. Attainment gap closing was 18% now 11%. Attainment Gap: Aut. 18% Spr. 12% Sum 11% <u>End KS2</u> 19% GDS compared to 0% in 2018 82% achieved EXS+ 8% attainment gap compared to 21% in 2018.	£257

To improve spelling in all year groups.	Spelling Shed used to improve independent learning opportunities at home.	Raise progress and attainment in writing.	<p><u>YR 3/4/5</u> No progress gap. Attainment gap closing was 18% now 11%. Attainment Gap: Aut. 18% Spr. 12% Sum 11%</p> <p><u>End KS2</u> 19% GDS compared to 0% in 2018 82% achieved EXS+ 8% attainment gap compared to 21% in 2018.</p> <p>100% DC accessing spelling shed regularly.</p>	£150
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	<p>Increased % of children attending tuition was 62% Aut 18, 79% Spr 19, 80% Sum 19.</p> <p>Children attending tuition made more progress than Non DC and DC attending tuition.</p> <p>Writing - Tuition: 88% DC: 86% Non DC: 87% Maths - Tuition: 84% DC: 63% Non DC: 66%</p>	£4,444
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)	<p><u>Yr 3/4/5</u> Attainment and progress gap has closed in reading. Attainment Gap: Aut. 13% Spr: 11% Sum 0%</p> <p><u>End KS2</u> 25% achieved GDS in reading. 69% achieved EXS+ (attainment gap is greatest in reading at 16%. Reading score was not as high in 2019 so needs to become a greater focus in year 6 for 2019-2020.</p>	£1,606

Reduction of gaps in reading	Provide disadvantaged children with reading books	Disadvantaged children will have access to high quality texts at home.	Pupil voice (mentoring) found that all children were reading the texts being given. <u>Yr 3/4/5</u> Attainment and progress gap has closed in reading. Attainment Gap: Aut. 13% Spr: 11% Sum 0% <u>End KS2</u> 25% achieved GDS in reading. 69% achieved EXS+ (attainment gap is greatest in reading at 16%.	£706
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%	<u>Yr 3/4/5</u> No progress gap. Attainment gap is closing. Attainment Gap: Aut.18: 17% Spr: 16% Sum. 19: 9% <u>End KS2:</u> 81% achieved EXS+ 31% achieved higher standard. Exceeds national averages.	£13,978
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 for those with significant SEND needs.	£4,658
PIXL	Small group tuition delivered by maths specialist HLTA using planned programme (PIXL)	Pitch perfect teaching for all pupils in all lessons.	<u>End KS2:</u> 81% achieved EXS+ 31% achieved higher standard. Exceeds national averages.	£2,725
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 Personalised action plans for all PP children mean specific needs are targeted. SEND and PP children have been identified as needing extra support. Interventions are now in place.	£51,671
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	89% of pupils mentored showed improved attitudes to learning and self esteem. SEND and PP children have been identified as needing extra support. Interventions are now in place.	
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%	Focus on writing has increased number of children at GDS. End KS2: 19% compared to 0% in 2018. 82% EXS+ compared to 70% in 2018 Continued focus needs to be on reading to raise standards to meet those in 2018.	
PP children have a mentor	Continue to provide Pastoral Support Assistant	To provide Pastoral Support To ensure specific interventions	89% of pupils mentored showed improved attitudes to learning and self esteem. SEND and PP children have been identified as needing extra support. Interventions are now in place.	£8,692

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.	£763
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.	£417
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	£2,939
To provide small group tuition after school to diminish educational achievement gaps.	Small group tuition after school	Improve outcomes for disadvantaged children	<p>Increased % of children attending tuition was 62% Aut 18, 79% Spr 19, 80% Sum 19.</p> <p>Children attending tuition made more progress than Non DC and DC attending tuition.</p> <p>Writing - Tuition: 88% DC: 86% Non DC: 87%</p> <p>Maths - Tuition: 84% DC: 63% Non DC: 66%</p>	£432

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	Children were provided consolidation opportunities which allowed some children to progress at a quicker rate. Test scores rapidly increased for those children involved in interventions.	£3,830
To ensure teacher liaises with SENCO	Teacher/SENCO time	SENCO/teacher time ensure effective communication	Excellent communication ensured children's needs were met. Further work is needed to raise progress and attainment for children who are disadvantaged and have SEND. Interventions and mentoring for these children is now in place.	
PP children have necessary emotional support	Educational psychologist used when needs arise	Psychological coaching to develop further strategies for	Children were more able to access the curriculum when supported emotionally.	£900
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. 89% of pupils mentored showed improved attitudes to learning and self esteem. SEND and PP children have been identified as needing extra support. Interventions are now in place.	

6. Additional detail

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