



# Pupil Premium Strategy Statement and Review

*Ernehale Junior School*

*2016-17*

## 1. Summary information

<b>Total number of pupils</b>	251	<b>Number of pupils eligible for PP</b>	21 (1 added Summer term 2017)	<b>Total PP Budget</b>	£1320 x20 = £26,400
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## 2. Performance Indicators (Taken from Year 6 SATS 2017)

	<i>Pupils eligible for PP (3 children)</i>	<i>Pupils not eligible for PP (57 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Read, Writing, Maths	0%	72%	68.3
Reading scale score	97.3	107	105
GPS scale score	97	109	104
Maths scale score	98.3	105	105
Reading progress score	-1.4	0.4	0.5
Writing progress score	2.1	-0.9	2.8
Maths progress score 3.0 0.8	-0.6	-0.7	0.8

Attendance	94.9%	96.8%	96%
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### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Low parental engagement
B.	Limited exposure to books – a broad reading experience
C.	Attitudes to learning - the need to develop a growth mind-set (resilience)

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance
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### 4. Outcomes *(Desired outcomes and how they will be measured)*

#### Success criteria

A.	Improved parental engagement	Parents attending school meetings Parents communicate regularly with teacher via email/phone Structured conversations to take place termly
B.	Children reading a wider range of books	Children have access to a range of books Children engaged with books and discussing them with teacher Improved reading scores

<b>C.</b>	Improved attitude to learning	<p>Quality first teaching            Children working in smaller group situations to ensure positive focused feedback            Precision teaching where required - Children make good progress            Focused physical activity to improve concentration skills            Emotional support where appropriate to manage learning behaviours</p>
<b>D.</b>	Improved attendance	<p>Any patterns of non-attendance reduced            Overall attendance improved</p>

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2016/2017</b>
<b>Quality of teaching for all</b>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice? (including EEF)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved feedback to ensure progress	Smaller class groups for maths and English	EEF states that this is a low cost – high impact strategy. It is dependent on high quality teacher CPD. (See pupil data outcomes above)	Half termly pupil progress meetings Monitoring by subject leaders. (Including weekly monitoring by SLT)	SS/AB/LW	Termly assessments
Rapid interventions to deal with mis-conceptions	Smaller class groups for maths and English – small group work when appropriate	EEF states that small group work has a moderate impact for a moderate cost. However the highly focused nature of any small group work should ensure the children make good progress. (See pupil data outcomes above)	Half termly pupil progress meetings Monitoring by subject leaders. Weekly meetings with teacher/teaching assistant to ensure appropriate intervention is being delivered. SENCO – half termly monitoring	SS/AB/LW	Termly assessments
<b>Total budgeted cost</b>					£16500
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice? (including EEF)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved progress in an identified area	Precision teaching/1:1 activities	EEF state that this has moderate impact for high cost. Any precision teaching will be monitored to ensure impact. (See pupil data outcomes above)	Strategies with proven success will be used and continually evaluated (SENCO)	Class teacher/SK	Half termly

Improved progress within a subject (Maths or English)	Small group work	EEF states that small group work has a moderate impact. By using the teacher where possible then impact should be increased. (See pupil data outcomes above)	This will be delivered by a teacher or TA who is clearly directed by a teacher. Progress will be monitored half termly	Class teacher	Half termly
Improved reading experiences	Identified children choose a selection of books to keep	Children currently do not have access to a wider range of fiction apart from school library. To read and own the books allows the children to revisit them and appreciate the value of books.	Children supported in their decision making by classroom teacher	Class teacher	Termly reading assessments
Small group work/ 1:1 exploring social and emotional issues	ELSA – Teaching Assistant delivers appropriate programme (Emotional Literacy Support Assistant)	Individual's emotional literacy have been identified as a barrier to their learning.	Teaching assistant will keep records of programme Any behaviours that have been highlighted will alter/lessen	TA	Half Termly or sooner if flagged by TA
Small group work focusing on physical activity	Trained external provider	Physical activity can help to remove stress and aggression in individuals so allowing them to return to the classroom better equipped to learn.	External provider will keep records of programme Any behaviours that have been highlighted will alter/lessen	External Provider/ Classroom teacher	Half termly or sooner if flagged by external provider or classroom teacher.
<b>Total budgeted cost</b>					<b>£7150</b>
<b>Other approaches- Enrichment</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Broadening of personal experience	Music lessons	EEF stated that this has a low impact for a low cost. However those children who express an interest are supported to improve self-esteem. <i>'Education should be about broadening minds'</i> Amanda Spielman –OFSTED Chief Inspector	Music lead to ensure quality delivery of chosen instrument lesson. Opportunities for performance built in.	SK	Termly with child and teacher
Broadening of personal experience	Attending residential/other offsite educational experiences	EEF states that this has moderate impact for moderate cost. Belonging to the school community is key and therefore taking part in both residential and curriculum trips is vital. <i>'Education should be about broadening minds'</i> Amanda Spielman –OFSTED Chief Inspector	Monitoring by class teacher during residential/offsite trips	KM/SS	After residential/trips
<b>Total budgeted cost</b>					<b>£2750</b>

## 6. Review of expenditure *in 2016/ 17*

### 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

Improved feedback to ensure progress	Smaller class groups for maths and English	<table border="1"> <thead> <tr> <th></th> <th>Reading <a href="#">Explore data in detail</a></th> <th>Writing <a href="#">Explore data in detail</a></th> <th>Maths <a href="#">Explore data in detail</a></th> </tr> </thead> <tbody> <tr> <td>Progress score for disadvantaged pupils</td> <td><b>-1.39</b></td> <td><b>+2.07</b></td> <td><b>-0.62</b></td> </tr> <tr> <td>Confidence interval ?</td> <td>-8.43 to +5.66</td> <td>-4.77 to +8.91</td> <td>-6.99 to +5.74</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>+0.33</td> <td>+0.17</td> <td>+0.28</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>		Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>	Progress score for disadvantaged pupils	<b>-1.39</b>	<b>+2.07</b>	<b>-0.62</b>	Confidence interval ?	-8.43 to +5.66	-4.77 to +8.91	-6.99 to +5.74	National average for non-disadvantaged pupils	+0.33	+0.17	+0.28	Number of disadvantaged pupils	3	3	3	<p>This approach will be continued and developed. Improvements to marking and feedback policy have been made. Marking in the moment has been evidenced to have a positive impact on children’s learning and attitudes which can be delivered more effectively in a smaller class group. (Marking Workload Research Project 2017)</p>	
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Improved progress within a subject (Maths or English)	Small group work		Quality first teaching is key, children benefit from working with <u>their teacher</u> ( rather than TA) who has a clear understanding of their needs. Where possible this will be continued.																					

Improved reading experiences	Identified children choose a selection of books to keep	See progress above - Reading	Children enjoyed selecting and reading their books. Guidance in their selection was key to encourage a range. This approach will be continued where appropriate across the key stage.	
Small group work/ 1:1 exploring social and emotional issues	Small group work/1:1	Staff reported that there is some impact but for many of the children this work will be ongoing.	Social and emotional issues need to be supported for the long term and often the relationships that are built need to be cultivated over longer than an academic year.	
Small group work focusing on physical activity	Small group work/1:1	Staff reported a positive impact on the children who took part – those behaviours that highlighted the need for them to take part lessening.	Children will be selected carefully for this activity and the impact of the session monitored by the class teacher on return to the classroom.	

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Broadening of personal experience	Music Lessons	Children performed in Christmas and end of year concerts. Teachers noted that they took pride in their achievements and enjoyed participating as part of a group.	This will be continued with identified children	
Broadening of personal experience	Attending residential/other offsite educational experiences	All children took in an active role in school trips and residential.	This will be continued	

