



## **Pupil Premium Strategy Statement**

*Ernehale Junior School*

*2017-18*

*Senior Leader – Susan Simmons*

*Governor – Christine Peet*

### 1. Summary information

<b>Total number of pupils</b>	258	<b>Number of pupils eligible for PP</b>	20	<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 <i>(Desired outcomes and how they will be measured)</i>		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's reading resilience improved – completing whole 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            Regular meetings with parents to discuss attendance</p>

### 5. Planned expenditure

<b>Academic year</b>	<b>2017/2018</b>
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#### Quality of teaching for all

<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	Termly assessments

Rapid interventions to deal with misconceptions	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	Termly assessments
<b>Total budgeted cost</b>					£16500
<b>Targeted support</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?
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  Identified children to become part of lunchtime book club	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 can discuss a variety of books in a secure environment, supported by others in the group.	Children supported in their decision making and discussions 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>					
<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>

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 2017/ 18*

### 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

<p>Improved feedback to ensure progress</p>	<p>Smaller class groups for maths and English</p>	<p>Percentage of PP pupils making progress across all year groups (Internal school data)            Maths 100%            Reading 91%            Writing 96%            EGSP 91%</p>	<p>Smaller class sizes will be continued where financially possible.            Teachers felt that they were able to provide more frequent feedback, either in the lessons or from distance marking. Pupil Premium children were targeted in the classes and when marking books.</p>	
<p>Rapid interventions to deal with mis-conceptions</p>	<p>Smaller class groups for maths and English – small group work when appropriate</p>	<p>Progress for non -eligible pupils across all year groups (Internal school data)            Maths 97%            Reading 96%            Writing 90%            EGSP 93%</p> <p>Attainment            Reading, writing and maths combined            School disadvantaged 83%            School non – disadvantaged 75%</p> <p>Pupil interviews evidenced that all children preferred to work within a smaller group as they recognised that they had more access to the teacher when required.</p> <p>Opportunities for teachers/TAs to work with smaller groups for either improvement sessions or pre-teaching was felt by both the teachers and the pupils to have a positive impact. (Pupil interviews)            Book monitoring showed impact of sessions in progress made in the books after they had taken place.</p>	<p>Pupil interviews suggested that children valued the smaller groups as they felt they received more help. Also several children felt more confident working in a smaller group.</p> <p>Book monitoring showed children making progress and mis- conceptions were dealt with effectively.</p>	

<b>ii. Targeted support</b>				
<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>
Improved progress in an identified area	Precision teaching/1:1 activities	Percentage of PP pupils making progress across all year groups (Internal school data) Maths 100% Reading 91% Writing 96% EGSP 91%	Interventions were very tightly monitored and changed if not working. This was vital to ensure that children made progress. The interventions were tailored to individuals.	
Improved progress within a subject (Maths or English)	Small group work	Progress for non -eligible pupils across all year groups (Internal school data) Maths 97% Reading 96% Writing 90% EGSP 93%	A selection of children had books purchased and were very enthusiastic. Teachers reported that the majority read all the books.  Book club was run successfully, and children enjoyed being challenged by a new book. Particularly a genre that they wouldn't normally have chosen. (Pupil interviews)	
Improved reading experiences	Identified children choose a selection of books to keep Identified children to become part of lunchtime book club	Attainment Reading, writing and maths combined School disadvantaged 83% School non – disadvantaged 75%	Targeted support will continue using a range of strategies depending on the needs of individuals.	
Small group work/ 1:1 exploring social and emotional issues	ELSA – Teaching Assistant delivers appropriate programme (Emotional Literacy Support Assistant)	Children involved made expected progress. Behaviours at playtimes and lunchtimes improved. (Evidenced in behaviour log)	This was felt to be valuable as many of the children enjoyed and valued this experience. For most of the children it was delivered in short focused blocks to deal with issues. There was a smaller group who had ongoing support. With a higher profile on mental health and a growing need from all out children - this will be continued.	

Small group work focusing on physical activity	Trained external provider	Children were able to focus for greater lengths of time in classroom. Children who took part made expected progress.	The physical activity will continue although will be delivered internally by trained TAs. This will be used if appropriate for the pupil. Several children will definitely continue as not only did it promote improved concentration their social skills significantly improved through teamwork.	
<b>iii. Other approaches</b>				
<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	All children who received music lessons took part in performances either at the end of the year or at Christmas. All have decided to continue with their lessons.	All children who took part enjoyed their experience (Pupil interview) Children will be given the opportunity to continue next academic year.	
Broadening of personal experience	Attending residential/other offsite educational experiences	Pupils who attended residential and school trips enjoyed the experiences (Anecdotal – teacher) Those who attended residential were able to attempt new challenges. Working as a team helped to develop communication skills. (Anecdotal – teacher) High level of enjoyment (Pupil interviews)	The ‘taking part’ aspect of this hard to measure. However, the ‘not taking part’ could possibly have an impact. Therefore, we will continue.	