



Pupil Premium Strategy Statement

Ernehale Junior School

2018-19 - Reviewed

Senior Leader – Susan Simmons

Governor – Christine Peet

1. Summary information

Total number of pupils	258	Number of pupils eligible for PP	22	Total PP Budget	19x£1320 3x£2300 Total=£29680
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2. Performance Indicators (Taken from Year 6 SATS 2018)

	<i>Pupils eligible for PP (6 children)</i>	<i>Pupils not eligible for PP (54 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Read, Writing, Maths	83%	75%	70%
Reading scale score	105.3	104.3	106.1
GPS scale score	107.8	106.4	106.1
Maths scale score	104.2	104.9	105.4
Reading progress score	-1.21	-1.13	0.31
Writing progress score	4.15	1.21	0.24
Maths progress score	-1.18	0.18	0.31

Attendance	95.5%	98%	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)
D.	Emotional well-being

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

E.	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 and open events 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



C.	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</p>
D.	Emotional well-being	<p>Improved self-esteem and higher engagement with school Improved social skills</p>
E.	Improved attendance	<p>Any patterns of non-attendance reduced Overall attendance improved Regular meetings with parents to discuss attendance</p>

5. Planned expenditure					
Academic year		2018/19			
Quality of teaching for all					
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 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
Total budgeted cost					£14680
Targeted support					
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?

Parents supported in ensuring their children are school - ready	Goody bags provided on point of entry containing educational supplies Uniform vouchers across all year groups Books to support reading for pleasure or revision guides	Uniform can eat into monthly budget so supporting family can relieve stress. By providing educational supplies children are able to complete home learning.	Monitored by staff and Pupil Premium champion. Supported by school business manager.	SS	
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.
Total budgeted cost					£8.400
Other approaches- Enrichment					
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
Total budgeted cost					£6,600

6. Review of expenditure *in 2018/19*

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	The following percentage of children made expected / accelerated progress Reading – 82% Writing 82% Maths 93% EGSP 100%	The opportunity for an increased level of oral feedback has proved successful. Also the opportunity for any misconceptions to be picked up more speedily has enabled children to make expected/accelerated progress.	£14680
Rapid interventions to deal with misconceptions	Smaller class groups for maths and English – small	This was inline with the progress made by non pp children for reading and writing and above in Maths and EGSP.		

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
Parents supported in ensuring their children are school - ready	Goody bags provided on point of entry containing educational supplies Uniform vouchers across all year groups Books to support reading for pleasure or revision guides	Verbal feedback from parents and children suggested that the educational resources aided home learning. The uniform vouchers were all used, and parents appreciated that extra support at the beginning of the academic year. The children who were provided with reading books were thrilled when they received them and were eager to read them.	Practical help such as uniform vouchers, ensure that children are wearing the correct school uniform and don't stand out in any way. Having a selection of books to read was seem as a treat by those children who received them, and they were eager to read them. So, encouraging reading for pleasure exposure to a wider vocabulary. This approach will be continued next year with current research highlighting the vocabulary gap	£8400
Improved progress in an identified area	Precision teaching/1:1 activities	This was used primarily for spelling. All children who took part shoed improved spelling scores in their end of year assessments.	Precision spelling is effective and has now been rolled out to be used as a whole class tool. It is a useful tool when working 1:1 for those children who are working at below expected standards.	
Improved progress within a subject (Maths or English)	Small group work	All children who worked in small groups made either expected or accelerated progress in the subject areas they studied.	Small group work was valuable when used to pre-teach subject areas that might be tricky for groups of children. Also, when there were misconceptions that could be dealt with before the next lesson.	

Improved reading experiences	Identified children choose a selection of books to keep Identified children to become part of lunchtime book club	Both these activities encouraged these children to read more frequently and experience a wider variety of books. They were happy to share their reviews regarding the books and recommend=d to others.	Books can still be provided to encourage wider reading. The book club was run by a member of staff during their lunchtime. This will only be able to continue if a member of staff is available.	
Small group work/ 1:1 exploring social and emotional issues	ELSA – Teaching Assistant delivers appropriate programme (Emotional Literacy Support Assistant)	This was dependent on children’s individual needs. It provided an opportunity for children to explore their emotions and learn to manage them. Also, just a time to talk. This was particularly valuable for those children in Year 6 who were about to move to secondary. Parental feedback was very positive in terms of talking though any fears.	Impact is difficult to measure for some children as this small group will need to carry on. As our knowledge increases regarding children’s mental health then we will become able to support children. We will carry on supporting children where possible.	
Small group work focusing on physical activity	Trained external provider	This took the form of sensory circuits and was provided (after training) internally. They took place first thing in the morning and the afternoon. The children returned to the classrooms ready to learn. Also, for some, it allowed them to socialise with a different set of children.	The children valued this activity and when it was discussed with them talked about a calming feeling afterwards. This will carry on.	
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 £6,600

Broadening of personal experience	Music Lessons	There were a variety of music lessons available, Drumming and violin were the most popular. The children were given the chance to perform at the end of the academic year. Parents enjoyed watching the performance and it was a pleasure to see less confident children taking to the stage.	Impact is difficult to measure. The children enjoyed the lessons and the performance. Hopefully improving self-esteem. Where appropriate this will be continued next year.	
Broadening of personal experience	Attending residential/other offsite educational experiences	Throughout school there was a variety of trips and residential taking place. Having the opportunity to take part is key in a sense of belonging and offering a wide range of experiences. The impact was that the children really enjoyed them.	Every child needs to feel like they belong to the school community and to experience the same things as their peers. This will carry on.	