



Pupil Premium Strategy Statement

Ernehale Junior School

2019-20

Senior Leader – Susan Simmons

Governor – Christine Peet

1. Summary information

Total number of pupils	280	Number of pupils eligible for PP	24	Total PP Budget	21x£1320 3x£2300 Total=£34,620
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2. Performance Indicators (Taken from Year 6 SATS 2019)

	<i>Pupils eligible for PP (7 children)</i>	<i>Pupils not eligible for PP (61 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Read, Writing, Maths	50%	73.8%	64.8%
Reading scale score	104	106	104.41
GPS scale score	104	108	106
Maths scale score	106	106	105.05
Reading progress score	2.7	1.53	0.03
Writing progress score	4.8	1.59	0.03
Maths progress score	3.3	0.96	0.03

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/narrower vocabulary
C.	Positive learning behaviours
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 *(Desired outcomes and how they will be measured)*

Success criteria

A.	Improved parental engagement	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 Increased vocabulary



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		2019/20			
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					£12,580
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?

<p>Parents supported in ensuring their children are school - ready</p>	<p>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</p>	<p>Uniform can eat into monthly budget so supporting family can relieve stress. By providing educational supplies children are able to complete home learning.</p> <p>The vocabulary Gap has been highlighted by both the EEF and many Education Leaders (Alex Quigley, Daniel Sobel). This is partly linked to the exposure to texts and the discussions takin place regarding the text.</p>	<p>Monitored by staff and Pupil Premium champion. Supported by school business manager.</p>	<p>SS</p>	<p>Termly</p>
<p>Improved progress in an identified area</p>	<p>Precision teaching/1:1 activities</p>	<p>EEF state that this has moderate impact for high cost. Any precision teaching will be monitored to ensure impact. (See pupil data outcomes above)</p>	<p>Strategies with proven success will be used and continually evaluated (SENCO)</p>	<p>Class teacher/SK</p>	<p>Half termly</p>
<p>Improved progress within a subject (Maths or English)</p>	<p>Small group work</p>	<p>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)</p>	<p>This will be delivered by a teacher or TA who is clearly directed by a teacher. Progress will be monitored half termly</p>	<p>Class teacher</p>	<p>Half termly</p>

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. Also to reduce the vocabulary gap. 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	Specialist TA	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					£18,400
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					£3,640

6. Review of expenditure *in 2019/20*

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

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 progress in an identified area	Precision teaching/1:1 activities			

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



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