



Stanley Park Junior School Pupil premium Review of Expenditure 2018-19

1. Review of expenditure				
Previous Academic Year		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
To diminish the difference between Pupil Premiums meeting expected standard in reading compared with other non PP children in the school and others nationally.	<p>ELSA to support identified children who need 1:1 emotional literacy support to improve resilience.</p> <p>Learning coaches</p> <p>Lunchtime chill out area and to meet with HLTA to share problems/worries etc.</p>	<p>65% of PPG achieved reading ARE which is 1% above National Data</p> <p>Progress in reading of PPG has improved to -1.2 which has decreased from 0.4 on 2018 data. 2016-17 data which was -1.22 and in 2015-16 it was -2.2.</p> <p>Average score in reading for PPG children 102.5 (National PPG 103)</p>	Continue with this next year	£7008
Improved depth of understanding of vocabulary, authorial intent, resulting in more PP children achieving Age related expectations and greater depth in reading.	<p>Whole class reading</p> <p>Words of the week</p> <p>Paired reading with Yr 6:Y3</p> <p>Staff training to develop more able readers to enable them to achieve greater depth.</p> <p>Small group teaching for lower ability learners with very experienced teachers.</p> <p>Teachers observe each other to look at impact of guided reading sessions</p>	<p>Whole class reading has meant that achievement of many children across the school were accelerated.</p> <p>Paired reading raised children's confidence levels.</p> <p>% of chn reaching reading at greater depth is 51% which is an increase of 9 % from last year</p> <p>% of PP chn reaching greater depth in reading is 24 % which (2017-18 PP chn achieves higher standard in combined R,W M was 6% where in 2018-19 it was 6%)</p>	We will continue with these approaches.	£350

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
To achieve positive, emotional health for all learners by minimising barriers to learning.	<p>ELSA to support identified children who need 1:1 emotional literacy support to improve resilience.</p> <p>Learning coaches</p> <p>Lunchtime chill out area and to meet with HLTA to share problems/worries etc.</p> <p>All STAs to be trained in Lego Therapy.</p>	<p>Pupil survey demonstrates that children feel safe in school</p> <p>Parents who need it are signposted to relevant bodies or referrals to MASH</p> <p>Many children use the chill-out area in the hut and speak to HLTA about their concerns.</p>	Continue with this approach.	£23,009.50
For families to see school as a safe place, where they are welcome and supported and where their children are happy and make good progress in their learning.	Support available for parents and to discuss issues impacting on children in terms of their wellbeing, barriers to learning etc and to make referrals to support services.	SENDCO supports all our families who require it and signpost and refer to early help as required. Regular meetings with SEN parents to look at SEN support plans etc.	Continue	£25,235
To allow all children to engage with their learning by accessing the same life experiences as their peers.	<p>Subsidise for after school clubs: football, tag rugby, cricket, individual/small group tuition, 50% cost of all class trips including the residential.</p> <p>Look at developing high aspirations of pupils.</p>	<p>All children have participated in trips and extracurricular activities that they choose.</p> <p>Some children were able to attend the residential with it being subsidised – they developed social skills and were able to face their fears and build up resilience,</p>	Continue with this approach however homework club will be completely free to PP children next year.	£374.85

To improve children's oral language skills.	Pre-teaching vocabulary Visualising and Verbalising 1:1 intervention with targeted pupils. Social Skills Group	This group of children are making good progress with this intervention.	Continue in 2019/20	£1919.76
Children to reach full potential in reading and maths	Before school and after-school interventions to support reading New Reading Plus online programme purchased HLTA leading	Of all the Y6 children who were working on Reading Plus, 10/19 (53%) children reached ARE We were not expecting all these children to achieve ARE. Reading Plus internal data showed that that all made progress. This year our PPG children had a progress score of 1.16 in reading. (16 PP children in Y6) which was higher than the national progress score of PPG (0.32) Maths scaled score for PPG 104 (National 102)	This will continue in 2019-20 for selected pupils however, we are allocating more time in school for children to complete it. We will be more robust about tracking children who have not completed it. Hopefully this will ensure more children reach ARE next year. Phonics to be embedded across the school to try and get early intervention of pupils who struggle.	£2352
To provide 1:1 sessions with HLTAs/STAs to go over concepts that they had difficulty with in class	1:1 sessions in the afternoon following literacy, maths, science lessons.	Timetables have been designed to ensure that there is enough time to work with children 1:1 On concepts that they have difficulty with. Children are showing much more confidence in sharing their difficulties and are eager to learn from them. Misconceptions are quickly picked up and retaught to ensure 100% understanding. .	Continue in 2019-20	£30,716
To develop mental maths skills of pupils	Brain Gym before school – collaborative learning approach whilst doing physical exercise.	This is helping our anxious children to come into school so they are ready to learn by registration times. Parents are very eager for their children to attend. Children enjoy attending. Memory is improving and is linking with co-ordination. Maths skills for basic facts are improving both in maths and with months of the year/alphabet etc.	Continue in 2019-20	£1,685
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

D Increased Attendance Rates	<p>Member of staff closely monitoring attendance and follow up quickly on absences.</p> <p>Engage with children and parents on the importance of good attendance and punctuality. Monthly and termly class attendance awards. Attendance and punctuality to be part of termly parents' evenings.</p>	<p>2018-19 attendance is 94.6% for PPG children. This is a concern.</p> <p>2017-18 data shows that attendance of PPG chn 95.08% which is getting closer on National expectation. This is also an improvement on last year's data. PPG attendance for 2016-17 was 94.76%</p> <p>Non PPG attendance for 2018-19 was 97.31% Non PPG attendance for 2017-18 was 97.09% Non PPG attendance for 2016-17 was 96.96%</p> <p>Awards and newsletter items has helped to raise the profile of this.</p>	<p>Continue with this in 2019-20 We will need to focus more on the children who have SEN and who are PPG. Regular meetings with parents with SENDCo.</p> <p>Purchase an attendance officer next year.</p>	
To ensure that all children complete homework at school which enables them to consolidate learning and have positive relationships with their parents at home.	Provide a homework club for pupils at 50% cost.	Children invited generally attend. Children are doing homework more frequently and as a result the relationship between home and school is improving.	Continue in 2019-20 But cost will now be nothing for PPG children.	£1,919
Improved mental well-being	Friendship Groups carried out with targeted pupils to improve resilience and reduce anxiety		Continue in 2019-20 Next year pay for an additional MDS to be on duty to increase staff numbers. This will hopefully reduce the number of friendship difficulties that are taken back into the classroom.	£2,560
TOTAL EXPENDITURE 2018-19				£97,129