



Stanley Park Junior School Pupil premium strategy statement 2017-18

1. Summary information					
School	Stanley Park Junior School				
Academic Year	2017-18	Total PP budget	£85,320	Date of most recent PP Review	January 2018
Total number of pupils	360	Number of pupils eligible for PP	61	Date for next internal review of this strategy	April 2018

2. Current attainment			
Achievement for 2016-17	SPJS Pupils eligible for PP (AT SPJS- 19 pupils)	National Data - Pupils not eligible for PP	SPJS pupils not eligible for PP (AT SPJS - 71 pupils)
% achieving expected standard or above in reading, writing and maths	47%	67%	92%
% achieving expected standard or above in reading	58%	77%	94%
% achieving expected standard or above in writing	95%	81%	99%
% achieving expected standard or above in maths	74%	80%	99%
Progress in reading	-1.22	0.3	3.26
Progress in writing	2.17	0.2	-0.5
Progress in maths	-0.55	0.3	3.26

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor understanding of vocabulary leads to poor reading comprehension
B.	Weak number understanding of basic skills and application. Poor mental mathematics, including procedural calculation, and poor conceptual understanding, including meta skills.
C.	Delayed emotional and social skills impacting on relationships and pupils' well-being
D.	Poor oral language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP (94.76%) is lower than non PP pupils (97.42%) Poor attendance only for some.
F.	Social and economic factors – influencing life experiences.
G.	Safeguarding/mental health

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between Pupil Premiums meeting expected standard in reading compared with other non PP children in the school and others nationally.	Pupil premium children make at least expected progress in reading and is in line with non PP children. Children enjoy reading and can talk about what they have read Children are fluent readers. Children can infer meaning from a text successfully using the reading and thinking intervention to support them.
B.	To diminish the difference between Pupil Premiums meeting expected standard in maths compared with other non PP children in the school and others nationally.	Children's arithmetic scores increase Pupil premium children make at least expected progress in maths and is in line with non PP children
C.	To achieve positive, emotional health for all learners by minimising barriers to learning.	Relationships between home and school are strong. Any pupil identified as experiencing social or emotional difficulties to receive: a learning coach, SEAL or ELSA intervention. Values across the school are embedded through assemblies and PSHCE lessons. PP children have a positive self-image PP children apply their social skills in a variety of contexts. Children sustain focus, are receptive to others thoughts and feelings and fully engage in their learning PP children to attend social skills groups if necessary.
D.	Improved language skills helping children to reach expected standard in reading.	Children have a better grasp of English language and are able to explain themselves more clearly.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP Borough School Attendance Officer involvement will not be needed Attendance for PP children is in line with other groups
F.	All children have access to range of life experiences	All children to access school trips and enrichments
G.	Improved resilience resulting in barriers to learning being removed.	PP children develop resilience to deal with issues that arise.

5. Planned expenditure

Academic year

£85,320

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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>Paired reading with peer tutors in addition to reading with adults at home and school.</p> <p>Reading and thinking intervention programme</p> <p>1:1 Reading for children with a lower reading age than actual age</p> <p>Whole class explicit teaching of reading in addition to guided reading sessions (a particular focus on use of vocabulary)</p>	<p>EEF toolkit suggests that peer tutoring has a positive impact on learning when used in addition to normal teaching of reading. Low cost for high impact.</p> <p>EEF toolkit show that specific taught reading strategies provide good impact on learners.</p> <p>Structured questioning will help children to develop their thinking. This approach ensures access for all children and evidence suggests that pupil premium children can benefit particularly.</p>	<p>Year 6 teacher to select suitable peer tutors for younger pupils. Children to be taught how to support the reading of children who are struggling with their reading.</p> <p>Training of STAs to ensure text used is suitable for the children.</p> <p>Monitoring – class observations, pupil progress meeting</p> <p>CPD provided to teaching staff on strategies to use for whole class teaching. Literacy lead attends all LA training and disseminates it to all staff in school.</p>	<p>Year 6 Leader</p> <p>Literacy Lead</p>	Feb 2018
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>EEF Toolkit suggests that collaborative learning has a moderate impact for very low cost. 'Well designed tasks lead to the greatest learning gains.'</p>	<p>Monitoring – class observations/learning walks</p> <p>Pupil progress meetings</p>	<p>Literacy Lead</p> <p>SLT</p>	Termly

Total budgeted cost					29000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To achieve positive, emotional health for all learners by minimising barriers to learning.	ELSA to support identified children who need 1:1 emotional literacy support to improve resilience. Learning coaches Lunchtime chill out area and to meet with HLTA to share problems/worries	We have used ELSAs previously and they have been used extremely effectively allowing children to share concerns with their ELSA so that classroom learning time is used effectively. Parents have reported a positive impact on home/school links.	ELSAs and learning coaches to receive their training and have group sessions with other schools sharing good practice and resources. Good relationship and sharing successes and what does not work well with the SENCo	JQ	Ongoing termly
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.	This has been used previously and feedback from parents has been positive	SENDCo and Inclusion HLTA meeting with parents ELSAs – offering to meet with parents termly Parents encouraged to be actively engaged with school nurse.	JQ lead	March 18
To allow all children to engage with their learning.	Subsidise for after school clubs: football, tag rugby, cricket, individual/small group tuition, all class trips including the residential.	All children should feel that they have the same opportunities to them. Ofsted 2014 PP Progress report suggests this was effective.	Member of office staff to track number of PP children who take up this opportunity and remind other parents of it.	Deputy Head KB/GH	Termly
To improve children's oral language skills.	Visualising and Verbalising 1:1 intervention with targeted pupils. Social Skills Group	Explicitly extending pupils spoken vocabulary mixed with images helps children to understand texts.	Local Authority Speech and Language team to deliver training to all STAs so that all staff can share resources and share successes and things that did not go well.	SENDco	Termly
Children to receive small group teaching to reinforce areas of learning that they are struggling with	Part time teacher employed to do small group intervention with pupils as well as taking the class whilst the class-teacher provides small group teaching.	Evidence says that teachers know pupils best so we are trialling a mixture of teacher doing booster sessions as well as the part time teacher and we are measuring the impact of both to compare for future years.	Ensuring that part-time teacher is very clear of pupils gaps in learning. Good communication between teaching staff.	LA	Termly

Children to reach full potential in reading and maths	After-school interventions to support reading New Reading Plus online programme purchased HLTA leading	HLTA have successfully led sessions in reading. Good rapport with pupils leads to good attendance rates to these after school activities,		PC	Termly
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.	EEF report states 'Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'	Effective communication between teacher and HLTA/STA. Pupils to know and understand the importance of these sessions.	Teaching staff	Weekly
To develop mental maths skills of pupils	Brain Gym before school – collaborative learning approach whilst doing physical exercise.	We have found that running this before school helps targeted pupils on two levels 1) get them motivated to come to school 2) Get them thinking and working both sides of their brain 3) Improves mental maths skills	HLTA/STA run the sessions before school. Liaising with class teachers	HLTA/ Deputy Head	Termly
Total budgeted cost					£53000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D Increased Attendance Rates	Member of staff closely monitoring attendance and follow up quickly on absences. 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. Attendance officer employed to meet with families and do home visits when required.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. 'Focusing on attendanceschools can embed their support for disadvantaged pupils' NFER report Nov 15	Head to work closely with attendance office and member of office staff to ensure that all work together effectively with our families. Provide up to date attendance data for class teachers for parents' evening.	AL	Monthly

<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.</p>	<p>Provide a homework club for pupils.</p>	<p>Research says that school that give children homework do better although they do not know if this is down to homework.</p> <p>From our experience due to lack of parental support some children are not given the opportunity to do homework at home therefore we provide this in school that a positive frame of mind is held by pupils when returning to school to hand in homework rather than getting distressed because of not doing it.</p>	<p>Club offered to whole school but certain children are invited to attend where we think it would be beneficial.</p> <p>HLTA/STA who runs the club has high expectations of pupils.</p> <p>Yr 6 pupils support at homework club to help with listening to pupils read.</p>	<p>AL/Office staff</p>	<p>Termly</p>
<p>Improved resilience resulting in barriers to learning being removed</p>	<p>Friendship Groups carried out with targeted pupils to improve resilience and reduce anxiety</p>	<p>A number of children find making and sustaining friendships challenging,</p> <p>Teachers and other school staff can effectively support these approaches, particularly with appropriate professional development.' EEF Toolkit</p>	<p>LSA carry out groups with targeted pupils.</p>	<p>SENDco</p>	
Total budgeted cost					<p>£3000</p>

6. Review of expenditure				
Previous Academic Year		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
To diminish the difference between Pupil Premiums meeting expected standard in reading compared with other non PP children in the school and others nationally.	Paired reading with peer tutors in addition to reading with adults at home and school. Reading and thinking intervention programme	58% of PPG achieved reading ARE . This is an improvement of 5% Progress in reading of PPG is -1.22 in 2017. This is an improvement on last year where the progress in reading was -2.2 Starting to diminish the difference.	This will continue next year as it is proving to work however it will need to start from Year 3 so that all children get the benefit of this.	£10,709
To diminish the difference between Pupil Premiums meeting expected standard in maths compared with other non PP children in the school and others nationally.	Peer Tutors before school helping children with their times table and number bonds. Small group teaching for lower ability learners with very experienced teachers.	Children really enjoy coming to learn their times tables etc. Confidence levels have improved. 74% reaching ARE in maths which is an increase from last year (67%) Progress in maths for PPG children -0.55 which again is an improvement on last year (-1.6) We are starting to diminish the difference.	We will continue with these approaches. Earlier intervention in Y3 required.	£28,561
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

<p>To achieve positive, emotional health for all learners by minimising barriers to learning.</p>	<p>ELSA to support identified children who need 1:1 emotional literacy support.</p> <p>Learning coaches</p> <p>Lunchtime chill out area and to meet with HLTA to share problems/worries etc.</p>	<p>Children generally feel safe (92%) and supported and they know who they can speak to if they need help. Whilst 4% were unsure.</p> <p>Parents 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> <p>Resilience Workshop for all Pupils</p>	<p>Continue with this approach.</p>	<p>£9654</p>
<p>To allow all children to engage with their learning.</p>	<p>Subsidise for after school clubs: football, tag rugby, cricket, individual/small group tuition, all class trips including the residential.</p>	<p>All children have participated in trips and extracurricular activities that they choose.</p> <p>Some children were able to attend the residential – they developed social skills and were able to face their fears and build up resilience,</p> <p>Child has attended holiday club ensuring that there is a consistent safe and nurturing environment with consistency and routine for the child..</p>	<p>Continue with this approach</p>	<p>£1572.32</p>
<p>To improve children's oral language skills.</p>	<p>Visualising and Verbalising 1:1 intervention with targeted pupils.</p> <p>Social Skills Group</p>	<p>This group of children are making good progress with this intervention.</p> <p>More STAs have been trained in this area for next year.</p>	<p>Continue in 2017/18</p>	<p>£698</p>
<p>Children to receive small group teaching to reinforce areas of learning that they are struggling with</p>	<p>Part time teacher employed to do small group intervention with pupils as well as taking the class whilst the class-teacher provides small group teaching.</p>	<p>This has enabled children to receive basics phonics teaching for their specific needs. Children have scored higher scores in phonics tests.</p> <p>Reading and writing interventions are having an impact of their learning across the curriculum. Children are developing inference skills and feel more confident in answers different styles of questions.</p>	<p>Continue in 2017/18.</p>	<p>£18021</p>

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.	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 2017/18.	£15360
To develop mental maths skills of pupils	Brain Gym before school – collaborative learning approach whilst doing physical exercise.	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 2017/18.	£5604

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	Member of staff closely monitoring attendance and follow up quickly on absences. 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.	Attendance of PPG chn 94.76% which is getting closer on National expectation. Non PPG attendance for 2016-17 was 96.96%	Raising profile has worked with children. Perhaps give awards at end of each term for improved attendance with a trophy rather than congratulating 99% and 100%. Further develop rewards so children are eager throughout the year.	£35

<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.</p>	<p>Provide a homework club for pupils.</p>	<p>Children invited generally attend. Children are doing homework more frequently and as a result the relationship between home and school is improving.</p>	<p>Continue in 2017/18.</p>	<p>£2793</p>
<p style="text-align: right;">TOTAL EXPENDITURE 2016-17</p>				<p>£93007.32</p>