



# Stanley Park Junior School Pupil premium strategy statement 2018-19

1. Summary information					
<b>School</b>	Stanley Park Junior School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£83,420	<b>Date of most recent PP Review</b>	January 2019
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	58	<b>Date for next internal review of this strategy</b>	November 2019

2. Current attainment			
Achievement for 2017-18	SPJS Pupils eligible for PP (AT SPJS- 16 pupils)	National Data – all pupils	SPJS pupils not eligible for PP (AT SPJS - 74 pupils)
<b>% achieving expected standard or above in reading, writing and maths</b>	56% - last year it was 47%	64%	88%
<b>% achieving expected standard or above in reading</b>	69%	75%	92%
<b>% achieving expected standard or above in writing</b>	75%	78%	93%
<b>% achieving expected standard or above in maths</b>	63%	76%	96%
<b>Progress in reading</b>	0.4 (last year -1.22)	0.3	1.9
<b>Progress in writing</b>	-0.7 (last year 2.17)	0.2	0.84
<b>Progress in maths</b>	- 0.6 (last year -0.55)	0.3	3.31

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

<b>F.</b>	Social and economic factors – influencing life experiences.	
<b>G.</b>	Safeguarding/mental health (including parents mental/physical health) that impacts on pupil's well-being and parental engagement	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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
<b>F.</b>	All children have access to range of life experiences	All children to access school trips and enrichments
<b>G.</b>	Parents of PP children receive support in and out of school for their mental/physical needs.	PP parental engagement is evidenced. E.g. they help out in school ad on trips. EHAT is used to support parents and their families. Parents attend termly meeting with teachers to discuss their pupils progress.

5. Planned expenditure					
Academic year 2018-19	£83,420				
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>Teaching assistants working throughout the school to support children who are falling behind.</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>Lesson observations and data have shown that STA intervention has been effective. They demonstrate good subject knowledge and quality teaching.</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.</p> <p>Literacy lead attends all LA training and disseminates it to all staff in school.</p> <p>STAs are held to account by the class teachers and SENDco. They present baseline and summary data to show the impact of interventions.</p>	<p>Year 6 Leader</p> <p>Literacy Lead</p> <p>SENDco/SL T</p>	Termly

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>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>This has proven to be effective in the past.</p>	<p>Monitoring – class observations/learning walks</p> <p>Pupil progress meetings</p>	<p>Literacy Lead</p> <p>SLT</p>	Termly
<b>Total budgeted cost</b>					27000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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>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.</p> <p>Parents have reported a positive impact on home/school links.</p> <p>This year we aim to disseminate Lego Therapy training to all STAs so we can use this as a possible intervention to support learners with their well-being.</p>	<p>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</p> <p>HLTA has received Lego Therapy training – She will disseminate training to other staff,</p>	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	<p>SENDCo and Inclusion HLTA meeting with parents</p> <p>ELSAs – offering to meet with parents termly</p> <p>Parents encouraged to be actively engaged with school nurse.</p>	JQ lead	Termly

<p>To allow all children to engage with their learning by accessing the same life experiences as their peers.</p>	<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 should feel that they have the same opportunities to them.</p> <p>Ensure that children are exposed to a range of jobs that they could become. Try and ask some speakers to come into assemblies on a Monday morning. Learning coaches to track children's aspirations.</p>	<p>Member of office staff to track number of PP children who take up this opportunity and remind other parents of it.</p> <p>Learning coaches to discuss aspirations with pupils.</p>	<p>Deputy Head KB/GH</p>	<p>Termly</p>
<p>To improve children's oral language skills.</p>	<p>Pre-teaching vocabulary</p> <p>Visualising and Verbalising 1:1 intervention with targeted pupils.</p> <p>Social Skills Group</p> <p>STAs to receive grammar training to support all pupils across the school with correct terminology.</p>	<p>EEF Closing the attainment gap: key lessons learned' (2018) indicates that catch up is difficult and we should aim to get things right first time round. Pre-teaching vocab allows for exposure and discussions about high quality language prior to hearing it in the classroom.</p> <p>Explicitly extending pupils spoken vocabulary mixed with images helps children to understand texts.</p>	<p>SENDCo deliver training on pre-teaching of vocab.</p> <p>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.</p>	<p>SENDco</p>	<p>Termly</p>
<p>Children to reach full potential in reading and maths</p>	<p>Before school and after-school interventions to support reading</p> <p>New Reading Plus online programme purchased</p>	<p>HLTA have successfully led sessions in reading. Good rapport with pupils leads to good attendance rates to these after school activities,</p>	<p>Deputy Head to monitor effectiveness of this programme. Are the children engaged with it? Is it making a difference to pupils' learning?</p>	<p>JB</p>	<p>Termly</p>
<p>To provide 1:1 sessions with HLTAs/STAs to go over concepts that they had difficulty with in class</p>	<p>1:1 sessions in the afternoon following literacy, maths, science lessons.</p>	<p>EEF report states 'Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'</p>	<p>Effective communication between teacher and HLTA/STA. Pupils to know and understand the importance of these sessions.</p>	<p>Teaching staff</p>	<p>Weekly</p>
<p>To develop mental maths skills of pupils</p>	<p>Brain Gym before school – collaborative learning approach whilst doing physical exercise.</p>	<p>We have found that running this before school helps targeted pupils on two levels</p> <ol style="list-style-type: none"> <li>1) get them motivated to come to school</li> <li>2) Get them thinking and working both sides of their brain</li> <li>3) Improves mental maths skills</li> </ol>	<p>HLTA/STA run the sessions before school. Liaising with class teachers</p>	<p>HLTA/ Deputy Head</p>	<p>Termly</p>

<b>Total budgeted cost</b>					£53000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	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 attendance .....schools can embed their support for disadvantaged pupils' NFER report Nov 15	Head to work closely with member of staff in office to ensure that all work together effectively with our families.  Provide up to date attendance data for class teachers for parents' evening.	AL	Monthly
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.	Research says that school that give children homework do better although they do not know if this is down to homework.  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.	Club offered to whole school but certain children are invited to attend where we think it would be beneficial.  HLTA/STA who runs the club has high expectations of pupils.  Yr 6 pupils support at homework club to help with listening to pupils read.	AL/Office staff	Termly
Improved mental well-being	Friendship Groups carried out with targeted pupils to improve resilience and reduce anxiety	A number of children find making and sustaining friendships challenging,  Teachers and other school staff can effectively support these approaches, particularly with appropriate professional development.' EEF Toolkit	LSA carry out groups with targeted pupils.	SENDco	
<b>Total budgeted cost</b>					£3000

6. Review of expenditure				
Previous Academic Year		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
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>Literacy Planet Subscription for selected year 3s.</p>	<p>69% of PPG achieved reading ARE which is better than 2016-17 when it was 58%. This is an improvement of 11% on last year</p> <p>Progress in reading of PPG has improved to 0.4. This is a significant improvement on 2016-17 data which was -1.22 and in 2015-16 it was -2.2.</p> <p>Average score in reading for PPG children 104( England non PPG was 106)</p> <p>Starting to diminish the difference.</p>	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. Literacy planet to be purchased for Y3.	£10, 816
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>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>	We will continue with these approaches.	£ 66
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 to improve resilience.</p> <p>Learning coaches - Lunchtime chill out area and to meet with HLTA to share problems/worries etc. .</p>	<p>Children generally feel safe (90%) and supported and they know who they can speak to if they need help.</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>	<p>Continue with this approach.</p>	<p>£9750</p>
<p>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.</p>	<p>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.</p>	<p>Parents are happy to come into school and talk about the difficulties they are having at home with their children. Some parents have had Team around the Family Meetings and referrals to early help.</p>		<p>£24820</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. Instrumental hire for children learning to play an instrument</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>We have had two children who have played a musical instrument.</p>	<p>Continue with this approach</p>	<p>£947</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>Continue in 2018/19</p>	<p>£1763</p>

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.	This has enabled children to receive basics phonics teaching for their specific needs. Children have scored higher scores in phonics tests.  Reading and writing interventions are having an impact of their learning across the curriculum.  We could only do this for 1 term as the teacher was put in class full time and did not find a suitable alternative.	We are not continuing year as we feel having 4 sets in maths is just beneficial. The high cost of this does not relate to the impact of this intervention. Instead use more HLTA time to work with PPH children within classroom setting.	£6067
Children to reach full potential in reading and maths	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, 11/16 (69%) children reached ARE with 2/16 (13%) achieved greater depth.  This was still positive as going into Y6 we only anticipated 4/16 reaching ARE so it had good impact.  This year our PPG children had a positive progress score of 0.38 in reading. (15 PP children in Y6) which was higher than the national progress score of non-disadvantaged (0.31)	This will continue in 2018-19 for selected pupils.	£6003
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 2018-19	£15,513
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 2018-19	£5660
<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>

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>Attendance officer employed to meet with families and do home visits when required.</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 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>	Continue with this in 2018-19	£586
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.	Children invited generally attend. Children are doing homework more frequently and as a result the relationship between home and school is improving.	Continue in 2018-19	£2820
Improved resilience resulting in barriers to learning being removed	Friendship Groups carried out with targeted pupils to improve resilience and reduce anxiety	Strategies were used effectively by most children. It enabled children to learn how to deal with their own problems.	Continue in 2018-19	£1410
<b>TOTAL EXPENDITURE 2017-18</b>				<b>£86221</b>