



# Stanley Park Junior School Pupil premium strategy statement 2016-17

1. Summary information					
School	Stanley Park Junior School				
Academic Year	2016-17	Total PP budget	£85 480	Date of most recent PP Review	March 2017
Total number of pupils	360	Number of pupils eligible for PP	63	Date for next internal review of this strategy	July 2017

## 2. Current attainment (July 2015-2016 data)

Achievement for 2015-16 (15 PP children in Yr 6 87 pupils Y6) Whole school – 360 pupils)	SPJS Pupils eligible for PP (AT SPJS- 15 pupils)	National Data - Pupils not eligible for PP	SPJS pupils not eligible for PP (AT SPJS - 72 pupils)
% achieving expected standard or above in reading, writing and maths	47%	60%	72%
% achieving expected standard or above in reading	53%	72%	79%
% achieving expected standard or above in writing	87%	79%	89%
% achieving expected standard or above in maths	67%	76%	83%
% achieving expected standard or above in English grammar, punctuation and spelling	73%	78%	81%
Progress in reading	-2.2	0.3	Whole school data -0.2
Progress in writing	1.5	0.1	Whole school data 0
Progress in maths	-1.6	0.2	Whole school data +0.9

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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 language

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

E.	Attendance rates for pupils eligible for PP (94.4%) is lower than non PP pupils (97.4%) by 3%
F.	Social and economic factors – influencing life experiences.

<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

**5. Planned expenditure: £85480**

**Academic year**

**2016-17**

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**

<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 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>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>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>	Termly
To diminish the difference between Pupil Premiums meeting expected standard in maths compared with other non PP children in the school and others nationally.	<p>Peer Tutors before school helping children with their times table and number bonds.</p> <p>Small group teaching for lower ability learners with very experienced teachers.</p> <p>Use of mastery of maths to help children to secure understanding. Collaborative learning</p> <p>Use of Personalised learning programme RM Maths</p> <p>Regular mental maths practise in lessons</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>Ability for teachers to provide greater feedback to pupils and greater engagement from pupils. High cost but should provide positive impact for low attaining pupils.</p> <p>Meta analyses indicate that on average mastery approaches are effective. Collaborative learning – help each other to progress.</p>	<p>HLTA to provide training to Yr 6 tutors. Children encouraged to attend sessions before school.</p> <p>In year 5 and 6 small groups for maths for lower attaining pupils with highly experienced teachers.</p> <p>Year groups to use White Rose Planning and have CPD which teaches the importance of mastery before moving on.</p> <p>Early morning RM Maths sessions</p> <p>Ensure there is time for weekly lessons. Provide a range of mental maths</p>	<p>HLTA</p> <p>Deputy Head</p> <p>Maths Lead</p> <p>HLTA</p>	

			resources that teachers can use. Equip teachers with a range of strategies for mental maths.		
<b>Total budgeted cost</b>					<b>£29,000</b>
<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.	ELSA to support identified children who need 1:1 emotional literacy support.  Learning coaches  Lunchtime chill out area and to meet with HLTA to share problems/worries etc.	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
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.	AL 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.	GR	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	We have found that running this before school helps targeted pupils on two levels 1) get them motivated to come to	HLTA/STA run the sessions before school. Liaising with class teachers	HLTA	Termly

	physical exercise.	school 2) Get them thinking and working both sides of their brain 3) Improves mental maths skills			
<b>Total budgeted cost</b>					<b>£54, 000</b>
<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.  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 attendance .....schools 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
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
<b>Total budgeted cost</b>					<b>£ 3000</b>
<b>Total Budget 2016-17</b>					<b>£86,000</b>

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

At Stanley Park Junior School we pride ourselves on having high aspiration and ambition for all our children including those receiving pupil premium funding. All work with our PP children is aimed at accelerating progress and ensuring that the children have the skills, knowledge and confidence to succeed and fulfil their potential.

The use of targeted interventions is important for some children receiving pupil premium funding. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age related expectations.

It is also important that all the children grow in confidence and independence. Therefore quality social experiences in and outside school can also have a significant impact.

It must be remembered that not all children receiving pupil premium funding are low attaining and we are committed to all the children receiving funding to achieve at least age expectations.

The progress of all children, including our pupil premium children is monitored regularly by the senior leadership team, subject leaders and class teachers and senior support staff. Assessment information is used to inform the intervention programme we offer. Impact of intervention programmes is discussed at regular pupil progress meetings.