

Pupil Premium Strategy Statement for Stillness Juniors 2019-20

Amount of Pupil Premium Funding Received 2019-20

Number of pupils on roll	294 (as of September 2019)
Number of pupils eligible for Pupil Premium Grant (PPG)	37
Number of pupils entitled to Free School Meals on the day of the last census (May 2019) and in receipt of PPG	20
Number of LAC pupils in receipt of PPG	0
Number of Service children in receipt of PPG	0
Number of adopted pupils in receipt of PPG	2
Total amount of pupil premium received (projected)	£62,040

Identified Barriers to Educational Achievement

Stillness Juniors have identified the following as barriers for some pupils currently in receipt of Pupil Premium:

Internal barriers:

- A. Low prior attainment in comparison to non-PP pupils
- B. High percentage of SEND pupils in receipt of PPG (Speech language and communication being highest need)
- C. Behaviour

External barriers:

- D. Low attendance rates and persistent absence
- E. Punctuality
- F. Social and emotional difficulties
- G. Access to enrichment activities
- H. Parental engagement with school regarding attendance, homework, support at home

Rationale for expenditure:

Whilst intervention groups and support are open to all children, priority will continue to be given to pupils eligible for the pupil premium where we believe they will benefit. Our priorities are based on data analysis as well as the knowledge of our families.

We use The Education Endowment Foundation teaching and learning toolkit to ensure that the pupil premium is used effectively so that there is evidence of impact. As a result, we are beginning to focus more on metacognition, and teaching children how to learn therefore encouraging a growth mind-set. We have now employed an Assistant Headteacher who has a particular focus on the pupils eligible for the pupil premium grant and is the PPG Champion.

As identified in our data analysis following assessments in July 2019, our initial priorities remain writing across all year groups, as well as RWM combined in Y6. Funding has been allocated to also allow the inclusion team to work with specific groups who were not making expected progress at the start of the year or those who are not at age related expectations.

As attendance of PPG children has been identified as a barrier to learning, a focus is on working with priority families to raise attendance to be more in line with that of non PPG Pupils.

Access to a broader education, including school trips, will always be funded by the PPG.

Where the parents of a PPG child are unable to afford to pay for after school activity clubs and residential and music lessons we will consider subsidising these events where we believe this will benefit the pupil.

This year our main school priorities are to:

- Diminish the gap between PPG and non PPG Pupils in achieving EXP in RWM
- Diminish the gap in progress between PPG and non PPG pupils from their KS1 results
- Ensure better access to the curriculum for all pupils including PPG pupils through targeted provision mapping and intervention
- Raise attendance rates of PPG pupils so that they are closer in line with the whole school picture
- Continue with high quality marking and feedback
- Continue raising quality of day to day teaching
- Encourage pupil voice and opportunities through various roles, newsletters and during assemblies

Planned expenditure for 2019-2020

Area of spend	Focus	Total allocation
Quality first teaching	Raising attainment to diminish the difference	£18,123.71
Targeted support for Speech and Language	Speaking and listening skills	£586
Targeted occupational therapist intervention	Improve fine motor skills	£115.38
Continued Professional development	Writing	£3874.64
Extra enrichment activities (music tuition, educational school trips and residential journeys)	Personal and social	£1,949
Funding for Breakfast, After School Clubs, Extended Clubs	Personal and social	£2,268.70
Salary contribution for Assistant Headteacher	PPG Champion ensuring the best offer possible for those children	£10,554
Salary contribution for Attendance Officer	Attendance	£1,442.63
Salary contributions for specialist teachers: Music, Art, PE	Music, Art, PE	£20,574.07
External agency referrals e.g. EP, SpLD	Personal and social	£540
Additional Learning Resources	English and Computing	£2,335.45
Well-being of Pupil Premium Children	Personal and social	£152.50
		£62,040

Area of spend	Focus	Rationale/Evidence	Actions	Outcomes
Quality first teaching	A B C D F H	<p>Research shows that within school variance can have a negative effect on progress, especially for disadvantaged pupils.</p> <p>Year Group Leaders will support greater consistency in teaching, as well as developing some of the more effective interventions</p> <p>Release time to observe best practice within or outside school will improve and develop teaching.</p> <p>(Link to the school improvement plan)</p>	<p>Addressing within-school variance:</p> <ul style="list-style-type: none"> -team teaching to ensure consistent implementation of practice and expectations -improving monitoring and evaluation <p>Ensuring quality first teaching:</p> <ul style="list-style-type: none"> -team teaching and planning -modelled lesson -observations <p>Sharing best practice:</p> <ul style="list-style-type: none"> -release time for staff to share best practice -modelled lesson <p>Ensuring effective interventions:</p> <ul style="list-style-type: none"> -providing targeted intervention for pupils to address underachievement -Deputy Headteacher (DHT), Assistant Headteacher (AHT) and Inclusion Lead supporting vulnerable groups in classes and taking interventions. -ensure effectiveness of support staff 	<ul style="list-style-type: none"> -Majority of teaching in the school to be secured good quality teaching by December 2019 with an increase in outstanding teaching. -The gap will diminish between PPG and non PPG children -PPG children attainment in line with national PP data for RWM -An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined.
				£18,123.71
Targeted support for Speech and Language	B F H	<p>*EEF toolkit identifies oral language interventions as having a positive impact</p> <p>(Link to the school development plan – priorities 2 and 3)</p>	<p>Ensuring effective interventions:</p> <ul style="list-style-type: none"> -Work with pupils who need additional support in the area of speech and language. -Encourage interaction with one another and work on developing social skills. -Speech and Language therapist to offer continued support to teachers through staff meetings and drop in sessions. 	<ul style="list-style-type: none"> -100% pupils achieve their speech & language targets and make good progress

			-Inclusion Lead and PPG Champion meet with teachers monthly to monitor provision for children with additional needs in the classroom.	
				£586
Targeted occupational therapist intervention	B H	EEF toolkit identifies interventions as having a positive impact (link to the school development plan – priorities 2 and 3)	Ensuring effective interventions: -Work with pupils who need additional support in fine motor skills	-Improvement in handwriting and presentation -Pupils will begin to make progress and meet targets in their writing
				£115.38
Continuous Professional Development	A B F H	Teacher's better understanding of subject knowledge of skills and progression in writing will support greater consistency in their overall teaching of writing. (Link to the school development plan – priority 1)	Providing quality CPD: -Talk for Writing for teachers and support staff -New teachers are supported by teachers more experienced in using the Talk for Writing programme -staff meetings with writing, mastery, differentiation and progress as a regular focus -support staff to fill in gaps from KS1 including phonics -provide targeted support/CPD for some staff.	-Increased rates of progress especially of low prior attainers -100% of the teaching to be good or better in writing by Spring 2020 -Pupils will be in a better position to learn and develop skills to make progress. -Pupils emotional and social well-being will improve and parental involvement will increase
				£3,874.64
Extra enrichment activities	C F G H	The EEF toolkit shows that outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on pupils learning	Extending experiences and building confidence: -potential cost barriers removed and all trips paid for. These include museums, workshops, performances and pupils offered musical tuition fees paid for	-All pupils develop increased self-confidence, greater independence -All pupils develop better team-working, collaborative skills and improved social skills -Pupils with mental health, social and emotional issues make good progress -Ensure equality of access to all -Pupils to achieve Grade 1
				£1,949

Funding for Breakfast and After School Clubs	C E F G	Past experience has shown us that providing targeted places before and after school, has improved pupils' attendance, punctuality and attitudes to learning.	Extending experiences and building confidence: -potential cost barriers removed and places provided in breakfast club and after-school provision paid for	Pupils have a good start to the school day with a healthy breakfast (Discussion / Observations) Pupils take part in a range of enrichment activities (Discussion, Observations, Attendance register)
				£2,268.70
Salary contribution for Assistant Headteacher	A B C D E F G H	Having one member of staff as PPG champion ensures that the provision for children in receipt of this grant is continually monitored.	Ensuring effective monitoring: -Monthly PPG/SEND reviews monitor teachers' provision for all vulnerable groups. Extending experiences and building confidence: -Monitoring of school trips, enrichment and confidence building activities to ensure fully inclusive to all vulnerable groups. Ensuring effective interventions: -AHT supporting in classes where needed. -AHT running reading group with particular year groups -AHT listening to PPG children read fortnightly.	-Increased rate of progress. -All enrichment activities accessible to all groups. -Attendance monitored. -Parental engagement increased. -Increased take up of PPG as parents are more aware of the funding and its impact.
				£10,554
Salary contribution for Attendance Officer	C D E H	Past experiences has shown us that monitoring pupils attendance has improved confidence and attitude to learning.	Ensuring effective monitoring: -Attendance Officer to provide weekly reports on attendance and punctuality -to follow up on any prolonged cases of absences with appropriate action as in the attendance policy	Rates of attendance will be at or above 95%
				£1,442.63
Salary contribution for specialist teachers: Music/Art/PE	B F G	Teacher's better understanding of subject knowledge of skills and progression in these subjects as specialist teachers	Ensuring quality first teaching: -Specialist teachers leading on foundation subjects to ensure progression matched to needs.	-All pupils develop increased self-confidence, greater independence -All pupils develop better team-working, collaborative skills and improved social skills

				-Pupils with mental health, social and emotional issues make good progress -Ensure equality of access to all
				£20,574.07
External agency referrals e.g. EP,		Teachers will have a better understanding as they will receive expert advice on how to support pupils better in class.	Ensuring effective interventions: -Work with pupils who need additional support in speaking and listening, concentration and maths and English.	-Pupils will achieve as they are better supported in class
				£540
Additional learning resources	A B C H	Evaluation of reading materials identified that pupils needed access to more accessible reading materials	Ensuring availability of suitable resources: -ensure children are exposed to suitable texts in order to meet the demands of the new curriculum -raise the profile of reading, increase reading skills, especially for boys and struggling readers -update programmes on the iPads	KS2 – Gap narrows in reading between PPG and non PPG pupils. Attainment in reading is in line with or above national at end of KS2 An increased % of children achieving greater depth in reading across the school
				£2,335.45
Well-being of Pupil Premium Children	C F G H	Past experience has shown us that providing the required equipment/resources has improved pupils attitudes to learning	Extending experiences and building confidence: -potential cost barriers removed and the cost of the school PE kit, tracksuit and football kit, if the pupil has been selected for the school team is paid for. -ensure children are exposed to suitable texts in order to meet the demands of the new curriculum - weekly mindfulness incorporated into class timetables -resilience rewarded in each class, each week.	-To ensure that the whole child is supported academically, socially and emotionally -Library well-resourced offering pupils a wide selection of reading materials -pupils are calmer and ready to learn
				£152.50

**EEF Education Endowment Foundation*

Date of next Pupil Premium Strategy Review:

Full Governors November 2019

PPG Audit Spring 2020

The impact of spending July 2020