

St Elphege's Junior School's Pupil Premium Strategy



1. Summary information					
Academic Year	2016/17	Total PP budget	£93720	Date of most recent PP Review	January 2017
Total number of pupils	324	Number of pupils eligible for PP	71	Date for next internal review of this strategy	September 2017
2. Current Attainment		2016 end of KS2 (21 children)		2017 end of KS2 (18 pupils)	
		Pupils eligible for PP	Pupils not eligible for PP (national average)	Pupils eligible for PP	All Pupils Nationally
% achieving ARE in Reading, Writing and Maths		76%	60%	78%	61%
% achieving ARE in Reading		77%	71%	78%	71%
% achieving ARE in Writing		76%	79%	84%	75%
% achieving ARE in Maths		95%	75%	94%	75%
3. Barriers to future attainment					
In-school barriers					
A	Y5 & Y6: A higher than national percentage of children has a range of complex needs, which in previous years has slowed progress and attainment. Many children fall within a number of groups which requires additional support to ensure children's progress is rapid and sustained (EAL, social/behaviour, other SEN and disadvantaged)				
B	Acquiring key and new language skills: high percentage of EAL in certain cohorts, which requires additional support; intervention & pre-teaching especially in the teaching of writing.				
C	Emotional and social well-being of children including family life has an impact on attainment and progress				
External barriers					
D	Attendance of a minority of group and a few children within the PP group in year 6 have below the school's average attendance. This reduces their school hours and may cause them to fall behind.				
4. Outcomes					
	Desired Outcomes and how they will be measured		Success Criteria		
A	<i>To ensure ALL including disadvantaged pupils achieve Age Related Expectations (ARE) and the higher ability pupils achieve greater depth in Maths and English (SIP 1a) and perform as well as all children nationally.</i>		PPG Pupils in all classes make expected progress based on individual targets. All More Able achieve greater depth in writing across the curriculum as the result of quality first teaching; intervention and booster.		
B	<i>To raise standards and promote outstanding progress for learners in all subjects with a special focus on writing (SIP 1b).</i>		Teachers are making accurate judgements using age related expectations. Children are making progress in line with their individual predicted targets and achieve at least as well as all children nationally.		
C	<i>Ensure teachers' and Teaching Assistants' pedagogical understanding & subject knowledge are secure (SIP 1g)</i>		The higher ability pupils master the curriculum and their achievement and progress is in-line with all MA pupils nationally . All pupils enjoy learning.		
D	<i>Ensure support staff make a significant impact on pupil learning through focussed and well planned interventions (SIP 1i)</i>		Disadvantaged pupils achieve and make progress in line with their classmates as a result of the quality of the additional support provided.		
E	<i>To develop breadth, balance, opportunity and enjoyment in all areas of the curriculum including extra-curricular opportunities</i>		All children have a positive experience of school life and are actively engaged in a wide variety of learning beyond the classroom		

5. Planned Expenditure for April 2016 to April 2017

i. Quality of teaching for all					
<i>Desired Outcomes</i>	<i>Chosen action/approach</i>	<i>What evidence and rationale for choice</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff Lead</i>	<i>Review?</i>
A & B (To improve the attainment of writing across all year groups)	<ul style="list-style-type: none"> Ensure a consistent view and understanding of the new writing standards which will enable all teachers to pitch the teaching of writing to meet the needs of all pupils. Target new resources and assessment systems which enable all practitioners to target and identify specific skills across genres. 	<ul style="list-style-type: none"> Prior year's writing attainment required improvement; subject knowledge and understanding of how to break down writing skills is an area practitioners have required additional support in to ensure skills gaps are addressed. Data driven (writing attainment specifically): early intervention as opposed to a focus on end-of-key stage so all learners achieve ARE across the juniors (target 85%+). Research: successful strategies in other successful schools and own experiences shows that clear assessments which target quality feedback enable sustained rapid progress and attainment (<i>Supporting the attainment of disadvantaged pupils: articulating success and good practice November 2015</i>) 	<ul style="list-style-type: none"> Use of inset days and after school CPD to deliver training for CTs/ TAs Monitoring and evaluating of teaching and learning through observation, FADE, book scrutiny and data analysis Improve and adapt assessment tools to improve the teaching, learning and assessment of writing. Provide teachers with additional time to assess and moderate writing across cohort/phase/borough. DHT (curriculum) & English team to review/adapt current assessment systems to ensure all practitioners know how to improve and address skill gaps. High quality first teaching – regular review/support to ensure the quality of classroom teaching is high rather than relying on intervention and booster. Provide additional training for staff so Assessment for Learning and QUALITY feedback allows pupils to think through what and how they are learning and making links between different subjects (creative curriculum). 	SLT – DHT curriculum	Termly review
B C & D To improve the quality of all levels of teaching including intervention and booster	<ul style="list-style-type: none"> Use of TA intervention which is effective as a result of consistent CPD Use of SLT & SMT to improve quality first teacher & booster/intervention Staff training linked to high quality feedback at all levels in the classroom/booster/intervention 	<ul style="list-style-type: none"> Successful year groups who have adopted a 'Talk for Writing' approach improve writing skills at a greater pace - additional funding to be used to provide training/time out of class to share high quality practice. Use of 'talk partners' & other interventions resources/intervention packages provide opportunities for over learning key skills as well as acquiring vocabulary needed across the curriculum. To update TAs knowledge linked to updated teaching approaches (mastery – maths) and assessment/feedback of how to improve writing skills. 	<ul style="list-style-type: none"> Measure impact against attainment/ progression – Raise-on-line, Assessment Manager & FFT SIP targets – measured against attainment and progress targets. Provide time for regular feedback between CT and TA – documented through progress meetings/review of timed intervention. Provide additional time for practitioners to observe outstanding practice. To monitor impact of TA intervention against targets (6 week cycle). 	SLT DHT Inclusion SENCo	6 week intervention cycle review Termly review
A Improved	<ul style="list-style-type: none"> Guided group model 	<ul style="list-style-type: none"> When additional class teachers are used, the attainment 	<ul style="list-style-type: none"> Monitoring impact of additional quality first 	SLT –	Termly

progress for high attaining pupils	(successful in previous years). • In-class additional teachers to target more able pupils	and progress of pupils has improved; this will be rolled out to target more able learners this academic year.	teaching in targeted classes.	DHT curriculum	review
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Total Budget: £56,876.25

ii. Targeted Support

<i>Desired Outcomes</i>	<i>Chosen action/approach</i>	<i>What evidence and rational for choice</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff Lead</i>	<i>Review?</i>
A & B	<ul style="list-style-type: none"> Expert teams to support talk for writing approach Additional in-class additional teachers to target specific groups of children including the use of expert members of SLT 	<ul style="list-style-type: none"> Prior's year's data shows that proficient practitioners of a 'talk for writing approach' improves progress and attainment – this progress needs to be embedded across the federation When additional class teachers are used the attainment and progress of pupils has improved. 	<ul style="list-style-type: none"> Monitor and review the progress descriptors in core subjects used by CT/pupils so that gaps can be readily addressed. Pupil conferencing so pupil voice informs next steps. Provide additional funds to allow staff to review each other's practice as part of a rolling programme of release. Cycle of M & E review evidence of learning at all levels: book scrutiny; intervention and teaching 	SLT	6 weeks programmes Termly
B C & D	<ul style="list-style-type: none"> Talk partners CPD in writing support CPD - Mastery maths teaching TA training to deliver quality intervention Visit from Shanghai maths specialist teachers – mastery public lessons CPD for CTs and TAs. 	<ul style="list-style-type: none"> The use of mastery maths teaching strategies effectively addresses misconceptions – same day teaching; all children exposed to ARE through consistent use of concrete, pictorial and abstract. All junior classes have a class TAs which means the pupils' needs are assessed more closely as both CT and TAs are familiar with the needs of the children. 	<ul style="list-style-type: none"> Provide additional CPD through maths hub and follow up impact of visit from Shanghai maths specialists. Provide additional CPD for all practitioners including TAs throughout the year based on assessment of pupil need (impact on learning). Ensure that there is regular review of TA intervention - impact is measured every 6 weeks SMT to review evidence in books: progress is rapid and sustained for all learners 	SLT	6 weeks programmes Termly
A	<ul style="list-style-type: none"> Weekly small group sessions in core subjects for high attaining pupils with experienced teachers/SLEs/DHTs 	<ul style="list-style-type: none"> Previous years have shown that when children receive high quality targeted booster the attainment of high attainers has improved especially at the end of Key Stage. 	<ul style="list-style-type: none"> Impact measured by English/maths leads half termly (children to achieve in Reading, Writing and Mathematics). Sharing and developing engagement with parents and pupils to explain rationale of additional teaching beyond normal school hours. 	DHT Curriculum	½ termly. Termly

Total Budget: £33,360

iii. Other approaches

<i>Desired</i>	<i>Chosen action/approach</i>	<i>What evidence and rational for choice</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff Lead</i>	<i>Review?</i>
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Outcomes					
<p><i>E: (ELSA programme/ external agencies used to target behaviour and social/emotional needs of specific groups of children.)</i></p>	<ul style="list-style-type: none"> • ‘One size fits all approach’ does not suit the pupils at our school so programmes are adjusted to fulfil additional needs of specific pupils and their families. • Engagement with the Catholic and wider community through a range of activities detailed in the School’s improvement plan. • Family Support worker employed by school 2 days a week • Funding school journeys and creative trips 	<ul style="list-style-type: none"> • Research and evidence from this school’s own experience shows that improving pupil behaviour, self-esteem and extra curriculum engagement has an impact on progress and attainment. • Sourcing additional support for families in-house ensures action is taken promptly – early intervention. • Working with the community promotes engagement at all levels including attainment and progress • Providing additional funds for disadvantaged families ensures that all children can access the creative approaches adopted by the Federation including school journeys and day trips. 	<ul style="list-style-type: none"> • Through parent information evenings and workshops for parents which are promoted and evaluated. • Provide an open door policy so parents can discuss pastoral needs of their children. • Provide support and assistance for vulnerable children through provision of specialist practitioners. • Regular monitoring of the progress of those pupils in receipt of behavioural and/or emotional support both in class and in groups. • Regular review of ELSA and family support plans with line manager and Pastoral Deputy 	<p>Pastoral Deputy</p> <p>ELSA/ Family Support manager</p>	<p>Termly</p> <p>As required by need of the child</p>
<p>Total budget: £3448.46</p>					

Review of Strategy for 2016 2017

Quality of Teaching				
<i>Desired Outcomes</i>	<i>Chosen action/approach</i>	<i>Impact on Learning</i>	<i>Lessons learned</i>	<i>COST</i>
A & B (To improve the attainment of writing across all year groups)	<ul style="list-style-type: none"> Ensure a consistent view and understanding of the new writing standards which will enable all teachers to pitch the teaching of writing to meet the needs of all pupils. Target new resources and assessment systems which enable all practitioners to target and identify specific skills across genres. 	<ul style="list-style-type: none"> Teachers have much improved understanding of assessment of writing and have been able to target specific gaps. Pupils in receipt of PPG have made good progress as practitioners are more able to target specific gaps. Success criteria: not fully met but this approach shows promise and with improved systems to track progress it is expected that the performance of this group will reach the target set 100% at ARE 	<ul style="list-style-type: none"> The new success criteria has improved understanding of programmes of study however next academic year further resources need to be targeted to ensure the Key Performance Indicators are reviewed more frequently so that an increased percentage of pupils in receipt of PPG reach the required standard in all three core subjects – target is 100% 	The combined costs will increase to £62,000 for next academic year to reflect the change in strategy.
B C & D To improve the quality of all levels of teaching including intervention and booster	<ul style="list-style-type: none"> Use of TA intervention which is effective as a result of consistent CPD Use of SLT & SMT to improve quality first teacher & booster/intervention Staff training linked to high quality feedback at all levels in the classroom/booster/intervention 	<ul style="list-style-type: none"> The percentage of children at ARE+ is higher than all children nationally but is lower than the target set of 85% The 3 pupils narrowly missed the required standard in reading despite additional teacher intervention for the past 2years. The above strategy for additional teacher support in class has proved to be more successful in writing and mathematics. Mathematics attainment exceeding the target set. 	<ul style="list-style-type: none"> Providing additional teachers is expensive and has improved some pupils' attainment in this group. Next academic year this strategy is to be refined further by splitting the 2 form cohort into 3 classes funded in part by PPG An additional teacher will be deployed 2 days a week to further booster the level of in-class support across the juniors. 	
A Improved progress for high attaining pupils	<ul style="list-style-type: none"> Guided group model (successful in previous years). In-class additional teachers to target more able pupils 	<ul style="list-style-type: none"> Some success has been seen when children are specifically targeted 3 times a week; the guided reading model did not fully explore a wide enough range of books and texts to extent the more able reader this year across the cohort. 	<ul style="list-style-type: none"> Guided reading and wider range of texts are required to ensure that all pupils are given the opportunity to develop and enrich their vocabulary further. 	
iv. Targeted Support				
<i>Desired Outcomes</i>	<i>Chosen action/approach</i>	<i>Impact on Learning</i>	<i>Lessons learned</i>	<i>COST:</i>
A & B	<ul style="list-style-type: none"> Expert teams to support talk for writing approach Additional in-class additional teachers to target specific groups of children including the use of expert members of SLT 	<ul style="list-style-type: none"> Prior's year's data shows that proficient practitioners of a 'talk for writing approach' improves progress and attainment – this progress is further embedded across the federation When additional class teachers are used the attainment and progress of pupils has improved. 	<ul style="list-style-type: none"> Talk for writing approach did improve writing expectations as pupils had more opportunities to orally rehearse skills. 	<i>Next year more funded will be allocated to funding additional teachers and</i>

B C & D	<ul style="list-style-type: none"> • Talk partners • CPD in writing support • CPD - Mastery maths teaching • TA training to deliver quality intervention • Visit from Shanghai maths specialist teachers – mastery public lessons CPD for CTs and TAs. 	<ul style="list-style-type: none"> • The use of mastery maths teaching strategies effectively has addressed misconceptions – same day teaching; all children exposed to ARE through consistent use of concrete, pictorial and abstract. • All junior classes have had a class TAs which means the pupils’ needs were assessed more closely as both CT and TAs were familiar with the needs of the children. 	<ul style="list-style-type: none"> • The use of mastery mathematic teaching strategies helped to address misconception – 98% of the cohort reached the required standard in mathematics. The only pupil in the cohort of 65 not reach ARE was 1 pupil in receipt of pupil premium. The child narrowly missed the required standard but made very good progress from the start of year’s attainment. • The use of TAs and mastery teaching strategies will continue next year. 	<i>fewer teaching assistants. Projected costs for targeted support is £22000</i>
A	<ul style="list-style-type: none"> • Weekly small group sessions in core subjects for high attaining pupils with experienced teachers/SLEs/DHTs 	<ul style="list-style-type: none"> • Previous years have shown that when children receive high quality targeted booster the attainment of high attainers has improved especially at the end of Key Stage – was 	<ul style="list-style-type: none"> • Booster classes did take place and these will continue next year using SLEs and SLT to ensure all pupils achieve their targeted attainment from their KS1 starting points. 	

v. Other approaches

Desired Outcomes	Chosen action/approach	Impact on Learning	Lessons learned	Costs are projected to increase to £4000
<p><i>E: (ELSA programme/ external agencies used to target behaviour and social/emotional needs of specific groups of children.)</i></p>	<ul style="list-style-type: none"> • ‘One size fits all approach’ does not suit the pupils at our school so programmes are adjusted to fulfil additional needs of specific pupils and their families. • Engagement with the Catholic and wider community through a range activities detailed in the School’s improvement plan. • Family Support worker employed by school 2 days a week • Funding school journeys and creative trips 	<ul style="list-style-type: none"> • Research and evidence from this school’s own experience shows that improving pupil behaviour, self-esteem and extra curriculum engagement has an impact on progress and attainment – seen this academic year. • Sourcing additional support for families in-house ensures action is taken promptly – early intervention. • Working with the community promoted engagement at all levels including attainment and progress • Providing additional funds for disadvantaged families ensures that all children can access the creative approaches adopted by the Federation including school journeys and day trips. 	<ul style="list-style-type: none"> • The initiatives outlined were successful and will continue next year. 	