

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	April 2017
2. Current Attainment		2016 end of KS2 (21 children)			
		Pupils eligible for PP		Pupils not eligible for PP (national average)	
% achieving ARE in Reading, Writing and Maths		76%		60%	
% achieving ARE in Reading		86%		71%	
% achieving ARE in Writing		76%		79%	
% achieving ARE in Maths		95%		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	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.		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	To raise standards and promote outstanding progress for learners in all subjects with a special focus on writing (SIP 1b).		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	Ensure teachers' and Teaching Assistants' pedagogical understanding & subject knowledge are secure (SIP 1g)		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	Ensure support staff make a significant impact on pupil learning through focussed and well planned interventions (SIP 1l)		Disadvantaged pupils achieve and make progress in line with their classmates as a result of the quality of the additional support provided.		
E	To develop breadth, balance, opportunity and enjoyment in all areas of the curriculum including extra-curricular opportunities		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					
Desired Outcomes	Chosen action/approach	What evidence and rationale for choice	How will you ensure it is implemented well?	Staff Lead	Review?
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 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"> When additional class teachers are used, the attainment and progress of pupils has improved; this will be rolled out to target more able learners this academic year. 	<ul style="list-style-type: none"> Monitoring impact of additional quality first teaching in targeted classes. 	SLT – DHT curriculum	Termly review
Total Budget: £56,876.25					
ii. Targeted Support					
Desired Outcomes	Chosen action/approach	What evidence and rationale for choice	How will you ensure it is implemented well?	Staff Lead	Review?
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					
Desired Outcomes	Chosen action/approach	What evidence and rational for choice	How will you ensure it is implemented well?	Staff Lead	Review?
<i>E: (ELSA programme/ external agencies used to target behaviour and social/emotional needs of specific groups of children.)</i>	<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. • 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 	Pastoral Deputy ELSA/ Family Support manager	Termly As required by need of the child
Total budget: £3448.46					