

**Pupil Premium Strategy Statement for Stillness Juniors 2018-19**

**Amount of Pupil Premium Funding Received 2018-19**

|  |                        |
|--|------------------------|
| <b>Number of pupils on roll</b>  | 307 (as of April 2019) |
| <b>Number of pupils eligible for Pupil Premium Grant (PPG)</b>                                       | 37                     |
| <b>Number of pupils entitled to Free School Meals on the day of the census and in receipt of PPG</b> | 20                     |
| <b>Number of LAC pupils in receipt of PPG</b>  | 0                      |
| <b>Number of Service children in receipt of PPG</b>  | 0                      |
| <b>Number of adopted pupils in receipt of PPG</b>  | 2                      |
| <b>Total amount of pupil premium received</b>  | <b>£65,660</b>         |

## **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.

As identified in our data analysis following assessments in July 2018, our initial priorities are 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 PP children has been identified as a barrier to learning, so focus is on working with priority families to raise attendance to be more in line with non PP Pupils.

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

Where the parents of a PP 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 PP and NON PP Pupils in achieving EXP in RWMs
- Diminish the gap between PP and NON PP 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 PP 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
- Implement assertive mentoring for specific pupils in Y4
- Encourage pupil voice and opportunities through various roles, newsletters and during assemblies

**Planned expenditure for 2018/2019**

| Area of spend  | Focus   | Total allocation  |
|--|---|-------------------|
| Quality first teaching   | Raising attainment to diminish the difference | £21,998.35        |
| Targeted support for Speech and Language   | Speaking and listening skills                 | £586              |
| Targeted occupational therapist intervention   | Improve fine motor skills                     | £115.38           |
| Continuous Professional Development  | Writing                                       | £3,874.64         |
| 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 Attendance Officer   | Attendance                                    | £1,442.63         |
| Salary contributions for specialist teachers: Music, Art, PE                                   | Music, Art, PE                                | £25,717.59        |
| External agency referrals e.g. EP, SpLD  | Personal and social                           | £540              |
| Additional Learning Resources  | English and Computing                         | £2,335.45         |
| GL Assessment  | Raising attainment to diminish the difference | £4,680            |
| Well-being of Pupil Premium Children   | Personal and social                           | £152.50           |
|  |   | <b>£65,660.24</b> |

| Area of spend                                | Focus                      | Rationale/Evidence   | Actions  | Outcomes  |
|--|----------------------------|--|--|---|
| Quality first teaching                       | A<br>B<br>C<br>D<br>F<br>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><b>Addressing within-school variance:</b></p> <ul style="list-style-type: none"> <li>-team teaching to ensure consistent implementation of practice and expectations</li> <li>-improving monitoring and evaluation</li> </ul> <p><b>Ensuring quality first teaching:</b></p> <ul style="list-style-type: none"> <li>-team teaching and planning</li> <li>-modelled lesson</li> <li>-observations</li> </ul> <p><b>Sharing best practice:</b></p> <ul style="list-style-type: none"> <li>-release time for staff to share best practice</li> <li>-modelled lesson</li> </ul> <p><b>Ensuring effective interventions:</b></p> <ul style="list-style-type: none"> <li>-providing targeted intervention for pupils to address underachievement</li> <li>-ensure effectiveness of support staff</li> </ul> | <p>-Most of teaching in the school to be secured good quality teaching by Spring 2019</p> <p>-The gap will diminish between PP and Non PP children</p> <p>-PP children attainment in line with national PP data for RWM</p> <p>-An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined.</p> |
|  |                            |  |  | <b>£21,998.35</b>   |
| Targeted support for Speech and Language     | B<br>F<br>H                | *EEF toolkit identifies oral language interventions as having a positive impact  | <p><b>Ensuring effective interventions:</b></p> <ul style="list-style-type: none"> <li>-Work with pupils who need additional support in the area of speech and language.</li> <li>-Encourage interaction with one another and work on developing social skills.</li> </ul>   | -100% pupils achieve their speech & language targets and make good progress   |
|  |                            |  |  | <b>£586</b>   |
| Targeted occupational therapist intervention | B<br>H                     | EEF toolkit identifies interventions as having a positive impact   | <p><b>Ensuring effective interventions:</b></p> <ul style="list-style-type: none"> <li>-Work with pupils who need additional support in fine motor skills</li> </ul>   | <p>-Improvement in handwriting and presentation</p> <p>-Pupils will begin to make progress and meet targets in their writing</p>  |
|  |                            |  |  | <b>£115.38</b>  |

|  |                  |  |  |   |
|--|------------------|--|--|---|
| Continuous Professional Development          | A<br>B<br>F<br>H | Teacher's better understanding of subject knowledge of skills and progression in writing will support greater consistency in their overall teaching of writing.<br><br>(Link to the school improvement plan) | <b>Providing quality CPD:</b><br>-Talk for Writing for teachers and support staff<br>-continue with partnership work with local primary school<br>-staff meetings with writing, mastery, differentiation and progress as a regular focus<br>-support staff to fill in gaps from KS1 including phonics<br>-provide targeted support/CPD for some staff<br>-Assertive mentoring a programme to improve the emotional state by recognising pupils needs to help support academic progress | -Increased rates of progress especially of low prior attainers<br>-100% of the teaching to be good or better in writing by spring 2019<br>-Pupils will be in a better position to learn and develop skills to make progress.<br>-Pupils emotional and social well-being will improve and parental involvement will increase |
|  |                  |  |  | <b>£3,874.64</b>  |
| Extra enrichment activities                  | C<br>F<br>G<br>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                                | <b>Extending experiences and building confidence:</b><br>-potential cost barriers removed and all trips paid for. These includes museums, workshops, performances and pupils offered musical tuition fees paid for   | -All pupils develop increased self-confidence, greater independence<br>-All pupils develop better team-working, collaborative skills and improved social skills<br>-Pupils with mental health, social and emotional issues make good progress<br>-Ensure equality of access to all<br>-Pupils to achieve Grade 1            |
|  |                  |  |  | <b>£1,949</b>   |
| Funding for Breakfast and After School Clubs | C<br>E<br>F<br>G | Past experience has shown us that providing targeted places before and after school, has improved pupils attitudes to learning   | <b>Extending experiences and building confidence:</b><br>-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)<br>Pupils take part in a range of enrichment activities (Discussion, Observations, Attendance register)   |
|  |                  |  |  | <b>£2,268.70</b>  |
| Salary contribution for Attendance Officer   | C<br>D           | Past experiences has shown us that monitoring pupils attendance has improved confidence and  | <b>Ensuring effective monitoring:</b><br>-Attendance Officer to provide weekly reports on attendance   | Rates of attendance will be at or above 95%   |

|   |                  |   |   |  |
|---|------------------|---|---|--|
|   | E<br>H           | attitude to learning.<br><br>(Link to the school improvement plan)  | and punctuality<br>-to follow up on any prolonged cases of absences with appropriate action as in the attendance policy   |  |
|   |                  |   |   | <b>£1,442.63</b>   |
| Salary contribution for specialist teachers: Music/Art/PE | B<br>F<br>G      | Teacher's better understanding of subject knowledge of skills and progression in these subjects as specialists teachers | <b>Providing quality CPD:</b><br>-Talk for Writing for teachers and support staff<br>-continue with partnership work with local primary school<br>-staff meetings with writing, mastery, differentiation and progress as a regular focus<br>-support staff to fill in gaps from KS1 including phonics<br>-provide targeted support/CPD for some staff | -All pupils develop increased self-confidence, greater independence<br>-All pupils develop better team-working, collaborative skills and improved social skills<br>-Pupils with mental health, social and emotional issues make good progress<br>-Ensure equality of access to all |
|   |                  |   |   | <b>£25,717.59</b>  |
| 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.  | <b>Ensuring effective interventions:</b><br>-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   |
|   |                  |   |   | <b>£540</b>  |
| Additional learning resources                             | A<br>B<br>C<br>H | Evaluation of reading materials identified that pupils needed access to more accessible reading materials               | <b>Ensuring availability of suitable resources:</b><br>-ensure children are exposed to suitable texts in order to meet the demands of the new curriculum<br>-raise the profile of reading, increase reading skills, especially for boys and struggling readers<br>-update programmes on the iPads   | KS2 – Gap narrows in reading between PP and non PP pupils.<br>Attainment in reading is in line with or above national at end of KS2<br>An increased % of children achieving greater depth in reading across the school   |
|   |                  |   |   | <b>£2,335.45</b>   |
| GL Assessment   | A<br>B<br>F      | Evidence from previous interventions show that interventions that teach to the gap are more effective                   | -Improve feedback to pupils about next steps<br>-Make better use of gap analysis to inform teaching and   | Attainment is in line with or above national at end of KS2<br>An increased % of pupils achieving greater depth   |

|                                      |                  |  |  |   |
|--------------------------------------|------------------|--|--|---|
|                                      |                  |  | interventions  | across the school<br>Year 3, 4 and 5 pupils make good progress<br>Pupils' confidence in taking tests improves   |
|                                      |                  |  |  | <b>£4,680</b>   |
| Well-being of Pupil Premium Children | C<br>F<br>G<br>H | Past experience has shown us that providing the required equipment/resources has improved pupils attitudes to learning | <b>Extending experiences and building confidence:</b><br>-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.<br>-ensure children are exposed to suitable texts in order to meet the demands of the new curriculum<br>- weekly mindfulness incorporated into class timetables | -To ensure that the whole child is supported academically, socially and emotionally<br>-Library well-resourced offering pupils a wide selection of reading materials<br>-pupils are calmer and ready to learn |
|                                      |                  |  |  | <b>£152.50</b>  |

*\*EEF Education Endowment Foundation*

**Date of next Pupil Premium Strategy Review:**

Full Governors November 2018

PPG Audit Spring 2019

The impact of spending July 2019