

Bolsover Church of England Junior School Pupil premium strategy statement

1. Summary information						
School	Bolsover Church of England Junior School					
Academic Year	2016-2017	Total PP budget	£135,960	Date of most recent PP Review	18.10.16	
Total number of pupils	286	Number of pupils eligible for PP	103	Date for next internal review of this strategy	13.11.16	

2. Current attainment – last year’s KS2 SATs outcomes		
End of KS2 outcomes: Overall All (add cohort size), SEN, Incomers	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
47% achieving in reading, writing and maths (53%)	36% (60%)	(53%) (60%)
57% Reading (66%)	40% (71%)	66% (71%)
83% Writing *74%)	76% (79%)	87% (79%)
58% Maths (70%)	56 (75%)	60% (75%)
71% SPAG (72%)	64 % (78%)	74% (78%)

3. Current attainment – 2016-2017						
End of KS2 outcomes: In Year Attainment overview Key: Black- expected, Red- greater depth	<i>Pupils eligible for PP (national average)</i>			<i>Pupils not eligible for PP (national average)</i>		
achieving in reading, writing and maths	A	Sp	Su	A1	Sp 1	Su 1
Reading	50% (66%) 23% (23%)	62% (71%) 23% (23%)		61% (66%) 17% (19%)	65% (66%) 31% (19%)	
Writing	65% (79%) 19% (18%)	73% (79%) 19% (18%)		75% (74%) 23% (15%)	79% (74%) 23% (15%)	

Maths	52% (75%) 20% (20%)	58% (75%) 20% (20%)		60% (70%) 19% (17%)	64% (70%) 21% (17%)	
SPAG	61% (78%) 27% (27%)	65% (78%) 30% (27%)		80% (72%) 20% (22%)	89% (72%) 30% (22%)	
End of KS2 outcomes:	26% (38%) 23%	40% (38%) 23%		65% (53%) 24%	65% (58%) 24%	

1. Current attendance – 2016-2017						
	<i>Pupils eligible for PP (national figure)</i>			<i>Whole school pupils (national figure)</i>		
	A	Sp	Su	A	Sp	Su
Whole school attendance	(96%)	(96%)	(96%)	(96%)	(96%)	(96%)
Persistent absence rate (attendance less than 90%)	95.53%	94.1%		96.37%	95.92%	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Reasoning in Maths- the children find the reasoning and application aspects challenging Target children: Low self-esteem- These children have low self-esteem which impacts upon their attitude and approach to all areas of learning.
B.	Reading- the children are not exposed to a variety of texts at home or at school where deep questioning helps them to unpick and understand key events, ideas and themes in the text. Target children: Lack of high aspirations- These children have a lack of high aspirations which again impact upon their attitude and approach to all areas of learning as well as their outlook on life.
C.	Progress rates for those who entered KS2 as low prior attainers is significantly below average.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Persistent absence for the disadvantaged was in the lowest 10% nationally with 16.2% of children absent for 10% or more sessions.
3. Desired outcomes	
Desired outcomes and how they will be measured	Success criteria

A.	<p>For the attainment gap between disadvantaged children and non-disadvantaged children to be narrowed and in line with national for maths.</p> <p>For disadvantaged and non-disadvantaged children to make expected progress with those entering KS2 at low starting points to make accelerated progress.</p>	<p>Children to be in line with national averages. The gap between disadvantaged and non-disadvantaged to be closed (less than 4% difference).</p> <p>Children to make 6 points progress over the academic year and for those from low starting points to make 8 points progress.</p>
B.	<p>For the attainment gap between disadvantaged children and non-disadvantaged children to be narrowed and in line with national for reading.</p> <p>For the middle and high prior attainment groups to make expected or above expected progress.</p>	<p>Middle prior attainers to make 6 points progress over the academic year. High prior attainers to make 8 points progress.</p>
C.	<p>For children to have a positive attitude to Maths. For children to achieve end of year expectations in Maths.</p>	<p>To target girls who lack confidence or have a poor attitude to Maths so that they can approach the subject positively. A specialist teacher will plan the intervention work for these children and it will also be delivered by a specialist teacher or teaching assistant with this group of children exploring different mathematical problems and the strategies for solving these.</p>
D.	<p>For the key children to have at least 95% attendance.</p>	<p>The learning mentor is to target key children with attendance issues by monitoring their attendance weekly and liaising with parents/carers so that the attendance improves.</p>

4. Planned expenditure

Academic year	2016/2017
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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 in order to accelerate progress

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure the progress of Pupil Premium children is tracked.	Intervention planned and delivered by specialist teachers and teaching assistants. Half-termly progress review meetings held with class teacher.	Intervention is tailored to meet the children's individual needs. This ensures gaps in the children's knowledge are closed and progress can be made.	Half-termly assessments Work scrutinises to be completed on OneNote. Chronological case studies track the start and end points of children throughout the year.	RH, CB, PL	Half termly based on progress reviews Ongoing reviews are completed by staff members. These are recorded on Intervention OneNote.

	<p>To benchmark starts and produce case studies for all PP to show progress made termly. Additional PP support time is allocated to each adult based on the number of pupil premium children.</p> <p>Support packages tailored to the needs of children individual, paired and groups. Interventions take place in school before, during and after school.</p>	<p>Evidence from case studies demonstrates accelerated progress of low, middle and high children.</p> <p>Initially, Pupil Premium reviews identify PP children at risk of falling behind and additional time is allocated to remove barriers and accelerate progress. A second wave of intervention ensures all Pupil Premium children have support in order to accelerate their learning.</p>	<p>Pupil Premium reviews refer and reflect on the impact of the intervention.</p>		<p>Book scrutinies with GL and the governors.</p>
<p>Improved planning, delivery and monitoring of intervention for Reading and Maths.</p>	<p>Intervention sessions are planned by SLT and delivered by specialist teachers and teaching assistants.</p> <p>Additional support programmes of 10 hours + per week in each class.</p> <p>Connectors (reading scheme) purchased to support planning - £5,000</p>	<p>High quality planning by a specialist team will ensure continuity of provision for children and a single point of contact for teachers and teaching assistants to come back to.</p> <p>Pupil Premium reviews identify the risk of children falling behind and sessions delivered are planned to meet the needs of the children by removing the barriers to</p>	<p>Half-termly assessments Monitoring findings to be recorded on OneNote. Delivery to be monitored through observations and learning walks termly by SLT.</p> <p>Case studies are monitored to ensure interventions are impacting on the quality of learning leading to accelerated progress.</p>	<p>RH, CB, PL</p>	<p>Half termly based on progress reviews</p> <p>Ongoing reviews are completed by staff members. These are recorded on Intervention OneNote.</p> <p>Book scrutinies with GL and the governors.</p> <p>Reports to governors and book scrutinies by governors.</p>
Total budgeted cost					£34,400
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Intervention to be tightly focused on the needs of the Pupil Premium children.	Intervention for the Pupil Premium children for Reading, SPAG and Maths will be planned and delivered by specialist teachers/teaching assistants. Reading 1-1 (£4,000) After school clubs (£5,000) AS reading with groups (£2,500) DV spelling group (£5,500) Morning reading (£5,500) During school intervention (£10, 564)	The intervention being delivered needs to be tailored to address the gaps in key children's learning which have been identified through a range of monitoring activities. The school's own review of effectiveness and advice taken from Sutton Trust have led to this choice of interventions.	Regular monitoring of intervention delivered by specialist teachers. Monitoring findings to be recorded on OneNote. Half-termly progress review meetings.	CB/PL	Half termly based on progress reviews Ongoing reviews are completed by staff members. These are recorded on Intervention OneNote. Book scrutinies with GL and the governors.
Children eligible for Pupil Premium achieve Age Related Expectation in Maths and Reading.	Children to attend booster groups. Use OneNote to support independent learning. Monitor homework more closely. Intervention to target children identified through progress reviews.	Key stage outcomes show that disadvantaged pupils performed less well in Maths and Reading at the end of Key stage 2.	Half termly reviews with teachers focus of progress and identify those pupils that are disadvantaged.	SLT	Feb 2016

Total budgeted cost £33, 064

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attendance and self-esteem, including attitudes for Pupil Premium children.	Learning mentor to monitor the attendance of these children daily (£3,000). First response calls carried out and home visits made when necessary. Meet and greet and free access to breakfast club (£1,500) in order to ensure daily contact with vulnerable children by the Learning Mentor who monitors the vulnerability of the children (Safeguarding).	Children need to access the teaching and learning in order to make progress. Maintain and improve rates of attendance levels in line with national.	Ensure key individuals keep track of the attendance, such as the Learning Mentor, and Class Teachers. Class Teachers and Learning Mentor to monitor children's attitudes and behaviours towards learning. Reduce absence of disadvantaged children below 4.4%.	RH/CB/CM	Half termly based on progress reviews Ongoing reviews are completed by staff members. These are recorded on Intervention OneNote. Book scrutinies with GL and the governors.

	<p>Current and up-to-date CPD (£2,000) for Positive Play (£7,876) ensures high quality delivery to vulnerable groups.</p> <p>DV lunchtime nurture DM lunchtime nurture</p>		<p>When a persistent absence of a small number of families has improved in order to reduce persistent absence below 16.2% and in line with national averages.</p>		
Total budgeted cost					£ 14, 376