

Pupil Premium Strategy Statement

HOLTON LE CLAY JUNIOR SCHOOL

Academic Year 2017-18



1. Summary information					
School	Holton le Clay Junior School		925 2229		
Academic Year	2017-18	PP budget	£27,720 PP £300 SC	Created and published	March 2018
Total number of pupils as at Census dates	154 156 (Oct 17)	Number of pupils eligible for PP	26 including FSM - 9 Ever6 - 13 Service Child – 4 (Mar 17)	Internal reviews take place Last internal review Next internal review	Reviewed 6 weekly March 2018 Summer 2018

2. Current attainment 2016-2017 KS2 SATs Results - Cohort of 8		
<i>Pupil Premium and Service Children who achieved the 'expected' level (or above)</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% Achieved expected standard in Reading, Writing and Maths	38%	59%
% Achieved expected standard in Reading	50%	76%
% Achieved expected standard in Writing	50%	88%
% Achieved expected standard in Maths	63%	88%

1. 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.	Below ARE on entry to current year groups
B.	Pupil motivation
C.	Support at home
D.	Support & extension for higher achieving pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance/Late registration for some pupil's eligible (target 96%) This reduces their school learning time and may cause them to fall behind on average.

2. Desired outcomes	
	<i>Desired outcomes, How they will be measured and Success Criteria</i>
A.	Quality First Teaching ensures that provision is made in each lesson for meeting the diverse needs of all learners. Additional TA support will be provided in class and for intervention work. Support from SEND will be fully integrated and study (homework) club will be available.
B.	In addition to the above; to raise the profile of reading and improve reading outcomes for all pupils, particularly PP pupils. This will be done through quality-first teaching of Reading, TA intervention and introducing a 'Priority Readers' approach to reading.
C.	Supporting specific GAPS targets to accelerate progress towards age related expectations, measured by on-gong assessments. Pupils to reach prior attainment.
D.	Higher rates of attainment for high-attaining pupils eligible for PP. Quality First Teaching enables the high-attaining pupils to be fully challenged in their learning.
E.	In order to make good progress at school pupils need to attend regularly. For those eligible children not doing so, the school will give clear information about the importance of attendance, and thence progress, to parents. Written details regarding attendance will be included in newsletters, reports to all parents and specific letters to targeted families. Class teachers will set up incentives to maintain good attendance and match the curriculum to pupil interests, ensuring children want to come to school. TA available from 8.30 to encourage and support a child to arrive early for school. <i>Policies and procedures are developed which ensure that key information about children's needs are shared with all key staff coming into contact with them</i>

3. Planned expenditure					
Academic year		2017/18			
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					
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 outcomes in Reading for each year group.	Quality-first teaching of Reading. Guidance and support from a consultant. TA targeted intervention with specific pupils. Raising the profile of Reading in our school.	Reading outcomes from 2016-17 did not match prior attainment. KS2 SATs results show that 68% of pupils achieved the expected standard, with 50% of PP pupils achieving the expected standard. It is important that children read at home to aid their learning in school. Raising the profile through rewarding weekly home reading, culminating in a large prize at the end of each term.	SLT six weekly reviews at pupil progress meetings. Tracking will indicate good progress. Discussions between teachers and TAs. Book reviews. Improving SATS and test results. Monitoring of T&L Testing.	DH KG KS	Six weekly
Total budgeted cost					£472 Sept- Dec £371 Jan - March
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?

Accelerated reading progress for below ARE pupils.	TA to target PP children working below ARE in reading during whole-class quality-teaching session taught by the class teacher.	2016-17 data showed that Reading attainment was below national average (-3%). Training from an external consultant has suggested some new approaches to teaching reading, to be implemented in whole-class reading sessions.	Book scrutiny. Termly assessment data & PPM. Lesson drop ins. On-going support from English leader (KS).	DH KG KS	6 weekly. (costing as in part i)
	Increased speed, fluency and comprehension for Y6 pupils in preparation for KS2 Testing.	Use of 2016-17 data showed that speed and fluency were barriers to making the expected standard in Y6.	Led by English leader (KS).	CC	6 weekly. £1260 Sept-Dec
Accelerated impact on pupil reading ages.	Priority Reading, 1:1 with a TA for 15 minutes daily.	Use of NFER tests to establish an entry age and exit age for targeted pupils. Daily reading to focus on meaning of words, fluency, speed & comprehension.	KS to monitor the provision, selection of pupils and entry & exit testing.	KS	6 weekly. £1575 Sept-Dec £1238 Jan - March
Higher rates of attainment for high attaining pupils eligible for PP.	Additional resources to extend and challenge higher attaining PP children.	Ensure high attaining pupils have extension activities, opportunity to engage in higher-level problem solving and reasoning.	Monitoring of provision by subject leaders (KS & SL).	DH KG SL KS	6 weekly.
Supporting specific GAPS targets to accelerate progress towards age related expectations.	Spelling & grammar interventions for targeted pupils.	2016-17 KS2 SATs results showed that spelling was below national average (26% scored less than 10, 73% scored less than 15). Use of QLA to determine areas to focus on.	Monitoring of provision by subject leader (KS).	KG KS	6 weekly. £ 945 Sept – Dec £ 742 Jan - March

To boost maths in pupils who have been identified as being at risk of not achieving age related expectations.	Effective deployment of TAs to identified PP learns who are below ARE.	Use of prior attainment data and 2016-17 data to identify PP children who aren't achieving ARE. Targeted support to ensure their outcomes are in line with their peers.	Book scrutiny. Termly assessment data & PPM. Lesson drop ins. On-going support from Maths leader (SL).	DH KG SL	6 weekly. £945 Sept – Dec £742 Jan - March
To boost writing in pupils who have been identified as being at risk of not achieving age related expectations.	Effective deployment of TAs to identified PP learners who are below ARE.	Use of prior attainment data and 2016-17 data to identify PP children who aren't achieving ARE. Targeted support to ensure their outcomes are in line with their peers.	Book scrutiny. Termly assessment data & PPM. Lesson drop ins. On-going support from English leader (KS).	DH KG KS	6 weekly. £709 Sept – Dec £557 Jan - March
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?
Improved attendance and pupil engagement in learning	Opportunity to come into school from 8:30.	Previous data (April '17- July '17) has shown a % decrease in the amount of late arrivals recorded.	Use late and attendance data to ensure decrease in late arrivals is maintained.	KS	6 weekly. £315 Sept-Dec £327 Jan - March £222 EWO
Pupils to receive additional support with homework	Invited to attend an after-school study club, with teacher and TA support.	Support for PP pupils at the point at which they're completing their homework. Teacher/TA provides highest quality support with additional reading, spelling, etc.	Registers of attendance monitored weekly. Homework records show that children are engaging positively with their homework.	KG	6 weekly. £630 Sept - Dec £495 Jan - March
Engage learners at home with interactive homework that	Use of 'My Maths' as an interactive way for	Program selected has a vast range of activities & games for children to complete. Children enjoy the way their	Monitored by class teachers, those children not completing homework are flagged up &	All class teachers.	6 weekly. £100 Sept to Dec £100 Jan - March

provides continual feedback.	children to engage with their homework.	homework is presented to them and it is pitched in line with ARE.	provision made for them to complete their tasks.		
Providing pastoral support and building emotional resilience so that pupils can engage positively in their learning.	Support provided through a Counselling service.	A small number of PP pupils require professional support to better handle their emotions, improving their readiness to access education.	Use of external counselling service, over-seen by SENCO.	SENCO	6 weekly. £540 Sept – Dec £780 Dec - March
Encouraging boys to read for pleasure, to share reading with an adult and gain confidence when reading.	Grimsby Town FC coach to read with selected pupils for 10-15 mins weekly. Reading material to appeal particularly to boys, though a full range is offered.	Data for PP boys reading needs to improve. Data collected by teachers shows that many boys aren't consistently reading at home, nor do they regularly share a book with an adult.	KG to select target readers, share with class teachers, adjust focus if necessary and review half termly.	KG	6 weekly. £275 Jan - March
To remove barriers which discourage children from wanting to come to school, such as friendship issues.	Theatre workshop for KS2 pupils that delivers a clear message about maintaining positive friendships.	Discussions between EWO and/or SBM have shown that some PP children may feel reluctant to come to school when they're experiencing difficulties maintaining friendships.	Delivered by professionals, highly recommended and attended by all pupils.	KS	£249
Total budgeted cost					£7707 Sept - Dec £6098 Jan - March £13805 Total

4. Review of expenditure				
Previous Academic Year		2016/2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved confidence, independence and outcomes in reading - across the key stage	<p>Refurbished library</p> <p>Updated reading resources</p> <p>Lunchtime library club</p> <p>Reading area in every classroom</p> <p>TA targeted intervention with pupil(s)</p>	<p>All children, inclusive of those eligible for PP, took a greater interest in the library after the refurbishment. By increasing the amount of volume of new material, the children were eager to take out the new books and read at home as well as at school.</p> <p>Pupils responded very positively to the reading corners in class, both the new Library and updated reading areas developed pupil's independence in reading.</p> <p>TA targeted intervention with PP readers increased Y6 Testing outcomes from 14/50 to 34/50, 23/50 to 34/50 and resulted in targeted pupils reaching the expected standard in Reading for their SATS. Those who did not reach the expect standard still made accelerated progress, 5/50 improving to 26/50, for example. PP pupils completed the 'Beat Dyslexia' programme, which increased their confidence and engagement in Reading.</p> <p>Targeted questioning ensured that PP pupils attained 'Greater Depth' judgements.</p> <p>The 'Rapid Readers' scheme was delivered to PP children, improving engagement with reading at home as well as at school.</p>	<p>Library continues to be accessible to pupils, there continues to be a high number of children (inclusive of those eligible for PP) accessing the library to choose new reading material. Reading continues to be a focus for 2017-18, with new approaches developed alongside the use of the Library.</p> <p>Reading areas have access to further reading material, encouraging children to engage with a variety of books. This will continue into 2017-18.</p> <p>TA targeted intervention for Reading will continue into 2017-18, focused on ensuring PP pupils reach the 'expected standard'.</p> <p>'Rapid Readers' remains available in school for TAs to access for a further resource to support Reading.</p>	<p>£517 -books</p> <p>£1031-TA costs</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Y6 outcomes in maths to reach the expected standard	<p>Maths Club after school for targeted children.</p> <p>Two smaller groups in Y6, both taught by Teachers</p>	<p>A number of PP pupils attended Maths Club. This allowed these pupils to re-visit taught aspects of Maths, access pre-teaching.</p> <p>Quality-first teaching of two smaller groups of Y6 learners in Maths ensured that PP pupils had more adult time, support and questioning.</p>	<p>A useful approach, but not all children who would best benefit from attending actually attended. Consider each case on an individual basis and how we can engage these learners with attending further academic Clubs.</p> <p>Unsustainable approach for 2017-18, instead use Y6-based TA to support pupils under the whole-class teaching of Y6 Class Teacher.</p>	£7782
Homework Club	Homework club offered weekly. Refreshments provided.	High numbers of PP pupils attended Homework Club, where pupils were able to access adult support and encouragement. As a result, all allocated homework was complete on time.	Continue with Homework Club for 2017-18. Supported by a Teacher & a TA, providing quality-first support with accessing their homework, additional spelling and reading practise.	£684
Improved outcomes in maths across the key stage	<p>TA targeted intervention with pupil(s)</p> <p>Children accessed 15 minutes of Brain Training in key mathematical skills.</p>	<p>TA intervention with PP pupils in Y6 improved Maths outcomes with an average of a 51 point improvement from their starting data to pre-SATS data.</p> <p>This improved fluency in times tables, working under timed conditions and stamina for applying Maths.</p> <p>Mental Maths interventions took place across school, as well as an intervention to further more able pupils.</p>	Interventions to continue in 2017-18.	£14109

Improved attendance and punctuality	1-1 time before school to provide emotional and academic support	This intervention ensured a pupil was at school for 8:30am, met by a TA to have emotional and social time. The data showed no 'late' arrivals recorded during this period of time.	This will continue for 2017-18, to be reviewed at Christmas.	£116
Improved pupil confidence, fluency and increased mental skills	Enhanced IT to improve an individual's confidence	Use of 'My Maths' as a teaching tool and a tool to support learning at home for pupils.	Provision will continue for 2017-18. Also accessible at Homework Club. Much tighter reviewing of pupils who aren't accessing this resource and ensuring opportunities are made within school/homework club.	£299
GAPS outcomes improve. Handwriting more legible and fluid Spelling accuracy and confidence improves	TA targeted intervention with pupil(s)	Grammar interventions increased practice scores, around 20% increase on average. Handwriting interventions took place for targeted PP pupils. Individual targeted spellings with a TA support twice a week.	Handwriting to become a 'whole school approach' from entry at Y3, in the hope that less intervention time needs to be spent on handwriting. Spelling needs to continue, but different approaches will be considered and monitored to see their affect (KS to lead). Look at less time consuming approaches. Greater emphasis on test technique, from Y3 onwards, through PIRA testing for 2017-18, to improve spelling outcomes at KS2 Testing.	£7598
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Total Expenditure				£32136

5. Additional detail

