

Giles Junior School Pupil Premium Strategy 2019 - 2020

School	Giles Junior School	Total pupil premium budget	Allocated (£106,921) Spent (£97,645)
School number	159	Number of pupils PPG	81

Current Achievement/Attainment (National non-PP pupil data not released yet)

End of Key stage two results 2019

% of pupils who achieved following:	Giles Junior All Pupils	National All Pupils	Giles Junior PP pupils	Giles Junior non - PP pupils	National non-PP pupils
Expected standards or above in Reading	73	73	50	81	Not available yet.
Above expected standards in Reading	24	27	19	23	
Expected standards or above in Writing	75	78	50	84	
Above expected standards in Writing	20	20	19	21	
Expected standards or above in Maths	73	79	50	81	
Above expected standards in Maths	29	27	25	30	
Expected standards or above in Grammar, Punctuation and Spelling	71	78	50	79	
Above expected standards in Grammar, Punctuation and Spelling (GPS)	34	37	25	26	

End of KS2 2019 - Average Scaled Scores

	Giles – All pupils (59)	National – all pupils	Giles PP pupils (16)	National PP pupils
Reading	102.8	104.4	98.6	Not known yet
Maths	103.1	105.0	98.4	
GPS	103.0		99.3	

Barriers to future achievement / attainment for pupils eligible for PPG

In school barriers:

When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include:

- Social, emotional and behavioural difficulties
- Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning
- Mental health difficulties
- Physical needs
- SEN (multiple needs)
- Behaviour issues - lack of concentration and self-discipline finding it hard to concentrate on tasks

Attainment and achievement of PP pupils in the KS2 is currently lower than that of non-PP pupils and this impacts on whole school data.

External barriers:

- Engagement of PP families and the support parents/carers provide for their children
- Attendance and punctuality difficulties
- Poverty
- Coming to school without breakfast
- Lack of aspiration for their children

Desired outcomes:

- End of Key Stage attainment for our Pupil Premium pupils is at least in line with national figures for Pupil Premium pupils in all Subjects - for the gap to close from entry to exit in the Junior phase
- Pupil Premium pupils make expected progress from their starting points each year.

Actions to achieve Desired Outcomes:

- A. Quality First Teaching and high expectations for all PP pupils
- B. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on
- C. Provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom
- D. Pupils receive additional, high quality individual and/or small group support and challenge in English and Maths
- E. Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning

Increase attendance rates of PP pupils to that of the rest of the school

Planned expenditure 2019 - 2020:

Action to achieve Desired Outcomes (A)	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	What is the evidence and rationale for this choice?	When will you review implementation?
Quality First Teaching (QFT) and high expectations for all PP pupils	<p>Whole school Professional Development linked to QFT and Teacher's</p> <p>Teachers spend 2 hours per week on one to one or small group support for PPG</p> <p>Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency across the school</p> <p>Challenging and supportive Pupil Progress Meetings (PPMs)</p>	<p>Key focus across SIP and proactively planned into annual CPD plan</p> <p>Training on emotional intelligence and raising aspirations through The Leader in Me</p> <p>Termly monitoring schedule adapted to evaluate 'teaching over time' identifying strengths and areas for development and ensure consistency across the school. Embedded evaluation within SEF.</p> <p>All staff are trained to analyse and use accurate data alongside their knowledge of children, to set challenging but achievable targets for all.</p>	<p>Head & Deputy Head</p> <p>LW to deliver</p> <p>Head, Deputy Head & Assistant head/SENCO</p>	<p>As a school we believe that QFT is crucial must come first if we are to have a significant impact on pupils achievement. In addition, research (including EEF Toolkit and Sutton Trust) also shows that 'QFT' impacts significantly on pupil's attainment and achievement and that poor teaching can have a detrimental effect.</p> <p>As a school we have high expectations for all pupils and do not believe a disadvantaged background is reason not to achieve highly</p>	<p>April 2020</p>

Budget:	£10,000 teacher costs and supply cover to release teachers to focus on QFT
---------	--

Planned expenditure 2019-20:					
Action to achieve Desired Outcomes (B)	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	What is the evidence and rationale for this choice?	When will you review implementation?
Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on	<p>Review and update current feedback and marking policy to ensure it is effective in moving children's learning on, is understood by all staff and confidently and consistently applied by all staff across the school.</p> <p>All staff are accurately assessing their children in English and Maths and using this to ensure teaching is challenging for all pupils</p>	<p>Monitor feedback through 'work scrutiny' half-termly in English and Maths (1st half of each term SLT)</p> <p>Termly monitoring of Assessment data</p> <p>Termly assessment moderation in phases</p> <p>AfL is evident in planning process and planning adapted to meet individual needs of children/classes</p>	<p>SLT (1st $\frac{1}{2}$ of each term) English and Maths Subject Leaders (2nd $\frac{1}{2}$ of each term) Scheme of work in place for maths using manipulatives improving depth and mastery,</p> <p>Assessment Lead (SLT)</p> <p>SLT</p>	<p>Research has shown that high quality feedback is a highly effective, and low cost way to improve pupil outcomes (+8) Marking focus is paramount and pupils who are most able and Pupil premium are the focus for book scrutiny to ensure they are making at least good progress.</p>	<p>April 2019 Feedback from last review showed AFL to be good with focus this term on Most able Pupil premium and their progress. Review is May 2nd 2019.</p>
Budget:	<p>Release subject leaders to monitor learning and compare PP with non-PP to make sure stretch and challenge is consistent across both pupil groups - 3 days of supply per term x 9 = £1,800</p> <p>Release teachers for half a day per term to allow for quality meetings for pupil progress and to plan interventions which are evaluated and amended as needed (11 teachers x $\frac{1}{2}$ day x 3 terms) £3,105</p>				

Planned expenditure 2019-20

Action to achieve Desired Outcomes (C)	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	What is the evidence and rationale for this choice?	When will you review implementation?
<p>Provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom</p>	<p>Provide social, emotional and/or behavioural support for identified pupils to improve outcomes and enable effective learning to take place by employing a Teaching Assistant in a pastoral support role to provide one to one support and mentoring in Protective Behaviours, 7 Habits and a range of learning interventions..</p>	<p>Children with S, E and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning either before school during break times and/or lunchtimes. Exclusions are irradiated. Reduced number of playtime 'incidents' Teachers report children return to class ready to learn. Ensure identification of pupils is transparent and recorded. Monitor behaviour and evaluate improvements in behaviour translates into improved attainment.</p>	<p>Inclusion leader SLT</p>	<p>'Nurture' support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn. Removing barriers to learning is a proven way to improve the educational outcomes of pupils (+4). By using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed.</p>	<p>March 2018 Following a teaching assistant's staff meeting - they suggested that we implement a room for specific support for the pupils who were not coping in class 80% of these pupils are PP and they affect other pupils in class with behaviours that are disruptive. This has been highly successful so far and the pupils have spent on average 70% less time out of class and are settled in class, allowing other pupils to be fully focused. These pupils are also receiving high levels of coaching</p>

Budget	These costings are done on an individual basis according to the child's needs and can be found in a separate document - specific interventions for children targeted for additional support to give them external opportunities total approximately £30,000				
Planned expenditure 2019 - 2020:					
Action to achieve Desired Outcomes (C) continued.	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	What is the evidence and rationale for this choice?	When will you review implementation?
Provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom	Provide Counselling Protective Behaviours Parent Support Partner who works with parents and children to support in mental health Provision of extra counselling for Syrian Refugee pupils with extra grant	The emotional and mental well-being of pupils is improved to enable effective learning to take place Identified pupils make rapid progress	Inclusion manager Therapist	Research highlights the impact of poor mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PP pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning (+4)	April 2018 It was decided that school would bid for an extra half day to support children with social and emotional needs in the next financial year.
Budget Cost:	£7,200				

Planned expenditure 2018 - 2019:

Action to achieve Desired Outcomes (C) continued.	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	What is the evidence and rationale for this choice?	When will you review implementation?
	<p>Payment for clubs, After School Club/Breakfast club. Hardship funding to pay for uniform, trips and a range of other activities</p>	<p>The emotional, physical and mental well-being of pupils is improved to enable effective learning to take place. Identified pupils make rapid progress</p>	<p>Head</p>	<p>Research highlights the impact of poor physical and mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PP pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning (+4)</p>	<p>April 2018</p>
<p>Budget Cost:</p>	<p>£6,000 - Again these costings are accounted for specific individual pupils and are allocated against their name.</p>				

Planned expenditure 2019 - 2020:

Action to achieve Desired Outcomes (D)	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	What is the evidence and rationale for this choice?	When will you review implementation?	
<p>Year 6 Pupils receive additional, high quality individual and/or small group support and challenge in English and Maths</p> <p>Directed time (after school) for class teachers and SLT members</p>	<p>Targeted pupils receive additional support in English and/or Maths by highly qualified PP Teachers</p>	<p>On-going monitoring of teaching and learning of PP children.</p>	<p>Head Assistant Head teacher PPG Teachers</p>	<p>Quality First Teaching and small group tuition (+4) have both been proven to have a positive impact on outcomes</p>	<p>April 2018</p>	
	<p>Provide additional support within class to offer reinforcement and pre-teaching in English and/or Maths</p>	<p>Outcomes of PP children linked to PP teachers' appraisal targets</p>				<p>Teachers are carrying out one to one support for a range of pupils after school as directed time for PP pupils. This is working well and progress on average for these pupils is at least 4 steps.</p>
	<p>Provide high quality 1:1 tuition for identified pupils in Reading, Writing and/or Maths</p>	<p>Half-termly tracking of PP children show they are making at least 'good' progress</p>				
<p>Pupil Voice monitoring Clear entry and exit data</p>		<p>All teaching staff and SLT members</p>	<p>1 to 1 tuition has been shown to have a high impact on pupil outcomes (+5)</p> <p>In school we value this intervention highly and have seen the positive impact it can have not only on attainment and progress but also the</p>			

				child's confidence and self-esteem	
Budget Cost:	£7,200				

Planned expenditure 2019 - 2020:					
Action to achieve Desired Outcomes (E)	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	What is the evidence and rationale for this choice?	When will you review implementation?
Increase attendance rates of PP pupils to that of the rest of the school	<p>Review attendance of all pupils on a weekly basis</p> <p>Use the Herts Attendance package</p> <p>Review individual problem attendees with Meet with Attendance Officer termly and meet/write to parents and set targets when necessary</p> <p>Improve punctuality by ensuring a quick 'first day response' procedure is in place and operates daily.</p> <p>Target pupils to "make up extra time" when they are late.</p>	<p>Track attendance of all children and attendance data trends half-termly. Comparing PP to non-PP attendance rates.</p> <p>Improved attendance of all children including those identified at PP.</p> <p>Monitor 'first day response' call log weekly.</p> <p>Frequency of children arriving late for school reduces. Gather data on a termly basis.</p>	<p>Head</p> <p>DDV Attendance officer</p>	<p>Pupils need to access learning in order to make progress and improve attainment. Research (NFER) demonstrates addressing attendance is a key driver.</p>	<p>April 2018</p> <p>Under review we have noted that the pupils attendance is not improving and it needs to become a whole school goal for all classes. We have introduced class trophies for most improved attendance and best attendance. Two pupils (PP) with a part-time timetable have made the data worse.</p> <p>We are working with the families to address this through a range of support through PSP meetings.</p>
Budget:	<p>£2,000 to pay for attendance assistant for a year</p> <p>£340 to pay for attendance officer to come into school.</p>				