

Pupil premium strategy – Heatherside Junior School 2018 - 2019

1. Summary information

As the number of children in receipt of Pupil Premium at the school is very low (less than 5%) we plan a very bespoke approach to meet each child's individual needs. We look at the whole needs of a child, from their learning, engagement in school life, attendance and parental involvement. In order to maintain confidentiality, some of the information in this document has been presented in a more generic way.

School	Heatherside Junior School				
Academic Year	18/19	Total PP budget (Financial year 18/19)	£28 660	Date of most recent PP Review	Jan 19
Total number of pupils	381	Number of pupils eligible for PP	18	Date for next internal review of this strategy	April 19

2. Current attainment

As this is such a small number of children, their attainment is given as numbers not % and is based on Autumn 18 outcomes. Progress is measured using their starting points in Year 3 when they join the school and a range of measures are used.

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (National average in 2018)</i>
% /numbers achieving expected standard or above in reading, writing & maths	7/18	64%
%/ numbers making expected progress in reading (as measured in the school)	11/18	75%
%/numbers making expected progress in writing (as measured in the school)	13/18	78%
%/numbers making expected progress in mathematics (as measured in the school)	7/18	76%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	Of our 18 children currently in receipt of Pupil Premium, five (27%) also have Special Educational Needs and a further two children are being supported as part of the School's SEN Early Intervention. Many of the 18 children have low National Curriculum attainment on entry and their Reading skills when joining at Year 3 show that many have significant delay in this core skill. A small number of children who are not SEN, have gaps in their learning and this is currently a barrier to more rapid progress being achieved.
B.	Some of our Pupil Premium children lack confidence and this can impact on their ability to work independently. They also require support to complete homework activities as this is not completed at home. Not all Pupil Premium children are heard read by their parents and not all parents attend meetings.

External/additional barriers

C.	A small number of Pupil Premium children (4 out of 18) do not readily participate in wider school clubs or put themselves forward for additional opportunities or	
4. Desired outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	For all children to make at least expected progress given their starting points and, where there are no special educational needs, to achieve at least Age Related Expectations by Year 6. We also want all our children to develop competent, confident and fluent reading skills which will prepare them for the demands of the secondary school curriculum.	Evidence from a range of sources, including assessment data and children's work will show that all PP have made expected or better progress. Results over time will show improvements in children's sight reading ability using standardised tests.
B.	To help children and families to complete home learning together and to encourage all parents to attend meetings at school to talk about their child's learning.	There will be an increase in parents attending meetings and/or children being able to complete their homework at home or independently at Homework Club.
C.	Through the school curriculum and wider opportunities, including Forest Schools, ELSA, school events and extra-curricular clubs, help children to develop a Growth Mindset approach so that they are able to contribute and participate with increased confidence, resilience and enjoyment.	Evidence from the Pupil Participation survey will show that all PP children will have increased rates of participation as they progress through the school. Observations in class will show that children are able to work independently and confidently.

5. Planned expenditure					
academic year 18/19					
Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional support, direct teaching and specific groupings for any PP children who are stuck/stalled	Children develop key skills to enable them to make more rapid progress against ARE	Focussed support in line with whole school approach and expectations for all children, including those with SEN	Lesson observations, work sampling, regular assessment and Learning Plan reviews	SENDCo All teachers	Termly or more regularly if needed (Teacher will review as part on ongoing practice)

Ability groupings for Maths and some for spelling and grammar	Teaching and learning will be planned and delivered at differentiated levels to meet children's needs, including the more able.	Groups for maths (and some spelling) enable children who need more consolidation to overlearn and those that need challenging, the opportunity to move on.	In school work sampling and moderation, data analysis and tracking. Termly pupil progress meetings with teachers to discuss each individual child's progress and next steps.	Headteacher SENCO All teachers	Termly or more frequently if needed
Total budgeted cost				Within school staffing costs	
Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide focused 1:1 or 1:2 teaching weekly led by Mrs Bywaters (In Maths and Reading, targeted based on need)	Children will make more rapid progress and gain in their understanding and confidence	Sessions led by a qualified teacher to enable key skills to be taught and reinforced; building children's confidence and skills.	Observation, tracking of pupil progress, feedback from children, evidence in books and planning.	Liz Bywaters	Termly in addition to ongoing weekly assessments
Reading to school Librarian	Increased enjoyment of reading, greater knowledge of which books they can read and enjoy.	Our Librarian has an excellent knowledge of a range of books and authors which she can share with the children. Regular reading has been proven to impact significantly on children's reading ability.	Observation, evidence in children's reading diaries and outcomes in class.	Gillian Bond	Ongoing but formally on a termly basis in line with Pupil Progress Meetings

Provision of Homework Club led by LSAs	Children able to either have some initial input to be able to complete work independently at home or some help/support to complete home learning tasks.	Support with homework was identified as a barrier and therefore Homework Club was introduced once a week led by LSAs who are able to guide and support learning.	Monitoring of Homework Club records and children's homework books	Headteacher	Ongoing with termly review as part of Pupil Premium Tracker report
Total budgeted cost					£11 080
i. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Opportunity for some children to attend Forest Schools course (on school site)	Increased confidence, self-esteem, reliance and engagement	Evidence from previous Forest Schools courses suggested that participants went on to get more fully involved in school life as a result.	Forest Schools has a 'before and after' questionnaire to monitor the impact on children's learning in the classroom as well as wider participation and good attendance.	Liz Underhill (DHT) Louise Braybrook (Forest Schools Lead)	After each course and ongoing as part of the Pupil Premium Termly tracker.
Wider opportunities to attend clubs, have music lessons, receive additional tuition, residential trips, attend Booster lessons to enable each child to benefit from all aspects of school life.	For children to experience a broad curriculum, within and beyond the classroom and to have the opportunity to develop a range of skills; some of which may spark and interest for life.	The school believes in providing learning experiences that mean that all children have the opportunity to do something they are good at and really enjoy; supporting PP children and using funding to extend opportunities enables us to achieve this.	Governors monitor PP expenditure monitored against the 'tracker' which shows how each child is progressing, academically and in wider aspects of school life.	Headteacher	Termly and more frequently on an individual basis.
Total budgeted cost					£5449
6. Additional detail					

Other aspects of the school's strategic approach for Pupil Premium Expenditure include

- Shared employment of a Parent Support Advisor with other local schools. Through this we are able to offer family and parenting support.
- ELSA training in order to be able to provide qualified support for children's social and emotional wellbeing.
- Provision of study guides/work books for Year 6 children to help learning at home
- Delivery of a Parent Reading Workshop

This additional provision costs approximately £2000

