

Pupil premium strategy statement 2017- 2018

1. Summary information					
School	Emmbrook Junior School				
Academic Year	2017 – 2018	Total PP budget including carry forward from 2016-17 (Financial Year 2017 – 2018)	£54,217	Date of most recent PP Review (external)	10 th March 2014
Total number of pupils	249	Number of pupils eligible for PP	29	Date for next internal review of this strategy	November 2017, March 2018, July 2018

2. Current attainment		
<i>KS2 Attainment Results Summer 2017</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting expectations at KS2 in reading, writing & maths	33%	60%
% making age related expectation or above in reading	17%	72%
% making age related expectation or above in writing	33%	79%
% making age related expectation or above in maths	50%	78%
% making expected progress in reading from KS1 to KS2	17%	
% making expected progress in writing from KS1 to KS2	33%	
% making expected progress in maths from KS1 to KS2	50%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	English as an Additional Language?	
B.	Challenging Behaviours	
C.	Limited speech and language skills which impact on learning	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates and poor punctuality	
E.	A lack of regular routines including home reading, homework, spellings and times tables	
F.	Lack of parental engagement for example, non-attendance at parents evenings, structured conversations, curriculum evenings	
G,	Lack of school equipment and uniform	
H.	Parents not having aspirations for their children	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children make good progress from their starting points and meet peer group age related expectations in reading, writing and maths.	Termly Teacher Assessments will show that each child has made more than expected progress in reading, writing and maths, so that they meet age related expectations.
B.	To support children with personal, social, emotional development and wellbeing.	Children will have less anxiety, anger or behaviour issues and this will have positive effects on their behaviours for learning.
C.	All PPG children to have access to the curriculum, including part funding for trips and resources for identified children.	Children will have access to a range of activities both in and out of school that they wouldn't have otherwise experienced.
D.	PPG children who are underachieving will be supported through appropriate interventions.	Children will have increased confidence and make good progress.
E.	Parents are engaged with all aspects of school life and events and strong home partnerships are developed. Children are able to attend to school regularly and on time.	Overall PPG attendance improves from 94% to 96.7% in line with the school attendance figure. Parents have high aspirations for their children.
F.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Children will achieve (or exceed) expected levels in reading and writing and will make (or exceed) expected progress.

5. Planned expenditure	
Financial year 2017-18	Total £50,655

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?
<p>4A</p> <p>Children make good progress from their starting points and meet peer group age related expectations in reading, writing and maths.</p>	<p>Self-evaluation to track individual pupil's progress over time. Identify areas of concern and implement effective strategies and interventions to address concerns/lack of progress. Individualised learning programmes where appropriate.</p> <p>Whole school teaching, learning and assessment ethos to promote high expectations.</p>	<p>Ofsted – Impact of Assessing Pupil's Progress Initiative</p>	<p>Half termly meetings with class teacher, Inclusion Manager, PP Champion TA, PP Intervention TA and class TAs to discuss any areas of concern with pupil progress. PP pupils have Individual Provision Plans (IPPs) with SMART targets.</p> <p>Monitor progress through learning walks, book looks, weekly teacher/TA feedback meetings</p>	<p>Inclusion Manger and Pupil Premium Champion TA</p>	<p>December 2017 March 2018 July 2018</p>
Total budgeted cost					£4,478
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?

4D PPG children who are underachieving will be supported through appropriate interventions	Intervention programmes eg Catch Up Maths/Literacy, ABC to Read, P4L, Tracks, RM Easimaths delivered by trained staff including PPG Champion TA and PP Interventions TA. 1:1 in class support for identified children by PP TAs.	EEF Teaching & Learning Toolkit: 'One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support'. It can be effective, on average accelerating learning by approx. 5 additional months' progress.	Short, regular sessions delivered by trained members of staff over a set period of time. Interventions tracked and reviewed at half termly team progress meetings.	Inclusion Manager	Nov 17, Jan 18, Mar 18, May 18, Jun 18, July 18
Total budgeted cost					£38,251
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?
4B To support children with personal, social, emotional development and wellbeing. Needs are met to enable pupils to be ready to learn.	Trained staff deliver nurture interventions (eg ELSA, social skills, Fun Friends), small group and 1:1; identified children access bubble time with trained member of staff. Play Therapy offered by qualified practitioner to identified children.	EEF teaching and learning toolkit – moderate impact for moderate cost. Social and emotional interventions have identifiable and significant impact on attitudes to learning, social relationships...and attainment itself.	Referrals made by class teachers and monitored by Inclusion Manager. Boxall profiling used as assessment tool. Review of intervention at end of 6 week block.	Inclusion Manager	At end of each 6 week block
4C	Children participate in funded extra-curricular clubs,	Children have a sense of belonging and feel the same as the whole school community. Full participation	Requests for funding completed by PP Champion TA with family and approved by HT. Monitored	Head Teacher	Nov 18, Mar 18, Jul 18

All PPG children to have access to the curriculum, including part funding for trips and resources.	school uniform is provided for identified children. School educational trips are part funded.	in enrichment fostering a love of learning.	and recorded by School Finance Officer.		
4E Parents are engaged with all aspects of school life and events; strong home partnerships are developed. Children are able to attend to school regularly and on time.	Termly Structured Conversations with parents, class teacher, PPG Champion TA and PPG Interventions TA. Daily Meet and Greet at the school gates. Flexible accessibility to meet with PPG Champion to discuss any concerns/issues.	The association between parental involvement and a child's academic success is well established. Parents own experience of school may not have been positive; school will be a welcoming environment.	Termly review meetings following Structured Conversations to assess progress and whether targets have been achieved. Information used to inform IPPs. Attendance monitored Monthly by Head Teacher	Head Teacher/ Inclusion Manager	Nov 18, Mar 18, Jul 18
Total budgeted cost					£7,926

6. Review of expenditure				
Previous Financial Year		2016-17		Total: £46,447
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost

<p>4A</p> <p>Children meet peer group age related expectations in reading, writing and maths.</p>	<p>PPG children known to all staff and highlighted in planning. Individualised learning programmes where appropriate.</p> <p>Termly Pupil Progress meetings held with Inclusion Manager, Class Teacher, PPG Champion TA and PPG Interventions TA</p>	<p>Cohort 2017 Actual Outcomes</p> <p>Please see the End of KS2 attainment outcomes at the start of this document.</p> <p>Cohort 2018 current outcomes</p> <p>Reading: PP: 71% meeting</p> <p>Non PP: 81% meeting</p> <p>PP steps progress: 3</p> <p>Non PP steps progress: 3.9</p> <p>Writing: PP: 43% meeting</p> <p>Non PP: 81% meeting</p> <p>PP steps progress: 2.1</p> <p>Non PP steps progress: 3.4</p> <p>Maths: PP: 43% meeting</p> <p>Non PP: 80% meeting</p> <p>PP steps progress: 3.4</p> <p>Non PPG steps progress: 3.9</p> <p>Cohort 2019 current outcomes</p> <p>Reading: PP: 37% meeting</p> <p>Non PP: 89% meeting</p> <p>PP steps progress: 3.9</p>	<p>Half termly meetings to review progress and inform the Individual Provision Plan (IPP) for each child are essential for achieving outcomes.</p>	<p>£6,334</p>
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		<p>Non PP steps progress: 3.7</p> <p>Writing: PP: 37% meeting</p> <p>Non PP: 74% meeting</p> <p>PP steps progress: 3</p> <p>Non PP steps progress: 3.7</p> <p>Maths: PP: 50% meeting</p> <p>Non PP: 89% meeting</p> <p>PP steps progress: 2.6</p> <p>Non PP steps progress: 3.6</p> <p>Cohort 2020 current outcomes</p> <p>Reading: PP: 33% meeting</p> <p>Non PP: 86% meeting</p> <p>PP steps progress: 1.7</p> <p>Non PP steps progress: 3.2</p> <p>Writing: PP: 33% meeting</p> <p>Non PP: 72% meeting</p> <p>PP steps progress: 1</p> <p>Non PP steps progress: 3.3</p> <p>Maths: PP: 67% meeting</p> <p>Non PP: 96% meeting</p>		
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		PP steps progress: 2.3 Non PP steps progress: 3.9		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
4D Children meet peer group age related expectations in reading, writing and maths.	Interventions and required resources: Catch Up Literacy x 2 weekly Catch Up numeracy x 2 weekly (PP TA) Project X Reading x 1 weekly ABC to Read x 1 weekly Catch up training for 1 TA ZipTales	2/2 children met age related expectations 0/1 children met age related expectations 2/2 children met age related expectations 1/3 children met age related expectations Increased capacity for PPG children to receive Catch Up Literacy intervention. 0/2 met age related expectations	Regular monitoring of effective use of interventions essential. To continue 6 weekly to inform IPPs. Termly Pupil Progress Review meetings to continue. ZipTales and RM Easimaths to be offered to parents for home learning.	£24,550
As above	Kip McGrath Maths/English	Maths – 7/9 children met at least ARE English - 4/8 children met at least ARE	High cost for return and limited engagement with class teachers. Programme discontinued 2017/18.	£11,340
As above	Homework club (with PP TA)	Identified PP children attended homework club and completed weekly homework tasks	To continue	Cost is incl. in the £24,550.
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost £4,223
<p>4E</p> <p>Greater parental engagement and aspirations</p>	<p>Structured Conversations</p> <p>Flexible appointment system</p>	<p>Improved home/school relationships with PP parents able to speak to PP Champion TA at any time during school day.</p> <p>Improved attendance at 94%; however, still a target for improvement.</p>	<p>Lack of engagement from certain parents choosing not to attend. More rigorous follow up to be put in place.</p>	
<p>4B</p> <p>Social and emotional needs are met leading to better learning behaviours.</p>	<p>Qualified Nurture Assistant (PP TA) to support the development of social skills and emotional well-being.</p> <p>Nurture groups, 1:1 bubble time</p>	<p>Improved confidence and self-esteem enabling identified children to be ready to learn.</p> <p>Children and families are supported, social skills and relationships are improved.</p> <p>Improved emotional well-being enables better learning behaviours.</p>	<p>Continue with current provision but have engaged qualified Play Therapist to provide specialist interventions to identified children (attachment and trauma).</p> <p>Make better use of Boxall Profiling – training for relevant staff.</p>	
<p>4C</p> <p>All children have greater sense of belonging to school community and participate more fully.</p>	<p>School trips/uniform support/extra-curricular clubs</p>	<p>Sense of belonging and feeling the same as the whole school community. PP children able to participate fully.</p> <p>Children have the correct equipment.</p>	<p>To continue.</p>	