

PUPIL PREMIUM STRATEGY STATEMENT 2018- 2019

1. Summary information					
School	Emmbrook Junior School				
Academic Year	2018 – 2019	Total PP budget including carry forward from 2017-18 (Financial Year 2018 – 2019))	£44,377	Date of most recent PP Review (external)	1 st February 2018
Total number of pupils	247	Number of pupils eligible for PP	26	Date for next internal review of this strategy	December 2018, March 2019, July 2019

2. Current attainment		
<i>KS2 Attainment Results Summer 2018</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	43%	64%
% making age related expectation or above in reading	71%	75%
% making age related expectation or above in writing	71%	78%
% making age related expectation or above in maths	43%	75%
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.	The maths attainment of PP pupils is low and needs to be challenged	
B.	PP pupils are not all achieving age related expectation (ARE) in reading and writing in all year groups	
C.	PP pupils' levels of spelling (in both meaning and vocabulary) is low and needs to be addressed	
D.	Pupils' mental health and wellbeing	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Parental expectations, engagement and commitment	

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	The difference in maths attainment between PP pupils and others will diminish.	Termly Teacher Assessments will show that a greater proportion of PP pupils are on track to meet Age Related Expectations (ARE). Current gap is 9%, target gap is 4%.
B.	The difference in reading and writing attainment between PP pupils and others will diminish.	Termly Teacher Assessments will show that a greater proportion of PP pupils are on track to meet Age Related Expectations (ARE). Current reading gap is 11%, target gap is 5%. Writing Gap is currently 13%; target gap 7%.
C.	PP pupils' ability to spell and use new language in written and oral work will develop across the curriculum.	Greater % of PP pupils achieving ARE in English, Grammar, Punctuation and Spelling. Skills will be transferred to written work. Current gap is 13%, target gap is 6%
D.	Children will be supported 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.
E.	The attendance and aspirations of our PP pupils will increase; parental engagement, expectation and understanding of PP pupils will improve.	Increase in the number of parents attending IPP meetings, parents' evenings and parent learning events throughout the school year. Overall PP attendance increases from 93.98% to 97% in line with whole school target. PP pupils on track to meet A,B,C and D.

5. Planned expenditure					
Financial year 2018-19	£41,575				
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?

<p>A. The difference in maths attainment between PP pupils and others will diminish.</p>	<p>PP pupils are a focus for all learning walks.</p> <p>Teachers and support staff have high expectations of all children.</p> <p>Maths Lead to deliver staff training on challenging all groups of children.</p> <p>Investment in a maths scheme to stretch and challenge the abilities of all children.</p> <p>Booster SATs lessons. Year 6 maths set three ways.</p> <p>Times table challenge scheme to be introduced Autumn Term.</p> <p>Staff training on high quality feedback, verbal and written comments.</p> <p>CPD in maths and the National Curriculum.</p>	<p>We want to ensure that that a greater proportion of PP pupils are on track to meet Age Related Expectations (ARE).</p> <p>Data monitoring and analysis of end of term tests shows areas that pupils are less confident in.</p> <p>Focus on mid achieving pupils to ensure that they achieve high attainment as well as simply meeting expected standards,</p> <p>EEF teaching and learning toolkit suggests that feedback has high impact for low cost (+8 months achievable).</p> <p>Create a more fluid and responsive system to address misconceptions from current learning that has just taken place.</p>	<p>Pupil Progress meetings held half termly. Targets shared with parents at IPP meetings.</p> <p>Monitor progress through learning walks, book looks, planning scrutiny and data monitoring.</p> <p>Performance management target.</p>	<p>DHT Inclusion Manager Maths Lead PPG Champion TA PPG Intervention TA</p>	<p>December 2018 March 2019 July 2019</p>
<p>B. The difference in reading and writing attainment between PP pupils and others will diminish.</p>	<p>PP pupils are a focus for all learning walks.</p> <p>Teachers and support staff have high expectations of all children.</p> <p>Staff training on high quality feedback, verbal and written comments.</p>	<p>We want to ensure that that a greater proportion of PP pupils are on track to meet Age Related Expectations (ARE).</p> <p>EEF teaching and learning toolkit suggests that feedback has high impact for low cost (+8 months achievable).</p>	<p>Monitor quality of teaching of writing by ensuring that the whole school approach is fully embedded.</p> <p>Outcomes and pupil progress to be reviewed through learning walks, book looks, planning scrutiny and data monitoring.</p>	<p>DHT Inclusion Manager English Lead PPG Champion TA PPG Intervention TA</p>	<p>December 2018 March 2019 July 2019</p>

	<p>Staff training for the whole school approach to teaching writing.</p> <p>Outstanding Book Talk lessons used as a benchmark for other staff.</p> <p>Booster SATs lessons</p> <p>Reading for Pleasure incentives introduced to promote reading eg Reading Race and Book Review competition.</p> <p>TA support in class.</p>	<p>Create a more fluid and responsive system to address misconceptions from current learning that has just taken place.</p>	<p>Ensure quality first teaching, over time, meets the needs of all groups including the most able and less able disadvantaged pupils.</p> <p>Pupil Progress meetings held half termly. Targets shared with parents at IPP meetings.</p> <p>Performance management target.</p>		
<p>C. PP pupils' ability to spell and use new language in written and oral work will develop across the curriculum.</p>	<p>Embedding of the Read Write Inc spelling scheme across the whole school.</p> <p>Class teacher monitoring of learned words used appropriately in written work.</p> <p>Provision for less and more able pupils who are beyond the scope of the RWI scheme.</p>	<p>Data analysis shows an issue with spelling skills and the children's ability to learn and use higher vocabulary.</p>	<p>Pupil Progress meetings held half termly. Targets shared with parents at IPP meetings.</p> <p>Data monitoring.</p> <p>Book scrutiny.</p>	<p>DHT Inclusion Manager English Lead PPG Champion TA PPG Intervention TA</p>	<p>December 2018 March 2019 July 2019</p>
Total budgeted cost					£4,857

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?
A. The difference in maths attainment between PP pupils and others will diminish	Identification of pupils for targeted intervention including CatchUp Numeracy. TA support in maths lessons	Analysis of data, shows that some pupils need targeted support to catch up. Analysis of termly assessments (Rising Stars) shows specific areas that require catch up intervention.	Interventions timetabled with dedicated staff. Progress is reviewed half termly by Inclusion Manager. Progress and attainment tracking data. Work scrutiny.	DHT Inclusion Manager Maths Lead PPG Champion TA PPG Intervention TA	Half Termly
B. The difference in reading and writing attainment between PP pupils and others will diminish.	Identification of pupils for targeted intervention including CatchUp Literacy, ABC to Read, P4L, reading comprehension. TA support in English lessons.	Pupils identified for intensive support to target specific needs. EEF '...is shown to have a positive impact on progress (+5 months)'	Interventions timetabled with dedicated staff. Progress is reviewed half termly by Inclusion Manager and English Lead. Work scrutiny. Progress and attainment tracking data.	DHT Inclusion Manager English Lead PPG Champion TA PPG Intervention TA	Half Termly
C. PP pupils' ability to spell and use new language in written and oral work will develop across the curriculum.	Targeted interventions: Tracks Precision Spelling Reading comprehension ABC to Read TA support in English lessons.	EEF Toolkit indicates that oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension (+5 months)	Interventions timetabled with dedicated staff. Progress is reviewed half termly by Inclusion Manager and English Lead. Progress and attainment tracking data. Work scrutiny.	DHT Inclusion Manager English Lead PPG Champion TA PPG Intervention TA	Half termly
Total budgeted cost					£29,547

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?
D. Children will be supported with personal, social, emotional development and wellbeing to allow them to participate fully in the curriculum.	Trained staff deliver nurture interventions eg ELSA, Fun Friends, Lego Therapy and 1:1 support. Identified children access bubble time with trained member of staff.	To support pupils in developing social and emotional resilience so that they can focus on learning. EEF Toolkit: On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school (average +4 months)	Referrals made by class teacher or Inclusion Manager. Self-assessment tool used at the start and end of each intervention. Review of intervention at end of 6 week block.	Inclusion Manager Nurture Assistant	At end of each 6 week block.
E. The attendance and aspirations of our PP pupils will increase; parental engagement, expectation and understanding of PP pupils will improve.	Clear procedures for dealing with attendance. IPP meetings with parents to set and agree termly progress targets. Support for parents to help their child's home learning. Daily Meet and Greet at the school gates. Lunchtime Homework Club. Prioritised parent appointments within the school day.	DFE: "Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement." Parents own experience of school may not have been positive; school will be a welcoming environment.	Attendance monitored by HT and identified issues are addressed as a matter of urgency. Close monitoring of increased attendance at termly IPP meetings and parent evenings; home visits offered if necessary.	HT Inclusion Manager Data Manager	Attendance reviewed monthly. December 2018 March 2019 July 2019

E. continued	<p>Free lunchtime Spartan Club to encourage a sense of belonging and develop confidence and self-esteem.</p> <p>Enrichment opportunities offered as a priority to PP pupils.</p> <p>Funding for one club per PPG pupil. School educational trips and uniform funded for identified children.</p>				
Total budgeted cost					£7,171

6. Review of expenditure				
Previous Financial Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost £4507
<p>4A 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. Termly Pupil Progress meetings held with Inclusion Manager, Class Teacher, PPG Champion TA and PPG Interventions TA</p>	<p>Cohort 2018 outcomes Reading: PP:71% meeting Non PP: 74% meeting Writing: PP: 71% meeting Non PP: 74% meeting Maths: PP: 43% meeting Non PP: 75% meeting Cohort 2019 outcomes Reading: PP: 50% meeting Non PP: 43% meeting Writing: PP: 50% meeting Non PP: 43% meeting Maths: PP: 63% meeting Non PP: 53% meeting Cohort 2020 outcomes Reading: PP: 100% meeting Non PP: 55% meeting Writing: PP: 67% meeting Non PP: 64% meeting Maths: PP: 67% meeting Non PP: 64% meeting Cohort 2021 outcomes Reading: PP: 50% meeting Non PP: 60% meeting Writing: PP: 67% meeting Non PP: 59% meeting Maths: PP: 83% meeting Non PP: 76% meeting</p>	<p>Termly meetings with SLT, class teacher and support staff to review progress and inform the Individual Provision Plan (IPP) for each child have worked well. To continue. Create a more fluid and responsive system to address misconceptions from current learning that has just taken place. Greater analysis of assessment data to target specific areas for catch up. Teachers and support staff to have higher expectations of all children.</p>	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost £30,579
4D PPG children who are underachieving will be supported through appropriate interventions.	Intervention programmes eg Kip McGrath, Catch Up Maths/Literacy, ABC to Read, P4L, Tracks, Project X, 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.	Data assessment of PP children receiving reading/writing/maths interventions shows: <ul style="list-style-type: none"> - Minimum increase in reading age of +7 months - Maximum increase in reading age of +38 months - Minimum increase in comprehension age of +5 months - Maximum increase in comprehension age of +49 months - Increase in maths age of +4 months (1 pupil) 	Regular monitoring of effective use of interventions essential. To continue 6 weekly to inform IPPs. Termly Pupil Progress Review meetings to continue. RM Easimaths to be offered for home learning only. Focus on fluid and immediate response to misconceptions from current learning that has just taken place. 1:1 TA support directed by class teacher. Project X to be replaced by a programme with greater emphasis on comprehension skills. Earlier identification of gaps in learning needed with rapid response to address.	
Total budgeted cost:				
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
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.	Improved confidence and self-esteem enabling identified children to be ready to learn and more fully engaged. Pupil feedback from those receiving 1:1 is positive with pupils stating that they benefit from having the opportunity to talk to a key adult.	Continue to deliver social and emotional support to identified children. Review job descriptions of PPG TAs.	

		SDQ report by qualified Play Therapist showed positive scores from pre to post therapy in 6 out of 6 children (6 out of 6 parent and teacher view, 4 out of 6 child's own. view).		
4C All PPG children to have access to the curriculum, including part funding for trips and resources.	Children can participate in one school funded extra-curricular clubs, school uniform is provided for identified children. School educational trips are part or fully funded for identified children funded.	Children have a sense of belonging and feel the same as the whole school community. Full participation in enrichment fostering a love of learning.	This will continue as part of PP provision. School educational trips will be fully funded.	
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	Improved relationships with parents through regular meetings. IPP meetings well attended. Parents understand expectations. Attendance figures improve for targeted children.	Parental expectations, engagement and commitment will continue to be a focus. See Outcome E above. A need to focus on engaging all parents.	
			Total budgeted cost:	£8,014