



WJS Pupil Premium Strategy Statement

1. Summary Information (January 2018 Census)					
School	WINTERTON JUNIOR SCHOOL				
Academic Year	2018 - 19	Total PP Budget	£101,700	Most recent PP Review Date	July 2017
Total Number of pupils	236	Number of pupils eligible for PP	75 (32%)		

2. Current Attainment		
	Pupils Eligible for PP (WJS)	Pupils not eligible for PP (National Average)
% achieving in Reading, Writing & Mathematics	72%	70%
% achieving in Reading	80%	80%
% achieving in Writing	84%	83%
% achieving in Mathematics	84%	80%
% achieving in GPS	94%	93%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school Barriers	
3.1	High number of pupils with limited emotional resilience and low self esteem which impacts on ability to rise to the challenge of more stretching academic activities.
3.2	On entry, some pupils display below average ' <i>Fine Motor skills</i> ', which impacts negatively on handwriting, formulating legible letters and figures and life skills such as using scissors, knives and forks etc.
3.3	On entry, some pupils ' <i>Basic Skills</i> ' knowledge is below average, resulting on the need for accelerated progress to bring in line with national expectations.
3.4	Limited financial skills, which will impact negatively on budgeting skills in later life, ie successfully budgeting and managing grant money at university

External Barriers		
3.5	The lack of opportunities to participate in a variety of life experiences contributes to low expectations and aspirations regarding future career opportunities, making a positive contribution to society and understanding of the World around them.	
3.6	Limited opportunities of support at home resulting in apathy to the love of learning.	
3.7	The negative experience of domestic violence together with adult substance misuse, physical and mental abuse and neglect in the home environment for a number of identified pupils' results in an inability to concentrate and learn.	
3.8	Rural deprivation impacts negatively on access to services and transport opportunities.	
3.9	Lack of higher level conversations outside the school environment resulting in a lower vocabulary bank and a lack of understanding and knowledge of the wider world.	
4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
4.1	Continue to raise attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant	All pupils, including WJS PPG Pupils, achieve at least national average or above in all subjects
4.2	Build resilience and self esteem for identified pupils	All pupils, including WJS PPG Pupils, have resilience and improved self esteem and the ability to rise to the challenge of more stretching academic activities
4.3	PPG pupils to develop good basic skills	A greater proportion of pupils, including WJS PPG Pupils, are working at age related
4.4	PPG Pupils' <i>'fine motor skills'</i> are improved	All pupils, including WJS PPG Pupils, have well developed 'fine motor skills enabling excellent handwriting and improved life skills (using knives and forks appropriately)
4.5	PPG Pupils have the understanding and ability to manage a budget	All pupils, including WJS PPG Pupils, have a broad experience around the use and application of finances
4.6	Raise career expectations and thus their aspirations	All pupils, including WJS PPG Pupils, have had the opportunities to extend their knowledge relating to future career prospects resulting in raised expectations and aspirations
4.7	Support given to vulnerable pupils and families	Support systems for vulnerable pupils and families are in

		place resulting in higher levels of concentration and ability to learn
4.8	Improvement to pupils vocabulary bank.	Ensure the curriculum is full of first hand experiences that all pupils can access; clubs, visits; visitors
4.9	Improvement to pupils understanding and knowledge of the wider world.	Ensure the curriculum is full of first had experiences that all pupils can access.

5. Planned Expenditure					
Academic Year		2018-2019			
5.1 Quality teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review?
5.1.1 To maintain the diminishment of difference between WJS PPG Pupils and National Non PPG Pupils.	Increased Teacher/Pupil ratio in Year 6	Improved outcomes from 2017-2018 where the same approach was applied	Constant monitoring of teaching standards in Year 6	HT	Termly at Pupil Progress Meetings
5.1.2 To maintain the diminishment of difference between WJS PPG Pupils and National Non PPG Pupils.	Additional TAs employed to support Learning and Teaching for PPG Pupils across the school	The EEF suggests small group tuition has a +4 month impact on attainment of disadvantaged pupils	Regular drop ins and work sampling across the school	HT	Termly at Progress team Meetings

<p>5.1.3 To maintain the diminishment of difference between WJS PPG Pupils and National Non PPG Pupils.</p>	<p>High quality feedback & Marking across the school for all pupils</p>	<p>EEF teaching and learning toolkit highlights effective feedback as a high impact and low cost (+8 Months) strategy to raise attainment for disadvantaged pupils</p>	<p>Regular work sampling of all subjects</p>	<p>SLT</p>	<p>Termly in Progress Team Meetings</p>
<p>5.1.4 To maintain the diminishment of difference between WJS PPG Pupils and National Non PPG Pupils.</p>	<p>SATs Buster Revision books for Y6 Pupils</p>	<p>Previous years experience demonstrates that this contributes to improved outcomes</p>	<p>End of term data analysis</p>	<p>SLT</p>	<p>Termly in Progress Team Meetings</p>

5.1 Total budgeted cost					£51,000
5.2 Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review?
5.2.1 Continued support given to vulnerable pupils and families	Maintain Pastoral Manager & Learning Mentors to provide pastoral care so that targeted children feel supported and valued, social skills are developed and barriers to learning are addressed	Research shows that positive attention boosts self esteem and thus one's ability to learn	Close liaison between Pastoral team and SLT	Pastoral Manager/HT	Termly
5.2.2 Continue to raise attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant	4 Hours of TA level 3 time for Shine & Fresh start	Evaluation of prior interventions show that these interventions have impacted positively on outcomes	Data analysis and learning walks to see interventions in action	SLT	Termly
5.2.3 Continue to raise attainment across the whole of KS2 in reading, writing and	Lunchtime and after school Booster groups/intervention groups	Evaluation of prior interventions show that these interventions have impacted positively	Data analysis and learning walks to see interventions in action	SLT	Termly

mathematics for pupils eligible for Pupil Premium Grant		on outcomes			
5.2.4 Continue to raise attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant	Lunchtime Reading Club	Provide the opportunity to further develop a love of reading	Pupil voice	SLT	Termly
5.2 Total budgeted cost					£12,000
5.3 Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review?
5.3.1 Continue to raise attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant	Non contact time for pupil progress meetings	Quality time for discussion of all pupils progress and attainment	Quality assured by COG	COG/HT	Termly pupil progress meetings
5.3.2 Continue to raise	SLT/PPG Team time for robust	Clear insight of teaching and	Monitoring documentation &	COG/HT	Termly Progress team meetings;

attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant	monitoring	learning throughout school is key to maintaining and improving standards	reports shared with governors		Governor meetings
5.3.3 Raise career expectations and thus their aspirations	Careers Day/ University visits/ Children's University	Research shows that if a child has not considered going to university by the age of 13 they are less likely to do so. Need to ensure all pupils consider university as an option	Quality input from all providers including craftsmen/women; Professionals; tradesmen/women; Good links built and maintained with universities	HT	Termly Progress Team Meetings; Governors meetings
5.3.4 Continue to raise attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant/ Build resilience and self esteem for identified pupils	Specific PPG team implemented as advocates for PPG Pupils	As this is a school development priority, a team was deemed appropriate to support standards and raise achievement	Monitoring documentation and reports to governors	HT	Termly Progress team and governor meetings
5.3.5	Lexia Licences	Data from previous	Data analysis and	HT	Pupil progress

Raise attainment across the whole of KS2 in reading for pupils eligible for Pupil Premium Grant		years show that this intervention makes a positive impact on pupils reading	monitoring by SENCo		meetings & termly governors meetings
5.3.6 Continue to raise attainment across the whole of KS2 in reading for pupils eligible for Pupil Premium Grant	Toe-by-Toe	Data from previous years show that this intervention makes a positive impact on pupils reading	Data analysis and monitoring by SENCo	HT	Pupil progress meetings & termly governors meetings
5.3.7 Support given to vulnerable pupils and families	Free Fruit	As part of the Poverty Proofing agenda, it was felt that free fruit would benefit all pupils, especially those who do not have access to breakfast at home in line with Maslow's hierarchy of needs.	Pupil voice	HT	July 2019
5.3.8 Raise career expectations and thus their aspirations	Music Tuition	As part of the Poverty Proofing agenda we want to make sure that all our pupils have the	Monitoring of pupils accessing this opportunity and the quality of the provision by the music support	Music Leader	July 2019

		opportunity to be exposed to a wide variety of experiences including Music	service		
5.3.9 Raise career expectations and thus their aspirations	Educational Visits	As part of the Poverty Proofing agenda we want to make sure that all our pupils have the opportunity to be exposed to a wide variety of experiences	Pupil voice and monitoring of pupils accessing visits	SLT	July 2019
5.3.10 Support given to vulnerable pupils and families	Coaching/Counselling 1-2-1 sessions	Our data shows that pupils having access to this form of intervention make better progress	Close liaison with providers and pastoral team	Pastoral Manager	July 2019
5.3.11 Continue to raise attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant	Resources provided for all pupils including PPG pupils	As part of the Poverty Proofing agenda, ensuring all pupils have access to the correct resources without stigma	Pupil voice; ongoing discussions with all staff including Pastoral Team	HT	July 2019
5.3.12	School uniform	As part of the	Close liaison with	HT	July 2019

Support given to vulnerable pupils and families		Poverty Proofing agenda, it was felt that support with school uniform would benefit the self esteem of pupils living in poverty.	Pastoral team and HT on a regular basis		
5.3.13 PPG Pupils' <i>'fine motor skills'</i> are improved	Restaurant like eating facilities	As part of the Poverty Proofing agenda we want to make sure that all our pupils have the opportunity to be exposed to a wide variety of experiences including social dining	Pupil voice	HT	July 2019
5.3.14 PPG Pupils have the understanding and ability to manage a budget	Enterprise Days	Discussions with University colleagues has indicated that young people are ill prepared for managing budgets when starting university	Pupil voice; successful profit from Enterprise Day activities	SBM	Termly
5.3.15 Raise career	Robust monitoring of PPG pupil access to	As part of the Poverty Proofing	Pupil voice and monitoring of pupils	SLT	July 2019

expectations and thus their aspirations	extra curricular clubs	agenda we want to make sure that all our pupils have the opportunity to be exposed to a wide variety of experiences	accessing clubs		
5.3.16 Continue to raise attainment across the whole of KS2 in reading, writing and mathematics for pupils eligible for Pupil Premium Grant	Times table rock stars	Provide opportunity for children to learn their times tables in a fun, engaging way. As part of our poverty proofing agenda, we wanted to provide opportunities for all pupils to access this within school time.	Pupil voice. Monitoring of pupils accessing this at home. Monitoring the impact on pupil progress.	SLT	July 2019
5.3.17 Improvement to pupils understanding and knowledge of the wider world.	First News and The Week Junior purchased.	Provide opportunity for children to learn about the World around them in a child friendly manner.	Pupil voice Monitoring the impact on pupil progress particularly with reading, which can often require an understanding of the World around us.		
5.3.18 Raise attainment across the whole of KS2 in spelling and	Spelling Shed Babcock	Provide opportunity for children to learn their spellings in a fun, engaging way.	Pupil voice. Monitoring of pupils accessing this at home. Monitoring the impact	SLT	July 2019

writing for pupils eligible for Pupil Premium Grant		As part of our poverty proofing agenda, we wanted to provide opportunities for all pupils to access this within school time.	on pupil progress.		
5.3 Total budgeted cost					£102,000.00
Total School Pupil Premium Grant Cost £101,700.00					