

Southbourne Junior School Pupil premium strategy statement

1. Summary information					
School	Southbourne Junior School				
Academic Year	2018-19	Total PP budget	£28,320	Date of most recent PP Review	July 2018
Total number of pupils	228	Number of pupils eligible for PP Yr 3 (5) Yr 4 (4) Yr 5 (6) Yr 6 (6)	21	Date for next PP Strategy Review	July 2019
		Service Premium: 3			

2. Current attainment 2018 end of Key stage 2				
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils eligible for PP (national)</i>	<i>All pupils (national)</i>
% achieving ARE or above in reading	67%	78%	80%	75%
% achieving ARE or above in writing	67%	82%	83%	78%
% achieving ARE or above in maths	67%	67%	81%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Writing- in lower key stage 2 pupils need support with sentence structure and composition. In years 5 and 6 we need to ensure that 'cusp' pupils have a range of evidence to show ARE at the end of key stage 2. Attainment and progress percentages for disadvantaged pupils are significantly low- 47% are making typical or strong progress and 33% are on track to meet ARE. There is a 16% negative difference compared with disadvantaged pupils nationally. In the current year 6 cohort only 17% of disadvantaged pupils are on track to meet ARE.
B.	Reading- Lack of engagement at home and pupils need to widen the range of literature they are reading. 60% of disadvantaged pupils are making typical or strong progress in reading and the percentage of pupils on track to meet ARE is low at 43%. There is a 13% negative difference compared with disadvantaged pupils nationally. In the current year 6 cohort 67% of disadvantaged pupils are on track to meet ARE.
C.	Maths-Gaps in foundation learning. 73% of disadvantaged pupils are making typical or strong progress in maths however, percentage of pupils on track to meet ARE in Maths is lower at 48% . Year 6 leavers' maths progress was positive compared with non-disadvantaged in the school, however there is a 14% negative difference when compared with disadvantaged pupils nationally. In the current year 6 cohort only 33% of disadvantaged pupils are on track to meet ARE.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance of disadvantaged pupils is 93% compared to all other pupils at 97%. The current cohort of pupil premium pupils includes 4 travellers, 2 pupils on school support and 8 SEN monitor.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Writing assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.	A greater number of pupils eligible for PP to meet the expected standard at the end of each year. Measured in years 3, 4 and 5 by teacher assessments and in Year 6 through moderation.
B.	Reading assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.	A greater number of pupils eligible for PP to meet the expected standard at the end of each year. Measured in years 3, 4 and 5 by teacher assessments and in Year 6 by the end of key stage 2 test.
C.	Maths assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.	A greater number of pupils eligible for PP to meet the expected standard at the end of each year. Measured in years 3, 4 and 5 by teacher assessments and in Year 6 by the end of key stage 2 test. Pupils' Sandwell scores have improved.
D.	Raise attendance of disadvantaged pupils so this group are at least in line with other pupils.	Attendance % is in line with all pupils. The learning mentor system is effective in ensuring that vulnerable pupils feel safe and secure within the school as they have a designated person to share their concerns. Fewer behaviour incidents recorded for these pupils. Enrichment activities such as forest schools have improved self-esteem and confidence- as evidenced from baseline to final assessment and well-being survey data.

5. Planned expenditure					
Academic year	2018-19				
The three headings below demonstrate how we 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?

B. Reading assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.	Reading intervention (8 week course) in the form of a book club and theatre visit to raise engagement with reading for pleasure both at school and home.	The EEF toolkit highlights extensive research which has shown the teaching of reading comprehension strategies to be a high impact but low cost intervention. On average, this approach will deliver an additional six months' progress. The book club will be led by an experienced teacher who will select texts that provide an effective, but not overwhelming, challenge is key to the success of reading interventions. We know that parents' engagement is important for raising pupil outcomes so we will invite parents to the initial launch and pupils will earn books to take home when they receive reading miles certificates.	The intervention will be led by the PP lead. Parents will be invited to the book club launch to ensure parental engagement with the initiative. Each child will be given personal copies of the books used in the club to keep and build up their own bookshelf at home.	KL	July 2019
C. Maths assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.	Numicon twilight CPD for all teachers and teaching assistants.	Two teachers and two teaching assistants attended Numicon training when we implemented the approach last year. Lesson observations and book scrutiny has shown that some teachers are less confident in planning with Numicon than others therefore, we have decided to use some of the pupil premium fund to deliver a twilight CPD package for all staff which will be tailored specifically to the maths priorities outlined in the school development plan.	All staff including teaching assistants, pupil premium teachers and year 2 teachers from the infant school will attend.	KL	July 2019
D. Raise attendance of disadvantaged pupils so this group are at least in line with other pupils.	Forest schools course for year 3 and 4 pupils and a Bushcraft/Survival Skills Course for year 5 and 6 pupils delivered by Releasing Potential a charity based in Havant set up to help young people who are not succeeding in mainstream education. Employ a teaching assistant to lead the group.	EEF- on average, pupils who participate in adventure learning interventions make 3 additional months' progress. This is the second year that we have used some of the pupil premium to fund a forest or bushcraft course for these pupils. All pupils who attended the course last year made significant progress from their baseline assessment. This year we will use Edukit's Wellbeing Survey as an additional impact measure.	Forest school impact overseen by PP coordinator- liaise with lead teaching assistant and class teachers to ensure that the benefits of outdoor learning are transferred into the classroom.	KL (PP) to oversee and liaise with the group leader.	July 2019
Total budgeted cost					£5320
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?

<p>A. Writing assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.</p>	<p>Small group writing catch up and extension programme. Delivered weekly to target groups of pupils. In years 3 and 4 the intervention will focus on sentence structure and creative talk for writing approaches. In years 5 and 6 the focus will be on pupil conferencing in order to ensure pupils meet ARE.</p>	<p>The EEF toolkit states that overall, evidence shows that small group tuition is effective. Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' explains the impact of such interventions.</p>	<p>The writing groups will be delivered by two experienced teachers who already work with the pupil premium pupils in maths interventions so they know the children well and how to cater to their individual needs and learning styles. Parents will be informed of their child's participation in the group and tasks will be sent home so that pupils' can discuss their learning with an adult at home.</p>	<p>Maths lead & PP teacher</p>	<p>July 2019</p>
<p>C. Maths assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.</p>	<p>Maths booster group for year 5 and 6 'cusp' pupils.</p>	<p>This supported was delivered in the previous academic year during the spring term. We want to target pupils earlier in the autumn term with a question of 3 style approach designed to raise pupils' test confidence and address comprehension with multi step problems. The question of 3 intervention was found to have a positive impact on pupil attainment by a locality school who presented their findings as part of The Blue Flag Alliance research group.</p>	<p>The school has employed an experienced year 6 teacher with a proven record of raising attainment to deliver this intervention. The focus will be on year 6 pupils during the autumn and spring terms followed by year 5 in the summer term.</p>	<p>Maths lead & PP teacher</p>	<p>July 2016</p>
<p>C. Maths assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.</p>	<p>Success@Arithmetic: caculation intervention for year 5 and 6 pupils not on track to meet ARE.</p>	<p>We will continue to deliver this intervention (introduced last year) to disadvantaged pupils not on track to meet ARE in year 5 and 6 as there continues to be a high number of disadvantaged pupils who are also SEN school support or monitor. We found that this intervention which addresses gaps in foundation learning through active games and visual resources accelerated pupils' progress and significantly raised their confidence with maths overall.</p>	<p>The pupil premium teacher and teaching assistant trained last year will continue to deliver this intervention. The Sandwell assessment will be used as a baseline and repeated at the end of the course to measure impact.</p>	<p>Maths lead PP teacher & teaching assistant</p>	<p>July 2016</p>
<p>C. Maths assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.</p>	<p>Success@Arithmetic: Numbersense intervention for year 3 and 4 'cusp' and not on track pupils.</p>	<p>Based on the positive impact of Success@calculation on year 5 and 6 pupils we have decided to train the pupil premium teacher and teaching assistant to deliver Numbersense to not on track pupils in year 3 and 4. Numbersense is a light touch intervention developed by Edge Hill University for Years 3 and 4 who need support to understand the number system and develop fluency with number facts.</p>	<p>The pupil premium teacher and teaching assistant who already deliver Success@calculation will be trained in the autumn term to deliver Numbersense. Training the same members of staff will ensure consistency across the maths interventions delivered from year 3 to year 6. The Sandwell assessment will be used as a baseline and repeated at the end of the course to measure impact.</p>	<p>Maths lead PP teacher & teaching assistant</p>	<p>July 2019</p>
Total budgeted cost					<p>£17,000</p>

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. Raise attendance of disadvantaged pupils so this group are at least in line with other pupils.	Support for access to activities, entitlement and opportunities that PP children may not otherwise access e.g. residential, school trips etc.	A high proportion of pupils eligible for PP have social and emotional issues which have a detrimental effect on their academic progress. The EEF toolkit highlights high impact through access to residential/outdoor activities. We know that these experiences are important to the self-esteem and confidence of pupils and have a less direct but equally important impact on pupil achievement.	Identifying the services that will benefit pupils and families and ensuring fair access to all for them.	SLT	July 2019
D. Raise attendance of disadvantaged pupils so this group are at least in line with other pupils.	Learning mentor to support with wider social, emotional and outside of school issues that affect readiness to learn.	Research from the EEF toolkit, shows that SEL interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average).SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.	Engage with parents and pupils before course begins to address any concerns or questions about the additional sessions. Impact overseen by PP lead and SENCO- liaise with class teachers to ensure that the benefits of learning mentor are transferred into the classroom. Preparation time for learning mentor paid for out of PP budget.	PP lead and SENCO line managers to learning mentor.	July 2019
Total budgeted cost					£6000

