



## Sarisbury C of E Junior School Pupil premium strategy statement

1. Summary information					
<b>School</b>	Sarisbury C of E Junior School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£50,237	<b>Date of most recent PP Review</b>	Sept 2016
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	Jan 2017 Apr 2017

2. Current attainment		
	<i>Pupils eligible for PP (disadvantaged 2017)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	17%	53%
% meeting the national standard in reading at the end of Key Stage 2	50%	66%
% meeting the national standard in writing at the end of Key Stage 2	83%	74%
% meeting the national standard in SP&G at the end of Key Stage 2	83%	72%
% meeting the national standard in maths at the end of Key Stage 2	50%	70%
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Progress in writing of children eligible for PP funding is lower than those not eligible.	
<b>B.</b>	Progress in maths of children eligible for PP funding is lower than those not eligible.	
<b>C.</b>	Attainment of children accessing pupil premium meeting expected standard in the combined subjects	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>		



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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	To further improve the proportion of children eligible for PP funding attaining ARE in writing	Pupils eligible for PP in across the school will make rapid progress in writing by the end of the year so that the proportion of pupils eligible for PP meet age related expectations is in line with 'other' pupils nationally. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices and case study where appropriate.
<b>B.</b>	To further improve the proportion of children eligible for PP funding attaining ARE in maths	Pupils eligible for PP in across the school will make rapid progress in maths by the end of the year so that the proportion of pupils eligible for PP meet age related expectations is in line with 'other' pupils nationally. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices and case study where appropriate.
<b>C.</b>	To further improve the proportion of children eligible for PP funding attaining 'greater depth' in writing and maths.	Pupils eligible for PP identified as higher attaining (level 3 on entry) make as much progress as 'other' pupils identified as higher attaining. That they are given the opportunity to achieve 'greater depth' across Key Stage 2 in maths, reading and writing.
<b>D.</b>	To accelerate and maximise the progress of children eligible for PP funding.	Pupils eligible for PP to make as much progress as 'other' pupils nationally, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices and case study where appropriate.
<b>E.</b>	To further engage children eligible for PP funding through a wide and varied curriculum and extra-curricular activities	Pupils eligible for pupil premium funding access all residential and day visits  Additional sports provision from the spring term engages and motivates pupils in all areas of their learning

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5. Planned expenditure					
Academic year		2016 / 2017			
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>To further improve the proportion of children eligible for PP funding attaining ARE in writing</p> <p>To further improve the proportion of children eligible for PP funding attaining ARE in maths</p> <p>To further improve the proportion of children eligible for PP funding attaining 'greater depth' in writing and maths.</p> <p>To accelerate and maximise the progress of children eligible for PP funding to ensure they meet age related expectations in the combined subjects</p>	<p>Leadership development of the school's pupil premium champion to be responsible for impact on PP spending on attaining and progress.</p> <p>Staff awareness of attainment for children eligible for PP funding.</p> <p>Targeted intervention on planning; including 1-1 tuition where identified as a 'catch up' or 'pre teach'</p> <p>Cohort Action plans to target children eligible for PP funding.</p>	<p>Ensuring that all staff are aware of which children are eligible for PP funding and allow them to target these through quality first teaching and wave 2 interventions to accelerate progress.</p>	<p>Staff meeting time to moderate progress and work sampling of children eligible for PP funding.</p> <p>Lesson observations and monitoring cycle to ensure that planning and lesson delivery targets children eligible for PP funding.</p> <p>INSET training for staff CPD in task design to accelerate progress.</p> <p>Continued release of teachers to work 1:1 with children eligible for PP funding.</p> <p>Introduction of NFER assessments as a tool for formative assessment.</p>	<p>Head Teacher Assistant Head Head Year leaders</p>	<p>Termly review as part of whole school data monitoring.</p>

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To further engage children eligible for PP funding through a wide and varied curriculum and extra-curricular activities	Offer uniform and PE kits vouchers to children eligible for PP funding.  Ensure that all pupils are able to access PE lessons using school kit	Children who are eligible to PP funding are less likely to have a school PE kit and therefore do not participate in lessons.	Good links with families eligible for PP funding through the role of family link worker.  Provide school PE kit in 3 sizes so that children can participate in school PE lessons.	Assistant Head Family Link worker	
<b>Total budgeted cost</b>					£31,700
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To further improve the proportion of children eligible for PP funding attaining ARE in writing To further improve the proportion of children eligible for PP funding attaining ARE in maths	1:1 and small group provision delivered by support staff (Mrs Jacobs)  1:1 tuition sessions delivered by LSAs (catch up / pre-teach)	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Targeted intervention and 'catch up' programme delivered the same LSA throughout the year to build on class based misconceptions. Ensure that LSAs are given adequate planning and preparation time for sessions. Effective feedback from teachers to identify misconceptions and next steps in learning.	PP linked LSA Assistant Head	End of programme review as part of formative assessment process between class teachers and LSAs.
To accelerate and maximise the progress of children eligible for PP funding.	Removing social and emotional barriers to learning through ELSA and family link worker support.	Many children eligible for PP funding have complex and challenging home lives, for many reasons, and therefore supporting their emotional well-being is very important.	Non-class based school ELSA and family link worker to build effective and trusting relationships with children and parents to support families in overcoming barriers	ELSA/ family link worker Assistant Head	
<b>Total budgeted cost</b>					£14,913
<b>iii. Other approaches</b>					



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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?
To further engage children eligible for PP funding through a wide and varied curriculum and extra-curricular activities To accelerate and maximise the progress of children eligible for PP funding.	Introduction of school run breakfast and afterschool club	Children who are fed and looked after in a safe and secure environment will make better progress.	Offer a limited number of discounted places to the school's breakfast and after school club to support children with managing school routines and reducing anxieties around coming to school.	Admin officer Assistant Head	
To further engage children eligible for PP funding through a wide and varied curriculum and extra-curricular activities	Introduction of 'fun fit' club. Targeted funding to allow children eligible to access educational visits, residential, music lessons and afterschool clubs.	Children who are engaged and excited about their learning and coming to school engage better and therefore make good or better progress.	Ensuring that the take up of extra-curricular clubs, visits and residential for children eligible for PP funding is in line with the other children. Monitor that children receiving additional music lessons are engaging well with class based learning and are exploring new skills. (monitoring of practise at home and ensuring that they have instruments in school) Monitor progress profile of children accessing funding for	Admin officer Assistant Head PE leader	
<b>Total budgeted cost</b>					<b>£4908</b>
<b>Full Budget Cost</b>					<b>£51,521</b>

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6. Review of expenditure				
Previous Academic Year		2015 - 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that pupils eligible for pupil premium funding make similar points progress as their peers	An additional three days per week (0.6) qualified teacher time to provide intervention and booster activities in English and Maths for pupils eligible for PP funding	Year 6 data for children accessing the PP showed that of the seven pupils in this group:  Four met the standard in reading (SS 100+) Six met the standard in writing Six met the standard in EPG&S (SS 100+) Four met the standard in maths (SS 100+)	This has been the most effective strategy in ensuring regular quality first teaching for the children accessing PP funding.  Cohort action plans have been revised to ensure that targeted interventions for PP children are reviewed and revised more frequently.	£25,000
	The employment of additional Learning Support staff to provide intervention and booster activities for pupils in Years 3 and 4	Gaps to ARE (national others) are closing as evidenced in the PP profile in Year 5 on track to meet ARE in May 2018  Day to day catch up and pre teach activities (evidenced through 'wizard-work' stamps) indicate that this additional quality first teaching and LSA interventions are helping to address barriers to learning		£12,000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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To ensure that pupils eligible for pupil premium funding make similar points progress as their peers	A programme of 6 weeks one to one tuition run by learning support staff in English and Maths for pupils eligible for PP funding	Detailed as above	This has been the most effective strategy in ensuring regular catch up and pre-teach activities were available for the children accessing PP funding.	£2,000
To ensure that vulnerable pupils, including those eligible for pupil premium funding, have attendance of 95%+ and close gaps in relation to age related expectation (ARE)	To fund the appointment of a Children's' & Families' Link Worker in partnership with St Paul's Church	Engagement and partnership between school and home for our most vulnerable pupils, including those accessing the PP is strengthened.  Pupils accessing the PP show improved attendance and closes the gap with the school's absence figures overall.	This year the role of family link worker has been merged with that of emotional literacy. This is proving a more coherent and triangulated approach with vulnerable families.	£7,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure that pupils in Years 5 and 6 that accessed this funding benefitted greatly from the opportunity to participate in a residential experience with their peers.	Funding allocated to enable pupils accessing the pupil premium to participate in residential and extra-curricular activities.	Children accessing the PP funding were enthused, motivated and able to engage in the wider school curriculum.  Personal development goals and achievements led to greater levels of engagement and confidence in less secure areas of their learning.	This has been the most effective strategy in ensuring access to wider curriculum opportunities for the children accessing PP funding. Self-motivation and aspirations are raised with visible achievements in other areas of the children's learning.	£4,000  £100 School uniform £600 Instrumental tuition £750 Additional education resources £600 Day visits