



Sarisbury C of E Junior School Pupil premium strategy statement

1. Summary information					
School	Sarisbury C of E Junior School				
Academic Year	2017/18	Total PP budget	£54,320	Date of most recent PP Review	Sept 2017
Total number of pupils	368	Number of pupils eligible for PP	47 (7 service families)	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	40% (23% increase from 2016)	61%
% making at least expected of progress in reading	60% (10% increase from 2016)	71%
% making at least expected of progress in writing	80% (3% decrease from 2016)	76%
% making at least expected of progress in maths	70% (20% increase from 2016)	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.	Progress in reading of children eligible for pupil premium funding is lower than national disadvantaged and national others.	
B.	Progress in maths of children eligible for pupil premium funding is lower than national disadvantaged and national others	
C.	The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Unauthorised absence is higher in those pupils eligible for PP funding than the other pupils.	

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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	The progress of disadvantaged pupils in reading matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey	<p>Pupils eligible for PP in across the school will make rapid progress in reading 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.</p> <p>Attainment from KS1 starting points is maintained and opportunities to accelerate progress are taken.</p> <p>To ensure that 70% to 80% of the PP pupils in Year 6 meet the national expected standard in reading.</p>
B.	The progress of disadvantaged pupils in maths matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey	<p>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.</p> <p>Attainment from KS1 starting points is maintained and opportunities to accelerate progress are taken.</p> <p>To ensure that 70% to 80% of the PP pupils in Year 6 meet the national expected standard in maths.</p>
C.	The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others	<p>Pupils eligible for PP in across the school will make rapid progress in reading, writing and 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.</p> <p>Attainment from KS1 starting points is maintained and opportunities to accelerate progress are taken.</p> <p>To ensure that pupils attaining combined ARE in reading, writing and maths is in line school and national others.</p>



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D.	To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.	To ensure that disadvantaged pupils are attending school regularly and that attendance is in line with other pupils.
E.	That all pupils accessing the pupil premium have opportunities for extra-curricular provision that raise aspirations and impact positively on learning behaviours and personal development	Pupils eligible for pupil premium funding access all enrichment activities, residential visits and school visits. Additional sports provision is made for disadvantaged pupils to engage and motivate pupils in all areas of learning.

5. Planned expenditure					
Academic year		2017/2018			
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?

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<p>The progress of disadvantaged pupils in reading matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The progress of disadvantaged pupils in maths matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others</p>	<p>Continued inclusion leadership to establish clear systems to summaries barriers to learning, identify learning gaps and challenge progress for disadvantaged pupils.</p> <p>Development of disadvantaged pupil strategic group to challenge and lead pupil progress in reading, writing and maths across the school.</p> <p>Teachers given specific release time to target disadvantaged pupils, set learning targets and address misconceptions.</p>	<p>Ensuring high expectation for all pupils and that pupils attainment and progress from Key stage 1 starting points is at least good.</p> <p>Ensuring that all staff are aware of the progress needs for all pupils especially those who are disadvantaged and that attainment for these pupils is challenged and accelerated.</p>	<p>LLP support and focused monitoring to evaluate provision for disadvantaged pupils.</p> <p>Monitoring and evaluation of outcomes for disadvantaged pupils by teachers, and he strategic group to ensure good attainment and progress for these pupils.</p> <p>Teacher release time to conference pupils, gathering of evidence from conferencing and pupils work to show where progress has been made against specific targets.</p> <p>Lesson observations and monitoring cycles to ensure that planning and lesson delivery targets disadvantaged pupils and that suitable challenge and support is given to these pupils.</p>	<p>Head teacher Assistant head English and maths leaders.</p>	<p>Termly review as part of whole school data monitoring.</p>
<p>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p>	<p>Termly monitoring of attendance for all pupils with specific focus on those disadvantaged pupils.</p>	<p>To ensure that attendance for all pupils is good and that children attend school regularly.</p>	<p>Monitoring of pupil attendance with a detail record of non-attendance and reasons given is kept by the school.</p> <p>Children to in school, where no reason is given, are contacted daily.</p>	<p>Head teacher Assistant Head Admin Officer</p>	<p>Monthly attendance review</p>



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That all pupils accessing the pupil premium have opportunities for extra-curricular provision that raise aspirations and impact positively on learning behaviours and personal development	Monitoring of pupils engaging with extra-curricular activities to ensure equal opportunity.	To ensure that all pupils have fair access to extra-curricular activities offered by the school. That no pupil will be excluded from an extra-curricular or enrichment activity due to cost.	Termly tracking of pupils engaging with extra-curricular activities. Disadvantaged pupils to be asked directly about engagement with extra-curricular activities.	Assistant Head PE leader	Termly review
Total budgeted cost					£34,590
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?

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<p>The progress of disadvantaged pupils in reading matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The progress of disadvantaged pupils in maths matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others</p>	<p>Tightly focused booster and intervention activities that directly relate to gaps in learning to accelerate progress.</p> <p>1:1 tutoring sessions delivered by LSAs to target gaps in learning to accelerate progress.</p>	<p>For those pupils to have access to high quality intervention and catch up teaching so that progress can be accelerated. Progress will be closely monitored to ensure that learning gaps are closed rapidly. Intervention will be changed if the expected progress is not made.</p>	<p>Targeted intervention and 'catch up' programme delivered the same LSA throughout the year to build on class based misconceptions.</p> <p>Ensure that LSAs are given adequate planning and preparation time for sessions.</p> <p>Effective feedback from teachers to identify misconceptions and next steps in learning.</p> <p>Monitoring and work sampling to ensure that pupils learning gaps are begin addressed and that evidence of this being applied in lessons can be seen.</p>	<p>Assistant Head Class teachers</p>	<p>Interventions are reviewed for effectiveness half termly.</p>
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<p>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p>	<p>Family link worker to directly contact parents of pupils with low attendance to help overcome attendance barriers.</p> <p>Family link worker to contact home daily if a child with poor attendance is not in school</p> <p>Breakfast club places offered to those children with poor attendance to encourage regular attendance.</p>	<p>To raise awareness of the need for good attendance with parents and to support parents with getting children into school.</p>	<p>Non-class based school family link worker to build effective and trusting relationships with children and parents to support families in overcoming barriers to good attendance.</p> <p>Pupils attending breakfast club that is funded by the school will have their attendance at the club monitored and withdrawn if they are not attending regularly.</p>	<p>Assistant Head Family link worker.</p>	
<p>That all pupils accessing the pupil premium have opportunities for extra-curricular provision that raise aspirations and impact positively on learning behaviours and personal development</p>	<p>In school additional sports sessions run by specialist coaches.</p>	<p>To ensure that all disadvantaged pupils have access to additional sport coaching to develop self-esteem and skills.</p>	<p>Attainment of disadvantaged pupils will be tracked in PE.</p>	<p>PE leader</p>	
Total budgeted cost					17,479
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?



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To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.	Continue to fund school run breakfast club places Continue to provide healthy snacks for pupils.	To ensure that all pupils are enable to access learning as their basic needs are met.	Offer a limited number of school funded places to the school's breakfast club to ensure that children are fed before school and ready to learn.	Assistant Head Family link worker.	Termly.
Total budgeted cost					2,500
Full Budget Cost					54,569

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

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<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.</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.</p> <p>Cohort Action plans to target children eligible for PP funding.</p>	<p>Disadvantaged pupils closed attainment gaps with national others in reading, writing and maths.</p> <p>Reading 60% at ARE or better, 20% at greater depth</p> <p>Writing 80% at ARE or better, 10% at greater depth</p> <p>Maths 70% at ARE or better, 10% at greater depth</p> <p>Disadvantaged pupils, without SEND, attained significantly above the national average in writing.</p> <p>Leadership of disadvantaged pupils allowed for consistent summarising of barriers for learning, identification of learning gaps and monitoring of progress.</p>	<p>This approach will be continued, but will become more tightly focused with teachers having targeted release time to conference disadvantaged pupils, set targets and address misconceptions. Through whole school monitoring planning and lessons will be monitored to ensure that adequate challenge and support is offered to meet these children's needs.</p>	<p>31,000</p>
<p>To further engage children eligible for PP funding through a wide and varied curriculum and extra-curricular activities</p>	<p>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</p>	<p>More disadvantaged pupils have been accessing the PE curriculum and have felt part of the class community due to having a school PE kit to wear during lessons.</p>	<p>Key children always borrow the school kit and due to this a personal kit for these children will be purchased and kept in school.</p>	<p>700</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

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<p>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</p>	<p>1:1 and small group provision delivered by support staff (Mrs Jacobs)</p>	<p>Disadvantaged pupils closed attainment gaps with national others in reading, writing and maths.</p> <p>Reading 60% at ARE or better, 20% at greater depth</p> <p>Writing 80% at ARE or better, 10% at greater depth</p> <p>Maths 70% at ARE or better, 10% at greater depth</p> <p>Disadvantaged pupils, without SEND, attained significantly above the national average in writing.</p>	<p>This approach was been successful in targeting specific learning gaps and ensuring that disadvantaged pupils make expected progress.</p> <p>This approach will continue, with year group support staff, to close the learning gaps directly identified through teacher conferencing.</p>	<p>6129</p>
<p>To accelerate and maximise the progress of children eligible for PP funding.</p>	<p>Removing social and emotional barriers to learning through ELSA and family link worker support.</p>	<p>The ELSA and family link worker has worked to improve the engagement and partnership between home and school for our most vulnerable pupils.</p> <p>The ELSA has worked alongside disadvantaged pupils in class to support social and emotional needs and allow children to access learning more effectively.</p>	<p>The ELSA and family link worker will continue this work with a particular focus on improving attendance for disadvantaged pupils.</p>	<p>8784</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

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<p>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.</p>	<p>Introduction of school run breakfast and afterschool club</p>	<p>The school has now established a breakfast and afterschool club run by an external provider. The school offered 5 fully funded places to disadvantaged pupils, only 2 were taken up.</p> <p>The 2 children who have taken up breakfast club places attend regularly and there has been a significant increase in the attendance of a pupil from the previous term.</p>	<p>This approach will continue with more disadvantaged pupils actively encouraged to take up places.</p>	<p>2908</p>
<p>To further engage children eligible for PP funding through a wide and varied curriculum and extra-curricular activities</p>	<p>Introduction of 'fun fit' club. Targeted funding to allow children eligible to access educational visits, residential, music lessons and afterschool clubs.</p>	<p>This group was well attended, although many disadvantaged pupils choose not to attend an afterschool club. for this reason it was moved into the school day and the children accessed the club as part of their PE provision. The children enjoyed the activities and were keen to participate.</p>	<p>This approach will continue within the school day.</p>	<p>2000</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.