

Pupil Premium Strategy Statement: St Giles Junior School 2019/20

1. Summary information					
School	St Giles Junior School				
Academic Year	2019/20	Total PP budget	£ 80520	Date of most recent PP Review	July 2019
Total number of pupils	181	Number of pupils eligible for PP	61 PP inc 50FSM 4 PEP <u>33%</u>	Date for next internal review of this strategy	April 2020
Current picture	<p>OFSTED July 2019</p> <p>What does the school need to do to improve further?</p> <ol style="list-style-type: none"> Raise standards of leadership and management by: <ul style="list-style-type: none"> embedding recent training for middle leaders to ensure that improvements in the quality of teaching are fully established in all year groups so that all pupils, including disadvantaged pupils, make consistently strong progress ensuring that the planned curriculum provides both depth and rigour, together with the enjoyment and interest it currently includes improving attendance and punctuality for disadvantaged pupils. Improve the quality of teaching, learning and assessment by ensuring that all teachers: <ul style="list-style-type: none"> raise the level of challenge so that more pupils achieve the higher standards in writing and mathematics by the end of Year 6 give pupils enough time to review what they are learning so that they consistently correct errors and edit and improve their work apply consistent and high expectations for standards across all areas of the curriculum. Improve pupils' behaviour by making sure that: all adults have high expectations of pupils' behaviour in and around the school all adults consistently adhere to the school's behaviour policy to address pockets of inappropriate or intolerant behaviour promptly. 				

4. Current attainment 18/19			
	ALL pupils (St Giles)	Non- SEND pupils eligible for PP (St. Giles)	National average ALL pupils 2019
% achieving in Expected Standard in reading, writing and maths	38.46%	36.36%	65%
% achieving in Expected Standard in reading	61.54%	72.7%	73%
% achieving in Expected Standard writing (Teacher assessment)	73.08%	63.6%	78%
% achieving in Expected Standard maths	48.08%	45%	79%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Pupils can lack the ability to infer from fiction and non-fiction texts	
B.	Pupils can lack the ability to apply their number skills to reason and show mastery in their mathematics.	
C.	Pupils are unable to apply taught grammar and spelling strategies to their independent writing.	
D.	Pupils can lack resilience in their learning and lack behaviours ready for learning.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E	Pupils do not always meet the school attendance target of 95%. 12% of PP pupils have attendance below 85%.	
F	Pupils have additional barriers that prevent them being 'learning ready' (24% Leuvens)	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to St Giles non-PP and national PP.	At least 63% of Pupil Premium pupils at St. Giles will achieve expected standard at End of Key Stage 2 (2019-20). This is based on end of KS1 outcomes and national standard of PP pupils 2018-19.
B.	To close the gap in Maths attainment in disadvantage pupils at St. Giles and non-disadvantaged pupils nationally.	At least 55% of Pupil Premium pupils at St. Giles will achieve expected standard at End of Key Stage 2 (2019-20). This is based on end of KS1 outcomes and national standard of PP pupils 2018-19.
C.	The number of PP pupils achieving ARE by the end of KS2 in writing to narrow the gap compared to St Giles non-PP and national PP.	At least 73% of Pupil Premium pupils at St. Giles will achieve expected standard at End of Key Stage 2 (2019-20). This is based on end of KS1 outcomes and national standard of PP pupils 2018-19.
D.	For all PP pupils to be develop strategies of resilience in relation to their learning and ensure learning behaviours are effective.	The number of incidents relating to behaviour concerns in classroom time is reduced by 10% (recorded on CPOMS) Pupils have access to a well-balanced curriculum which meets the needs outlined in PASS assessment

		in September 2019 and have an improved PASS score of at least 25%.
E.	Increased attendance rates for pupils eligible for PP.	PP pupils to achieve at least 95% attendance by the end of the year. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.
F.	Pupils have SEMH needs met so can become more engaged and successful with learning, closing the attainment gap with peers.	SEMH provision is monitored half termly so that pupils have SEMH needs met. PP pupils account for at least 50% of SEMH provision where appropriate.

1. Planned expenditure

Academic year

2019/20

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 school review implementation?
<p>A To increase the number of PP pupils achieving expected standard by the end of KS2 in reading to narrow the gap compared to non-PP nationally.</p>	<p>Re-launch of the reading scheme</p> <p>Parent workshop including model examples during parent's evenings and class assemblies. Continue to develop use of school wide 'reading heroes' to target specific PP readers.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils' talk and interaction in groups (such as Thinking Together).</p>	<p>Half-termly drop-ins on learning engagement and work quality in line with peers (non PP) and in line with their end of KS2 targets (based on KS1 exit data)</p> <p>Progress review meetings lead by subject co-ordinators</p> <p>Specific PPG pupils meeting modelled on the IEP approach of collaboration with parents, whereby children with no external barriers to learning are given SMART targets to be revisited.</p>	<p>English subject leader</p> <p>PP champion</p>	<p>In line with monitoring and evaluation timetable 2019-20 (October, February and June)</p>

<p>D All pupils are emotionally resilient and ready for learning</p>	<p>Pupil attitude towards self and school survey</p> <p>Staff training for MDS to embed the school relationship policy</p> <p>Learning mentor to use 'Time to Talk' programme to support pupils</p> <p>Nurture Provision is used to support the needs of pupils.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/# 2019)</p>	<p>TW to model the PASS approach and lead staff training on delivery to pupils</p> <p>SEMH meetings attended half termly to discuss provision needs of pupils are being met in relation to PASS and teacher referrals to SENDco and LM.</p>	<p>All teachers led by PP champion</p> <p>ALL MDS led by SMT</p> <p>Learning mentor</p>	<p>TW to introduce to staff for students w/b 2nd September 2019</p> <p>1st PASS survey completed by all classes by 7th October 2019.</p> <p>Class teachers to have reports on their class surveys and implemented planned approaches by end October 2019.</p> <p>PASS survey to be completed by students again in Summer 2 term ready to monitor progress on objectives and to inform transition to next class teacher.</p>
<p>A, B, C, D</p>	<p>Implementation of PP firsts classroom approach (as discussed with SSIF partner)</p>	<p>EEF teaching and learning toolkit suggests that feedback has high impact for low cost (+8). It focuses both the teacher and the learner on actions required to achieve a goal and can be about the learning activity itself, about the process of the activity or about the pupil's management of their learning.</p>	<p>TW to lead staff meeting session to develop strategies of in class support for vulnerable learners.</p> <p>TW to monitor through pupil voice conversations and drop ins.</p> <p>Triangulation with subject leads on book monitoring and observations.</p>	<p>ALL teachers led by PP champion</p>	<p>TW to lead staff meeting in Autumn 1 2019.</p> <p>All monitoring will follow the monitoring and evaluation timetable as set by SLT.</p>

Total budgeted cost £24,396

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>B To close the gap in Maths attainment in disadvantage pupils in KS2 and non-disadvantaged pupils nationally.</p>	<p>Success at arithmetic</p> <p>Maths SL to monitor and promote the use of x table rockstars</p>	<p>According to data collated by Edge Hill University, over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools. They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.</p>	<p>Attendance monitoring of sessions</p> <p>Pupil voice</p> <p>Test score data</p> <p>Drop ins on sessions</p>	<p>PP lead in relation with relevant support staff</p>	<p>In line with monitoring and evaluation timetable 2019-20 (October, February and June)</p>
<p>A To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to non-PP nationally.</p>	<p>Continue to develop use of school wide ‘reading heroes’ to target specific PP readers.</p>	<p>Research shows that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002). There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p>	<p>Half-termly drop-ins on learning engagement and work quality in line with peers (non PP) and in line with their end of KS2 targets (based on KS1 exit data)</p>	<p>English subject leader</p> <p>PP champion</p>	<p>In line with monitoring and evaluation timetable 2019-20 (October, February and June)</p>
<p>A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets.</p>	<p>Focused 1:1 IEP work for individuals.</p>	<p>Pupils who are SEND will benefit from focussed targeted work against their IEP targets; to improve their basic English and Maths skills.</p>	<p>Working with the SENCo, regular IEP reviews with teachers and parents. Using this information to set new targets.</p>	<p>SENCo, H, DHT.</p>	<p>At the point of each review.</p>

<p>A.B.C Year 6 pupils have targeted support to promote best outcomes in 2020 SATs</p>	<p>Additional teacher support across both classrooms for both targeted and general support in English and Maths to support the needs of pupils identified by teachers formative assessment.</p>	<p>Pupils who have identified gaps and misconceptions will benefit from additional support from a qualified teacher which is in both in class and out to best support outcomes.</p>	<p>Monitoring by class teachers on impact Pupil progress meetings will evaluate the pupils are not reaching their targets.</p>	<p>SLT; subject leads Year 6 team</p>	<p>Formative discussions/evaluation weekly by Year 6 team and SLT Monitoring in line with the monitoring schedule.</p>
<p>F Pupils have SEMH needs with can prevent them from engaging successfully with learning.</p>	<p>PASS survey completed twice yearly by pupils. Surveys analysed by class teachers and wider support provision allocated accordingly. SEMH provision revised termly and monitored by relevant provision leads. Wider provision such as Nurture, 1:1 support and links with outside agencies such as Young Carers continued and supported by provision leads.</p>	<p>Supportive relationships are a key motivation for teachers joining the profession,7 and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviourSammons, P., Lindorff, A. M., Ortega, L. and Kington, A. (2016) EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	<p>Half-termly SEMH provision meetings with PP champion, SEND lead, TAs running intervention.</p>	<p>SENDco PP champion Learning mentor</p>	<p>Meetings on the calendar to September 2019 November 2019 January 2020 March 2020 June 2020</p>
Total budgeted cost £30997					
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?

<p>E</p> <p>Increased attendance rates for pupils eligible for PP.</p>	<p>Trial a 'magic breakfast' style initiative where a small breakfast would be provided for all pupils who are present for morning registration.</p>	<p>"Magic Breakfast is a charity that supports the provision of breakfast clubs in disadvantaged schools in England, defined as those as having at least 35% of pupils eligible for free school meals or 50% of pupils having been eligible in the previous six years. The rationale for this intervention is that addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, and ultimately improvements in pupil attainment. Teachers already involved with a breakfast club have also reported to Magic Breakfast that it improves the classroom environment for all pupils. This is because learning time increases as the interruptions due to hunger decrease, and there is less disruption from pupils arriving late."</p> <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Magic_Breakfast.pdf</p>	<p>Attendance monitoring on those 'late arrivals' and pupils absentee rates compared to the same period in the previous academic year excluding any 'exceptional circumstances'</p>	<p>PP lead SMT Warwickshire ACE support team</p>	<p>In line with monitoring and evaluation timetable 2019-20 (October, February and June)</p>
<p>A, B, C</p>	<p>Pupil Premium 'structured conversations' with parents.</p>	<p>At St. Giles Junior School, the ARE attainment of PP pupils is below that of non-PP pupils at St. Giles and Nationally. See figure 1 pg.1. PP strategy 2019/20.</p> <p>To ensure that PP pupils who are not on track, have targets that are SMART and driven by QFT, PP lead, parents, pupils and teachers will have x2 structured conversations where appropriate.</p>	<p>PP lead will analyse data submitted by teachers and select pupils that are not on target to meet EOY outcomes for the PP meetings.</p>	<p>PP lead SMT Class teachers</p>	<p>In line with monitoring and evaluation timetable 2019-20 (October, February and June)</p>
<p>A, B, C</p>	<p>Teachers ensure challenge is provided for high attaining pupils and their attainment in monitored regularly by PP lead.</p> <p>Additional provision to be discussed and setup by SMT where appropriate.</p>	<p>The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE. (EEF June 2019)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>PP lead with analyse data submitted by teachers and discuss relevant strategies and possible interventions for pupils at Progress Meetings</p>	<p>PP lead SMT Class teachers)</p>	<p>In line with monitoring and evaluation timetable 2019-20 (October, February and June)</p>
<p>A, B, C, D, E, F</p>	<p>Funding is set aside to support hardship including trips and ensure PP pupils are able to access the same opportunities as non-PP peers.</p>	<p>Some students are visibly poorly dressed for school in uncomfortable uniform, some is unclean and in poor condition. It is important for students to feel that they fit in in this way to be able to settle well to learning.</p> <p>Some student's families could not afford the cost of a residential outdoor adventurous learning experience.</p> <p>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of</p>	<p>PP lead and SBM will track contributions to trips including residential.</p>	<p>Spending reviews with SBM.</p>	

		an impact on non-cognitive outcomes such as self-confidence.' EEF			
Total budgeted cost £2517					
					£ 80520