

Halfway Junior School Pupil Premium Strategy 2017-2018

1. Summary information					
School	Halfway Junior School				
Academic Year	2017/2018	Total PP budget	£47520	Date of most recent PP Review	Sept 2017
Total number of pupils	199	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Feb 2018

2. Attainment 2017					
	Y6 2017 SAT data	Pupils eligible for PP	Pupils not eligible for PP	National all pupils	School all pupils
Reading % at the expected standard		75%	64%	71%	67%
Writing % at the expected standard		87.5%	84%	76%	85%
EGPS % at the expected standard		87.5%	76%	77%	79%
Maths % at the expected standard		62.5%	64%	75%	64%
Reading % at the higher standard		12.5%	28%	25%	24%
Writing % at the higher standard		25%	36%	18%	33%
EGPS % at the higher standard		0%	28%	31%	21%
Maths % at the higher standard		12.5%	32%	23%	27%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Complex behaviour needs of some pupils in year 5/6 has impacted on their progress over time
B.	Progress and attainment of high ability pupils who are eligible for PP – expectations of these pupils must be higher
D.	Behavioural needs of some pupils requires multi agency support
External barriers (issues which also require action outside school, such as low attendance rates)	

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The number of PP eligible pupils working at 'Greater Depth' at the end KS2 in RWM increases.	PP eligible pupils in Y6 are targeted and expectations are raised in order that an increasing number of these pupils' attainment is at a greater depth
B.	The number of PP eligible pupils on track (in years 3, 4 and 5) to be working at 'Greater Depth' at the end of KS2 in RWM increases	No discernible gaps between those eligible for PP and those not.
C.	Pupils in receipt of pupil premium and also on SENd support make good progress in line with their targets	Pupils achieve targets set in each year group
D.	All pupils in receipt of pupil premium make good progress from KS1 on entry data and percentage of these pupils at expected standard and greater depth increases	Challenging targets set based on KS1 on entry data are met in each year group

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?
Increased engagement and readiness for learning as a result of having a good breakfast and opportunity to spend time with peers and adults before school begins	Breakfast Club	The success in terms of positive impact of this approach during the last academic year.	We will ensure that pupils are being offered breakfast club provision.	KK	
All PP eligible pupils on track to achieve targets set in all year groups	Consultant support and CPD for teaching staff from Theresa Heathcote to develop mastery in reading and writing to continue	Consistency in approach through school meeting needs of NC in reading, writing and EGPS based on evidence based training	Family of Schools HT review meetings Lesson observation Book scrutiny Pupil Progress meetings Staff audit	KW Leadership time	£5597

	throughout the academic year.				
All PP eligible pupils on track to achieve targets set in all year groups	Consultant support and CPD for teaching staff from Jamie Heathcote to develop mastery in maths throughout the academic year.	Consistency in approach through school meeting needs of NC in maths mastery and reasoning	Family of Schools HT review meetings Lesson observation Book scrutiny Pupil Progress meetings Staff audit	JO Leadership time	3 days supply cover £600 £1827
Total budgeted cost				£8024	
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?
Progress in reading and writing is accelerated for vulnerable pupils	Pupil progress meetings identify children vulnerable to not achieving targets and targeted support is planned (targets set are based on accelerated progress for all pupils)	Tight provision mapping and assessment of impact means all pupils are assessed regularly and gaps identified filled quickly	Interventions will feed into pupil progress meetings.	MH/AC and phase leads – KW/DS	Prizes for Homework competition and Raffle £250
Progress in reading, writing and maths is accelerated for vulnerable pupils	Deployment of SENco and senior teaching assistant	Senco supports pupils at risk of falling behind in their learning by following the Sheffield Grid for SEND and signposting children and their families to targeted support. SENco liaises with teaching staff to offer support, advice and strategies to support learners.	Annual SEND report to governors, half termly visits from Family of School's Learning Support Teachers at which caseloads are discussed for quality checking.	JK/MH/JL (MH time)	£756

Progress is accelerated for vulnerable pupils eg Theraplay, pastoral support plans to build confidence and communication skills to develop positive learning behaviours in vulnerable children and reduce impact of behaviour challenges on progress for key pupils	Deployment of learning mentors to work closely with this group of pupils, staff and families to create plans to address issues impacting on learning	This support has been very successful in the past two years reducing barriers to learning for this group of pupils	Regular meetings with learning mentors and families Pupil progress meetings Pupil Progress meetings SEN reviews.	KK/TC/MAST links	£23,065
PP pupils in Y6 are working at the expected standard and a greater number of these pupils are working with greater depth.	Booster groups in Y6 from November 2017 based on close tracking of end Y5 data 1:1 tuition for pupils in Y6 identified as needing support from January 2018 Deployment of DHT to lead Y5/6 phase	Small targeted group support allows for tight focus of teaching to address issues pre / post initial teaching	Through pupil progress meetings and ongoing review meetings with Y6 team	DS/JO/KT/LM Easter School (4 teachers 3 days)	£3100
Y6 pupil premium pupils will accelerate progress, especially in maths to become on track for end Y6 and end key stage targets	In class TA support Learning mentor support in class TA and teacher maths CPD – Autumn term	Small targeted group support allows for tight focus of teaching	Through pupil progress meetings	KK/JO/KT LB/EC time	£4296
Pupils targeted for extra intervention to support achievement of writing targets in Y4	In class TA support Learning mentor support in class Small group support	Small targeted group support allows for tight focus of teaching	Through pupil progress meetings	MH/WL/CL LT time	£2750

Total budgeted cost				£34217	
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?
Vulnerable children and their families are supported in order to support children in achieving their potential. Reduction in behaviour incidents and promote positive learning behaviours Liaison with other agencies in order to provide support for families and children.	Learning mentors	Learning mentors work closely with a number of families, most of whom were eligible for PP building strong relationships with families through sessions such as 'Proud Sessions' which celebrate learning with families and pupils	Regular meetings with LMs performance management of LMs, analysis of incidents of unwanted behaviour, reports from TAC meetings and other multi agency meetings. Impact of LMs on vulnerable families.	AC/KK/TC	
Pupil Premium lead ensures that funding is planned for and spent with optimum impact. PP lead monitors attainment and progress of PP pupils. PP lead ensures gaps between PP and non PP are targeted with a view to them closing.	Pupil Premium lead	Pupil premium leader receives time out of class in order to undertake monitoring and evaluative duties to ensure that PP eligible pupils are as likely to achieve than those who are not eligible.	PP lead will create reports which will form part of the Head Teacher's report to governors.	TC/KK/AC KK time	£5292
Reduction in behaviour incidents and positive behaviour promoted during lunchtime so that children are ready for learning after break times.	Lunchtime Pastoral Care	The number of playtime incidents involving behaviour will decrease. Pupil premium eligible pupils will be monitored to ensure that there is no	Reduction of lunchtime incidents tracked through cpoms Training fro LTS – MAST and mentors		

		<p>imbalance in the number of incidents involving PP and non PP eligible pupils.</p> <p>CPOMs will be used as a tool to track this alongside Midday Assistants' notebooks.</p>	Mentor lead for LTS		
			Total budgeted cost		£5292