



Halfway Junior School Pupil Premium Strategy 2016-2017

1. Summary information					
School	Halfway Junior School				
Academic Year	2016	Total PP budget	£33,000	Date of most recent PP Review	July 2016
Total number of pupils	184	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Feb 2017

2. Current attainment				
	WHOLE SCHOOL DATA	Pupils eligible for PP	Pupils not eligible for PP	National
Reading % at the expected standard		63%	89%	66%
Writing % at the expected standard		56%	83%	74%
EGPS % at the expected standard		56%	83%	72%
Maths % at the expected standard		56%	86%	70%
Reading % at the higher standard		16%	49%	19%
Writing % at the higher standard		12.5%	41%	15%
EGPS % at the higher standard		12.5%	41%	22%
Maths % at the higher standard		25%	48%	17%

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.	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
C.	40% of pupils eligible for pupil premium also require SEND support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Behavioural needs of some pupils requires multi agency support	
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	2016-2017
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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	£3,566.00
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 throughout the academic year.	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	KS	£1104.00
	Use of federation expertise to share best	Sharing of experience and expertise to raise standards	Review meetings with shared staff	SLT	No extra cost

	practice for all teaching staff across both schools, including key staff working across both schools	in both federated schools (peer development) and joint CPD	Pupil progress meetings Staff meeting minutes and review of impact		
Total budgeted cost					£4,670.00
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/ZW/AC	£2,373.00
Progress in reading, writing and maths is accelerated for vulnerable pupils	Deployment of SENco	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.	ZW/JL	£1,275
Progress is accelerated for vulnerable pupils eg Theraplay, pastoral support plans to build confidence and communication skills to	Deployment of learning mentors to work closely with this group of pupils, staff and families to create plans to	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.		£35,289.00

develop positive learning behaviours in vulnerable children and reduce impact of behaviour challenges on progress for key pupils	address issues impacting on learning				
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 September 2016 based on close tracking of end Y5 data 1:1 tuition for pupils in Y6 identified as needing support from January 2017	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	AC/LM/ JC/JO/CD	£2,936.00 Boosters £4,687.00 Tracking £1,200.00 Tuition
Y5 pupil premium pupils will accelerate progress, especially in maths to become on track for end Y5 and end key stage targets	In class TA support Learning mentor support in class TA maths intervention Success @ Arithmetic – Autumn term	Small targeted group support allows for tight focus of teaching	Through pupil progress meetings	KK/EC/LB/NR/AC	
Total budgeted cost					£52,430.00
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	Learning mentors	Learning mentors works 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.		As per mentor costs above

Liaison with other agencies in order to provide support for families and children.					
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	£6,208.00
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 imbalance in the number of incidents involving PP and non PP eligible pupils. CPOMs will be used as a tool to track this alongside Midday Assistants' notebooks.	Reduction of lunchtime incidents tracked through cpoms		As per mentor costs above
Total budgeted cost					£58,548.00
6. Review of expenditure					
Previous Academic Year					
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	

<p>Improvement in attendance and punctuality</p> <p>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</p>	Breakfast Club	Feedback from class teachers and parents shows that children are more ready for learning.	We will continue with this approach in the next academic year.	£3870
<p>Improvement in attendance and punctuality</p> <p>Children with poor punctuality or attendance identified</p> <p>The profile of attendance and punctuality raised within school</p>	Administrative Staff – Attendance and Punctuality and learning mentor	Children with low attendance identified and support put in place. Attendance trophy in school to raise profile of good attendance	<p>We will continue with this approach in the next academic year.</p> <p>It has also enabled us to engage with vulnerable families.</p>	
<p>Vulnerable children and their families are supported in order to support children in achieving their potential.</p> <p>Reduction in behaviour incidents and promote positive learning behaviours.</p> <p>Liaison with other agencies in order to provide support for families and children.</p>	Learning mentors	<p>LMs worked closely with a number of families, most of whom were eligible for PP.</p> <p>LM has been part of a working party across the family of schools who have created a package of support and early intervention for vulnerable children and families and has worked to embed this within the school.</p> <p>LM has built strong relationships with families through sessions such as ‘proud sessions’ LMs also deliver specific packages of support to vulnerable children such as bereavement support, pastoral support and mentoring.</p>	We will continue with this approach during the coming academic year.	£18750
All children receive high quality teaching and learning experiences.	Professional Development: Maths and English subject knowledge	Ongoing developments into the teaching of mathematics and English in order that all teaching staff have sound subject knowledge.	We will continue to provide professional development opportunities in English and Maths as the impact of this is evident in lesson observations,	

Teachers' confidence and knowledge are developed so that they are able to best support vulnerable children.			scrutiny of pupil's books, progress data and pupil's attainment.	
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
All pupil achieve targets set	Pupil premium champion tracks pupils individually and meets with them regularly to talk through learning and support in class learning	Y3 pupils achieved targets set in all areas Y4 pupils 80% achieved reading target 60% achieved writing target 20% achieved maths target – clear area of focus for Y5 Y5 pupils 50% achieved reading target 10% achieved writing target 10% achieved maths target Behaviour and emotional need impacts this year group – see mentor support 16/17 through school above Y6 pupils 3 children did not achieve EXS in reading (9 in total) 2 children did not achieve EXS in maths 2 children did not achieve EXs in writing	Behaviour and pastoral needs of some pupils impacted on mentor time. We will continue with this approach as it help build relationships and feeds into proud sessions where appropriate . Pastoral support for current Y6 (16/17) is needed to make sure that all pupils are able to access tests effectively and achieve their potential. Tight tracking of all pupil premium pupils will take place half termly to make sure any gaps are identified quickly and intervention in place to address these rapidly Y4 pupils (now Y5) will have targeted support in maths to close gaps (see above)	£6,208.00