

Pupil premium strategy statement

1. Summary information					
School	Rothwell Junior School				
Academic Year	2016-17	Total PP budget	136080	Date of most recent PP Review	
Total number of pupils	372	Number of pupils eligible for PP	124	Date for next internal review of this strategy	July 17

2. Current attainment (2016 End of KS2 tests)					
	<i>Pupils eligible for PP (school)</i>	<i>Non disadvantaged (School)</i>		<i>Pupils eligible for PP (school)</i>	<i>Non disadvantaged (school)</i>
% reaching EXS+ in Reading	62%	76.7%	% reaching GDS in Reading	3.4%	16.7%
% reaching EXS+ in Writing	51.7%	75.0%	% reaching GDS in Writing	0	10%
% reaching EXS+ in Maths	62.1%	80%	% reaching GDS in Maths	3.4%	13.3%
% reaching EXS+ in GPS	65.5%	80%	% reaching GDS in GPS	17.2	25.0%
% reaching EXS+ RWM	45%	65%	% reaching GDS RWM	0	50%

3. Barriers to future attainment (for pupils eligible for PP, including more able)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Emotional and social wellbeing – (of all PP cause for concerns) safeguarding concerns, poor vocabulary skills, poor social mobility
B.	PP children start from a lower attainment level, they make broadly the same progress but need to make accelerated progress

External barriers *(issues which also require action outside school, such as low attendance rates)*

C.	Engagement in clubs not organised by school,
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Increased progress and attainment, in order that all children are able to reach national expectations and make expected progress.	Greater numbers of children reach national expectations at the end of KS2 improved from Last Years percentage figures
B.	<p>Pupils and parents feel fully supporting in managing their personal, social and emotional needs leading to increased attainment at the end of KS2.</p> <p>Support for pupils to gets them ready for the transition to secondary school</p> <p>Parents are involved and supportive of their children’s learning,</p> <p>Effective use of interventions/strategies means that pupils will be engaged and receptive to learning.</p> <p>Reviews of these interventions will adapt, monitor, evaluate and analyse their impact leading to the most effective strategies being adopted.</p>	<p>Pupils eligible for PP display positive learning behaviours and respond to precision intervention for emotional and social issues; use wellbeing tracker to measure impact for case study pupils. The gap between PP and all pupils in Maths will diminish in all year groups due to enhanced learning behaviours.</p> <p>Parents and carers of pupils eligible for PP understand the importance of involving themselves in their child’s education; they work alongside the school to promote aspirational thinking.</p>
C.	Attendance rates for pupils eligible for PP, and vulnerable pupils are in line with school expectations of 95%	Attendance rates for pupils eligible for PP, and vulnerable pupils are in line with school expectations of 95%

5. Planned expenditure

Academic year

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	Update
<p>Outcome A At the end of KS2 the school's attainment is at least equal to the national average for all pupils; the gap between PP pupils and all pupils nationally is narrower</p>	<p>To provide effective reading, spelling, writing and SPAG interventions where appropriate, up skilling and training Pupil Premium Teaching Assistant/Teaching Assistants in this intervention. Pupils 1:2 booster groups for year 6 children Employ HLTA for Year 6 Set /PP intervention class</p> <p>PP lead to make all staff aware of their disadvantaged children</p>	<p>There is a need to monitor and develop high-quality teaching of reading and empower pupils to challenge themselves in their reading choices; this will impact on reading comprehension progress and attainment</p> <p>Quality first teaching and timely intervention will mean that the gap between disadvantaged and non disadvantaged pupils will close on last year</p>	<p>Monitoring of Teaching and Learning by LH and Governing Body Data drop 3x a year Pupil Progress meetings attended by school improvement Governors Pupil voice Teacher triangulation documents, termly learning walks, book and scrutinies by leadership team.</p>	<p>Executive Headteacher, Leadership team / head of teaching and learning, Governing Body.</p>	

<p>Outcome A</p> <p>At the end of KS2 the school's attainment is at least equal to the national average for all pupils; the gap between PP pupils and all pupils nationally is narrower than in 2016.</p>	<p>To Catherine Milner to deliver staff training on reasoning.</p> <p>Training will be delivered to LSAs in order to ensure the quality of support to PP children.</p> <p>Employ HLTA for Year 6 Set /PP intervention class</p>	<p>Following the changes in the National Curriculum and the changes in the format and expectations of the KS2 SATs, the development of numerical reasoning skills has been identified as an area of improvement. Improvements in the teaching of reasoning will lead to improved outcomes at the end of Year 6</p>	<p>Monitoring of Teaching and Learning by LH and Governing Body</p> <p>Data drop 3x a year</p> <p>Pupil Progress meetings attended by school improvement Governors</p> <p>Pupil voice</p> <p>Teacher triangulation documents, termly learning walks, book and scrutinies by leadership team.</p>	<p>Executive Headteacher, Leadership team / head of teaching and learning, Governing Body.</p>	
<p>Outcome A Improve the number of Year 3 children who did not pass the KS1 phonics test</p>	<p>Up skilling and training Pupil Premium Teaching Assistant/Teaching Assistants in this intervention.</p> <p>Small group intervention given to children still on Stage 4-6 of Phonics.</p>	<p>Disadvantaged children who have poor phonics skills struggle with reading-improved reading skills will help these children with comprehension and understanding and will help close the gap. Number of disadvantaged children who are secure in phonics will increase all children will be secure (Phase 6 by end of Year 3)</p>	<p>Monitoring half termly of the phonics provision for the children in the phonics group-</p> <p>Pupil progress meetings</p> <p>Data drop 3x a year.</p>	<p>Head of Year 3</p>	
Total budgeted cost					91897
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	Update

<p>Outcome A and B To address the personal, social and emotional needs of the children through interventions to allow learning to take place.</p> <p>Review and adapt interventions, then monitor, evaluate, analyse their impact.</p>	<p>Children to have lunchtime nurture club for those pupils who are disadvantaged to provide a PHSE style environment.</p> <p>Children to have group sessions/1:1 where appropriate to address emotional needs.</p> <p>Forest School opportunities</p> <p>Protective behaviours</p> <p>Play therapy Sensory circuits Counselling support to pupils</p>	<p>Numbers of disadvantaged children who have CP/ cause for concern files.</p> <p>Emotional trauma suffered by some of our disadvantaged children affects their mindsets and means that they are not ready to learn</p>	<p>Correct Identification of the needs the children have and the most effective strategies available to help support them.</p> <p>Reviews of the impact for the children shown through wellbeing charts and ultimately leading to achievement at end of KS2 assessments.</p>	<p>Executive Headteacher, Leadership team / head of teaching and learning, PP Lead Family support worker Safeguarding lead</p>	
Total budgeted cost					26835
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	Update

<p>To further develop independence, participation in education and to remove barriers for learning..</p>	<p>Pupils attend all school trips (paid for) Pupils provided with a broad range of experiences Pupils given the opportunities to participate in a range of sports clubs Uniform vouchers for Pupil Premium pupils</p> <p>Attendance incentives to boost the attendance of Pupil Premium pupils.</p> <p>Breakfast for children who attend school having not eaten breakfast</p>	<p>Parents of PP children can struggle to pay for the cost of educational trips, clubs and also pay for uniform.</p> <p>By offering this incentive, the children in receipt of pupil premium, are offered a level playing field compared to the children who are not. This allows them to gain a broad, inclusive school experience.</p> <p>Parents are more likely to see PP funding for the school if they see benefit to themselves.</p> <p>Children who attend school having not eaten breakfast are not in a mindset conducive to learning. By providing breakfast for these children they will be more receptive to learning leading to better academic outcomes.</p>	<p>Parents to be made aware of the benefits to the school and to themselves of applying the Pupil Premium grant where applicable.</p> <p>Parents aware of the different opportunities that are offered to their children and support to help finance where appropriate</p> <p>Children's attendance is in line with school expectations- monitored closely.</p> <p>Support offered to parents who's children are not meeting expected levels of attendance, meetings and attendance contracts put into place in a timely manner.</p> <p>Children are ready to learn in school, having had breakfast. Impact seen in end of Year 6 assessments.</p>	<p>PP Lead</p>	

Parents of children with PP are supported and engaged in their children's learning.	Parent Support Worker Parent Liaison Officer/Safeguarding Lead	Some of the parents of children who are in receipt of PP funding also require access to additional support to help them best manage the needs of their children. Having early access to this support with timely interventions means that parents are identified and offered support where applicable. Children whose parents engage in learning achieve better.	Parents are fully committed to supporting their children's education. Parents who are identified or actively seek help feel supported and are offered support.	Parent Support Worker Parent Liaison Officer/Safeguarding Lead PP Lead	
Total budgeted cost					38825.50

Impact on Pupil Premium Progress and Attainment.

Year 6

Reading:

Progress-100% of PP children made 2 stage progress. No gap compared to Non PP children also at 100%. 100% made 3 stage progress. No gap compared to Non PP children also at 100%.

Attainment- percentage of PP children working at expected for Spring term is 63 % with 37 % working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 92% with 8 % working below expected. This represents a gap of 29%

Writing:

Progress-94 % of PP children made 2 stages progress, a gap of 6% compared to the Non PP children at 100%. 86 % of PP children made 3 stage progress, a gap of 10% compared to the Non PP children at 96%.

Attainment- the percentage of PP children working at expected for Spring term is 45% with 55% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 78% with 22% working below expected. This represents a gap of 33%

Math:

Progress-100% of PP children made 2 stages progress, No difference compared to Non PP children also at 100%. 97% made 3 stage progress, a gap of 1% compared to the Non PP children at 98%.

Attainment- the percentage of PP children working at expected for Spring term is 54% with 46% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 85% with 15 % working below expected. This represents a gap of 31%

Year 5

Reading:

Progress- 96% of PP children made 2 stages progress, gap of 4% compared to the Non PP children at 100%. 96 % made 3 stages progress gap of 4% compared to the Non PP children at 100%.

Attainment- the percentage of PP children working at expected for Spring term is 81% with 19% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 85% with 15 % working below expected. This represents a gap of 4%

Writing:

Progress- 100% made 2 stages progress. No gap compared to the Non PP children also at 100%. 100% made 3 stages progress. A positive difference of 3% compared to the Non PP children at 97%.

Attainment- the percentage of PP children working at expected for Spring term is 66% with 44% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 84% with 16% working below expected. This represents a gap of 18%

Math:

Progress- 100% made 2 stages progress. A positive difference of 6% compared to Non PP children at 94% . 73% made 3 stages progress. A gap of 18% compared to the Non PP children at 91%.

Attainment- the Percentage of PP children working at expected for Spring term is 73% with 27% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 90% with 10% working below expected. This represents a gap of 17%

Year 4

Reading:

Progress- 96% of PP children made 2 stages progress. A gap of 4% compared to the Non PP children at 100%. 92% made 3 stages progress. A gap of 3% compared to Non PP children at 95%.

Attainment- the percentage of PP children working at expected for Spring term is 77% with 23 % working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 84% with 16 % working below expected. This represents a gap of 7%

Writing:

Progress- 100% of PP children made 2 stages progress. A positive difference of 2% compared to Non PP children at 98%. 96 % made 3 stages progress. A gap of 1% compared to Non PP children at 97%.

Attainment- the percentage of PP children working at expected for Spring term is 65% with 45% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 78% with 22% working below expected. This represents a gap of 13%

Math:

Progress- 88% of PP children made 2 stages progress. A gap of 9% compared to Non PP children at 97%. 85% made 3 stages progress. A gap of 7% compared to Non PP children at 92%.

Attainment- the percentage of PP children working at expected for Spring term is 54% with 46% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 68% with 32 % working below expected. This represents a gap of 14%

Year 3

Reading:

Progress- 100% of PP children made 2 stages progress. A positive difference of 2% compared with Non PP children at 98%. 81% made 3 stages progress. A gap of 13% compared with Non PP children at 94%.

Attainment- Percentage of children working at expected for Spring term is 38% with 62% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 74% with 26% working below expected. This represents a gap of 36%

Writing:

Progress- 97% of PP children made 2 stages progress. A gap of 1% compared to Non PP children at 98%. 78 % made 3 stages progress. A gap of 10% compared to Non PP children at 88%.

Attainment- the Percentage of PP children working at expected for Spring term is 31% with 69% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 64% with 46 % working below expected. This represents a gap of 33%.

Math:

Progress- 100% made 2 stages progress. No gap compared to Non PP children also at 100%. 66% made 3 stages progress. A gap of 17% compared to Non PP children at 83%.

Attainment- the percentage of PP children working at expected for Spring term is 37% with 63% working below expected. Comparatively percentage of Non PP children working at expected for Spring term is 74% with 26% working below expected. This represents a gap of 37%

Progress measures in Year 6 show narrowing gaps since Autumn-

Focus booster groups and 1:1 intervention to target children on thresholds.

Main messages – Gaps in attainment are narrowing since Autumn term.

Average stage scores show gaps in comparison to Non PP and these will need to be addressed lower down school through targeted intervention although a number of these PP children are also open to safeguarding interventions and SEN.