

Pupil premium strategy statement 2018-2019

1. Summary information					
School	Orchard Lea Junior School				
Academic Year	2018-2019	Total PP budget (this includes LAC, Service)	£79,600	Date of most recent PP Review	July 2018
Total number of pupils	221	Number of pupils eligible for PP	45 (20%)	Date for next internal review of this strategy	July 2019

2. Current attainment Year 6 KS2 SATs results.		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths (ARE)	50%	68%
% ARE in reading	63%	73%
% ARE in writing	88%	86%
% ARE in maths	63%	78%
% ARE in SPAG	81%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
A.	Attainment of PP children not making expected progress (particularly in Reading and Maths)	
B.	Self-esteem/emotional resilience	
C.	Parental involvement	
D.	Involvement of PP in the wider curriculum- attending clubs, participation in school trips and whole school events	
E.	Attendance and late arrival at school	
4. Desired outcomes and success criteria		
A.	PP children will be in line with National Average for Reading, Writing and Maths including working at Greater Depth. (Measured by analysing PP data at the end of each phase, moderation and SATs results)	All pupils eligible for PP meet Age Related Expectation Pupils eligible for PP (not SEND) make at least as much progress as 'other' pupils across the school in all subjects The number of PP pupils working at greater depth is in line with 'other' pupils.
B.	Increased self-esteem and emotional resilience for PP children (Measured by conducting teacher surveys)	PP pupils will be able to talk positively about their learning PP pupils will have confidence in their learning PP pupils will have developed strategies to increase resilience
C.	Increased parental involvement	% of PP parents attending Parents Evening will increase to 100% % of PP parents attending Parents Topic Events will increase to 100%

	(Measured by recording parent attendance at events)	
D.	Increased involvement of PP in the wider curriculum (Measured by recording attendance/payment at clubs and events)	Increase in % of PP pupils attending school clubs and participating in school trips and whole school events
E.	Decrease in the amount of 'lates' and unauthorised absences for Pupil Premium children (Measured by recording attendance data at the end of each term)	All PP pupils will have 100% attendance

5. Planned expenditure					
Academic year	2018-2019				
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?
A	Leadership training	Increase the effectiveness of leadership	Performance management of those with leadership positions.	HT	Termly
A and B	Philosophy for Children training (Ongoing as part of a 3 year project with Sapere)	Proven technique to increase pupils ability to articulate and deepen thinking	Staff training by SAPERE accredited trainer for all staff PP LEAD to monitor impact with P4C team Analyse reasoning domains in Reading and Writing	PP LEAD	Termly
A	Core Subject leader release time	Time used to monitor and develop subject and analyse data Data tracking from baseline	Subject leader report to SLT details actions and evidence of their impact	SMT	Termly

A	Core Provision meetings for English and Maths leaders	Ensure that subject knowledge of TLRs is up-to-date and in line with current thinking.	Subject leader report to SLT details actions and evidence of their training Staff meetings to disseminate ideas and strategies Book looks, learning walks and lesson observations to show implementation of staff meeting training.	SMT	Termly
A	HIAS and SLE advisors	Advice for SMT on the most effective ways to support all children and raise standards, including how to close the gap between PP and non PP children. Proven impact across LA and nationally.	Reports on current performance and recommendations will be actioned and evaluated.	SLT	Termly
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?
ALL	Training and networking for the Pupil Premium Lead	PP lead to identify additional strategies and techniques to enhance provision.	Provision for Pupil Premium children is high profile. The Pupil Premium Lead will have the expertise and knowledge to lead this improvement area and share strategies in staff meetings. Strategies and techniques will be seen in book looks, learning walks and lesson observations across the school.	PP Lead	Termly
A	Library café at lunchtime for PP children in all year groups	To provide additional opportunities for children to read to/ with an adult and have support with word reading and understanding of the text	Record attendance at the workshop Monitor children's engagement with reading and their reading data	Librarian PP LEAD	Termly

A	<p>Pupil Premium progress meetings to be held each phase</p> <p>Specific gaps in learning (at objective level) will be discussed and analysed.</p>	<p>Maintain high profile of PP children and accountability with all staff. This ensures provision is targeted specifically to increase standards for PP children.</p> <p>For PP LEAD to share data and discussions from PP progress meetings and discuss next steps</p>	<p>SMT will discuss data and points raised in meetings and ensure that next steps are put in place for individuals and at whole school level</p> <p>SLT to ensure that meetings happen regularly</p>	PP LEAD	Each phase
A and B	<p>Targeted PP support in core subjects for children who are not making expected progress</p>	<p>PP children who are working below ARE will need specific, personalised and accelerated learning in order to make progress and close the gap</p>	<p>Pre and Post data collected and analysed</p> <p>Impact of support to be evaluated each phase</p> <p>Records to be kept of each intervention programme.</p>	SLT SENCo	Each phase
A and B	<p>Teachers to update individual intervention records during each phase to record data, attendance, home issues, support given in school, areas of concern, friendships, interests and strengths, behaviour and learning behaviours</p>	<p>This will provide all staff with a picture of the whole child and enable specific, personalised support to be put in place.</p>	<p>The intervention records will be discussed at PP progress meetings</p> <p>Attendance data to be provided by PSA and the school office.</p> <p>SLT to use CPOMS to track behaviour</p>	SLT	Each phase
B	<p>ELSA to support vulnerable pupils</p>	<p>We have a significant number of pupils with their social and emotional needs</p>	<p>Regular contact between the ELSA, teachers, parents and the SENCo about these children.</p> <p>PP Lead and ELSA to meet half termly to evaluate effectiveness</p>	ELSA	Termly
B	<p>Chill skills workshops to provide pupils with strategies to be more resilient, positive and reduce levels of anxiety.</p>	<p>Some children in school can be anxious about aspects of their school or home life and this can be a barrier to learning.</p>	<p>SENCo to liaise with Chill skills leader and receive a verbal update on individual pupils.</p>	SENCo	Termly
B	<p>PSA and ELSA to attend anxiety and health workshops</p>	<p>This will provide staff with additional strategies and resources to support families.</p>	<p>PSA and ELSA to feedback to SENCo and PP Lead about the implementation of new ideas.</p>	SENCo PP Lead	

C	Informal community events/ fun activities in theme weeks	Events will help to promote school as a positive environment and will enable reluctant parents to build positive relationships with the school.	% of PP parents attending events will be recorded. Staff will gain feedback from parents/ discuss pupils and their learning during the event.	PP LEAD	Termly
E and C	PSA to support vulnerable families	PSA to meet with parents on a regular basis and have time to follow up on concerns or issues.	Regular discussions between PSA and SLT/ SENCo about workload and parent issues and parent meetings.	PSA	Termly
E	Families contacted by office or PSA each day when late or absent.	Having strong links between home and school will encourage families to bring their children to school each day.	PSA to liaise with the school office and share absence data with SLT. PSA to phone parents at the end of week to discuss any concerns regarding lateness or absences. CPOMs will be use to record concerns.	Office PSA	Termly
E	Absences and lates to be recorded and analysed each term.	Children who have high % of absence are not achieving their potential.	Letters will be sent to pupils who have persistent absence. CPOMs will be use to record concerns.	PSA PP LEAD	Termly

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?
A and B	Targeted feedback (verbal and written), questioning and seating plans in lessons	Focusing on PP children as a priority will ensure that staff can assess children's understanding, misconceptions and provide effective and timely support.	This will be a focus in lesson observations and book looks.	SMT	Termly
A and B	SMT to mentor/ support a focus PP child	PP children who are working below ARE will need specific, personalised and accelerated learning in order to make progress and close the gap	Impact will be reviewed at PP progress meetings	SMT	Each phase
A	School to supplement equipment and uniform for PP children if requested, including SATs revision guides	Revision guides will be available for all children	This will support the progress and attainment of PP children.	PP LEAD	Termly

A	Adults to monitor the reading records of PP children regularly and support them during library time with their book choices and reading.	A number of PP children do not regularly read with an adult.	Reading records are checked weekly by class teachers and the PP lead will work with the English lead and librarian to find ways to encourage further reading.	PP LEAD	Each phase
B	PSA to organise home visits to support families.	This offers parents an opportunity to meet school staff and discuss their child's needs at home and at school.	Visits to be recorded	PSA	Termly
C	Teachers offer alternative appointments to parents who do not attend parents evenings	Parent teacher meeting are a key part of parental engagement and offer the opportunity for staff to share the progress of the child's learning and gain feedback from parents	Record of attendance kept	PP LEAD	Termly
C	Parents Topic events and parent workshops designed to engage and educate parents on how as well as what learning is happening.	A better understanding of how learning is happening will enable closer support.	Views from feedback forms from events used to measure how informative session was.	SMT	Termly
C	PSA and ELSA to run separate parent evening meetings	Having specific slots available for parents to discuss home/ school life with the PSA and ELSA will offer additional opportunities to build positive links between home and school.	Attendance to be monitored	PSA ELSA	Termly
C	Parent coffee mornings	This offers parents an opportunity to meet school staff and discuss their child's needs at home and at school. External agencies to attend to offer advice (e.g. school nurse, behaviour support).	Attendance to be monitored	PSA	Termly
D	School to supplement payment for children to take part in activities, trips and clubs including peripatetic music lessons and swimming lessons.	PP children will have the opportunity to experience additional interests to broaden aspirations and provide them with a greater range of life experiences.	PP lead will liase with parents and club leaders to allow PP children access to extra-curricular activities.	PP Lead	Termly
D	School to supplement attendance at the breakfast club on school site which is run by an external agency	Children need a positive start to the school day where they are in school on time, have time to settle before starting work and have had a breakfast so that they are able to focus in class	Record of which children will attend Drop in sessions to the breakfast club to speak to staff and children	SLT	Termly

E	100% attendance certificates to be presented each half term in celebration assembly	Rewarding pupils with 100% attendance will encourage others to monitor their own attendance.	Attendance record will be checked each half term,	PP LEAD	Half termly
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