

Pupil premium strategy statement (primary)

1. Summary information					
School	Attleborough Junior School				
Academic Year	2016/2017	Total PP budget	£95,300	Date of most recent PP Review	September 2016
Total number of pupils	392	Number of pupils eligible for PP	73 pupils	Date for next internal review of this strategy	January 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	31%	60%
% making progress in reading	31%	71%
% making progress in writing	46%	79%
% making progress in maths	38%	75%

3. 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.	Historically the progress of disadvantaged pupils who have low starting points do not make sufficient progress by the end of KS2. We are not closing the gap quickly enough.
B.	Gender gaps, with a particular focus on raising attainment of girls in Maths.
C.	A small minority of PP children have other issues which make them vulnerable and they therefore require additional emotional support to aid their performance and happiness in school.
D.	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Historically the lack of parent engagement between home and school has been low. This prevents structured conversations and joining up the support between home and school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attainment and progress of pupil premium children in both Reading and Writing.	Teachers will be using key Talk for Writing techniques in English lessons. Children will have access to quality first English teaching and interventions.
B.	Increased attainment of PP children in Maths. Attainment of maths to be at least in line with national figures.	Teachers will be using CPA approach to new mathematical concepts. Children will have access to quality first maths teaching and interventions.
C.	All children will have their social and emotional needs met.	Children will be assessed using the Boxall Profile and Thrive. Identified children will be included in the Nurture Group, have dedicated one-to-one Thrive support or other SEMH interventions.
D.	Behavioural issues of Year 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	Increased attendance for pupils eligible for Pupil Premium – measure attendance every half term and take actions to address as necessary.	Overall PP attendance improves from 91.14% to 96% in line with national expectation.

5. Planned expenditure

Academic year

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 Children are able to apply their learning in English to other areas of the curriculum showing independence and proficiency in writing for a range of purposes.	Implement Talk for Writing approach to teaching writing across the school. This will involve all classroom staff using the talk for writing methodology in class and when running relevant English interventions.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - ‘ <i>Focus on improving the quality of classroom teaching</i> ’.	Regular monitoring of lessons by the subject leader. Monitoring of lesson plans to ensure CPA is planned for. Data analysis and pupil progress meetings.	English Subject Leader	January 2017 £10,000
B Children to have a greater understanding of mathematical concepts through CPA.	Teachers and TAs to take part in CPD around Concrete, Pictorial and Abstract maths teaching approaches.	Increase the percentage of children Research carried out by by psychologist Jerome Bruner has found that the CPA approach to maths teaching is highly effective for teaching mathematical concepts and skills, which provides children with a deep understanding of maths.	Regular monitoring of lessons by the subject leader. Monitoring of lesson plans to ensure CPA is planned for. Data analysis and pupil progress meetings.	Maths Subject Leader	January 2017 £3,000
B Maths Whizz – Children are able to develop a greater understanding of key mathematical concepts.	Children use a highly individualised online program which assesses their ‘Maths Age’ within all areas of the maths curriculum and targets their learning according to what each child needs. Maths Lead runs the session to support pupils as necessary.	Children who are low attainers often have gaps within their mathematical knowledge which need to be filled. QLA shows that fractions are a weak area for our pupils and Maths Whizz assessments support this as well. Pupils in 2015-16 made some good progress during the term that they used the program. It is also engaging as it presents as an online world.	Computing Suite is booked for Math Whizz for Monday and Tuesday afternoons when Maths Lead is released. File of pupil starting points has been started and will be updated as pupils continue to use the program.	Maths Subject Leader	January 2017 £10,500
A – D Children’s social, emotional and mental health will be supported leading to increased wellbeing and academic progress. If children are in the right place to learn, progress can take place.	Pastoral Support Advisor to be trained and deliver training to staff in the Thrive Approach. Designated staff to carry out Thrive sessions with specific children with concerns.	Increased percentage of children demonstrating anxieties which are affecting their capacity to learn. Thrive is a proven programme to support children with emotional difficulties and gives a structured approach to help them cope with emotional development.	The lead trained Thrive member of staff will be supported through the training. Designated staff meeting time will be allocated following training sessions to share with wider school community. Use of online materials supports the implementation of the thrive approach in all classes.	Deputy Headteacher for Inclusion & Pastoral Support Advisor	January 2017. £5, 000

A – D The pedagogy of growth mind-set is evident in all aspects of the school. Children are motivated to learn and as a result take ownership over their learning. They believe all can achieve with effort and practice.	Growth Mindset Barry Hymer conference at TSA with cluster of schools. All stakeholders to attend. Develop wider understanding of the relationships we make with children and the impact of our behaviours.	The research carried out by Carol Dwek and Barry Hymer has shown that the way we talk to children about their success and their achievements can have a dramatic impact on their attainment and progress. Developing children's intrinsic motivation in school will have more of a lasting impact on children's ability to learn.	Whole staff training session with all stakeholders, including Midday Supervisors. Provide reading material to staff to add to their understanding of growth mindset. Conversations with children take place each half term – including questioning on how they learn in the classroom and what motivates them to achieve.	DHT (Teaching & Learning) & Tania McDaniel	January 2017 £5,000
A-C Employ an extra teacher in Year 6 to create smaller class sizes so that all children receive a more personalised provision	Teachers can give each pupil more of their time and can better tailor the lesson plan to the pupils individual needs, as well as go into more detail in their feedback. This greater degree of personalised interaction will lead to the pupil being more engaged in lessons.	Existing research indicates that small classes can work well at improving pupil's performance and engagement in the classroom. The greatest improvements were for boys and pupils who were from a traditionally disadvantaged background. In a small class, teachers are able to interact with the class and oversee individuals' learning far better than in a class with 30+ pupils.	Employ a teacher so that class sizes in year 6 are between 21 and 25 pupils.	Headteacher, SLT and Year 6 Leader	January 2017 £29,390
Quality of teaching for all total budgeted cost					£57.890

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?
A Closing the gap in Reading	RWI Fresh start	RWI Fresh Start is a phonics programme which helps to support and bridge gaps in children's phonic knowledge to help them to become more effective decoders and hence comprehenders. The approach also targets barriers to writing: equipping children with the sound and spelling knowledge so that they can make progress. This approach is used very successfully as a catch-up programme in primary and secondary settings and already in AJS we are seeing great results from this approach both within the intervention and in general class work.	TAs responsible for the intervention groups are well trained with one member of staff receiving 4 training days and another 2 full training days. The TAs are supported by the English Lead who offers support, advice and guidance to ensure progress.	English Leader	Children are tested on a 6 monthly basis against Salford Reading, Comprehension and through RWI Freshstart assessment forms. £4,819 per year
	Digisart	The DigiSmart app is a motivating and progressional programme helping children to connect with reading. It has been developed to help struggling or reluctant readers who have missed some vital steps along the way. The programme focuses on 3 fundamental reading skills: skimming, scanning and key words. Without these core techniques, children are unable to make sense of pages of words, find information or improve their comprehension skills. The school used this approach successfully with year 5 and year 6 children.	Staff training sessions to be held when the app is available to use in January 2017 so that all classes and year groups have the opportunity to use to support comprehension strategies.	English Leader	£1,200 per year. Progress tracked during the programme with objective based criteria and attitudinal data.

A Closing the gap in Reading	Premier League Reading Stars Intervention programme and English packs to motivate readers (and writers)	Premier League Reading Stars: a 10 week literacy intervention proven to raise reading levels for targeted under-achieving Y5/6 pupils. The National Literacy Trust's evaluation shows that Premier League Reading Stars helps to close the gap in reading ability between those who are underachieving and those who are reading at the expected level.	English Leader to attend refresher training session to ensure that it is implemented well. Key group selected carefully to ensure best outcomes.	English Leader.	£2,800
C Children will have their social, emotional and mental health needs met.	Nurture Group	Nurture groups are an in-school, psychosocial intervention of groups of less than 12 students that effectively replace missing or distorted early nurturing experiences for both children and young adults; they achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers. Nurture groups have a positive evidence base with over 62 academic studies in the last two decades. Children attending nurture groups showed significant gains in academic attainment as measured by their total scores on their baseline assessment. (Reynolds et al. 2009; Seth-Smith et al. 2010) This included metacognition skills (Gerrard 2005) and language and literacy skills (Hosie 2013). At AJS we are seeing positive results with children who have attended the Nurture Group.	The HLTA and TA responsible for the Nurture Group are have attended The Theory and Practice of Nurture Groups 3 day course. The Nurture Group staff are supported by the DHT/SENCO, a Year 4 Teacher and the Pastoral Support Advisor. Weekly meetings are held to share planning and review the progress of pupils attending the Nurture Group. Whole School (Teachers, HLTAs and TAs) training session on Nurture Groups to support staff to develop and embed a nurturing culture, enhance teaching and learning and promote healthy outcomes for children by focusing on emotional needs and development was held in November 2016	DHT/ SENCO & Tania McDaniel	Staff Meeting 16/11/2016 What is Nurture? Jeni Barnacle, Nurture Group Network £250.00 Children are assessed on a 6 monthly basis using the Boxall Profile. £4,000
C Children will have their social, emotional and mental health needs met.	The Thrive Approach	The Thrive Approach draws on insights from neuroscience, attachment theory and child development to provide a powerful way of working with children that supports optimal social and emotional development.	The Pastoral Support Advisor (PSA) responsible for the Thrive Approach is completing the 10 Day Practitioner Course – Childhood Years. AJS will use Thrive-Online to screen whole classes and assess individual children to identify their underlying emotional needs and select practical activities to help them.	DHT/ SENCO & PSA	10 Day Practitioner Course – Childhood Years £1,595.00 March 2017 Lindsey £8,171
C Children will have their social, emotional and mental health needs met.	Counselling	Mental health issues are relatively common, with around 10% of 5 to 16 year old pupils experiencing them.(Green et al (2005) Mental health of children and young people in Great Britain, 2004). Sadly, children do not always get the help that they need as quickly as they should. Issues such as anxiety, low mood, depression, conduct and eating disorders can impact significantly on their happiness and future life chances. Future in Mind, the Government report of the Children and Young People's Mental Health and Wellbeing Taskforce, recognised the crucial role that schools could play, working alongside health and community and voluntary services, in helping to support good mental health and in preventing and identifying mental health issues in children.	AJS employs a qualified School based Counsellor and Psychotherapist who works with pupils and families. The DHT/SENCO and PSA meet with the counsellor each half term to review the progress of pupils and assess the impact of the counselling intervention.	DHT/ SENCO, PSA and School Counsellor	Half termly counselling review meeting. School Based Counsellor £7500
Targeted support total budgeted cost					£28,740

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?
C. Problem behaviour in Year 6 addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school	Year 6 teachers	Jun 2017 Cost £1,000
E Increased attendance rates	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2017 Cost £1620
A – D Implement more parent teacher consultations so that parents can be kept abreast of pupils attainment and progress on a half termly basis	Structured conversations Teachers are regularly holding progress meetings with all parents. To engage all parents and also have the child present to discuss their learning and what they are working on, to ensure the child sees their part in their learning. DH/Senior leaders to be involved in meetings to give challenge and support.	The school is moving away from the traditional parent evenings towards giving parents opportunities to come in on a regular basis at the start of the school day. These conversations between parents and teachers can include the pupils as well which means that they have a chance to talk about their learning. These will result in higher quality conversations. Teachers have less parents to see each week compared with a significant amount on an evening after a day of teaching.	Teachers to monitor meetings with parents and actively seek out parents to make alternative arrangements when appointments can't be kept. A designated time after school every six weeks allows catch up appointments to be made.	HT	Termly Jan 2017 Cost £4,050
E To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential visits.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</i> '	Attendance of clubs to be monitored termly by club co-ordinator.	Executive Deputy Head Teacher	January 2017 £2,000
Other approaches total budgeted cost					£8,670
Total budgeted cost					£95.300