

1. Summary information					
School	Race Leys Junior				
Academic Year	2018-19	Total PP budget	£84 180	Date of most recent PP Review	Sept 17
Total number of pupils	234	Number of pupils eligible for PP	49 PP 6CLA PP	Date for next internal review of this strategy	Sept 19

2. Current attainment (based on 2018 data)		
	Pupils eligible for PP (school)	Pupils not eligible for PP (National Average)
% achieving in reading, writing and maths	42% (8/19)	70%
Progress score in reading	-4.5	0.3
Progress score in writing	-5	0.2
Progress score in maths	-6.1	0.3

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.	Poor reading ethos and culture within and beyond the school, with low levels of fluency and comprehension
B.	SLCN and oracy weaknesses are a barrier to progress for many children in receipt of PP support
C.	Middle ability entry pupils, including those supported by the PP, make less progress and attain lower than all pupils nationally
D.	Pupils lack resilience and have under-developed independent learning skills and behaviours for learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low aspirations and expectations from home impact on outcomes and progress.
F.	Variable levels of parental support and engagement reflected in low parental turn out for events, lack of support for home school learning in some of most vulnerable children, levels of unauthorised absence and overall attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops	PP children attainment and progress is in line with non-PP children nationally and the in-school gap reduces.
B.	Establish a culture of reading and targeted reading recovery programme based on accurate benchmark assessment and reviewed through regular moderation	All children who are 2+ years below their chronological reading age are identified and quickly catch up; all pupils read widely and for pleasure inspired by a rich literacy diet across the curriculum
C.	Improve engagement of families in their child's education not just attendance at events. Develop resilience and confidence in learners. Support families to help their learners through regular family learning workshops and open days.	Evidence of parents engaging in child's learning through supporting the completion of homework tasks and reading records; increased parental uptake of school offer
D.	Attendance is at or above national average, with low PA / unauthorised absence through work with targeted families supported by AVE team	PP attendance in line with non-pp Reduction in absence including term time holidays
E.	Culture of 100% achievement embedded in core and wider curriculum; a rich broad curriculum meets the needs of priority groups of learners	Children perform to their potential across a range of areas including extra-curricular; all PP access clubs and trips
F.	Embed PAL and P4C strategies to support vulnerable learners inc PP group	School attains a bronze level for P4C and the programme has impacted positively on behaviour

5. Planned expenditure					
Academic year		2018-19			
i. Quality of Teaching for all - Quality first teaching is embedded in all classes					
Desired outcome:	Action:	Expected Impact:	Strategies for successful implementation:	Staff lead:	Implementation review:
Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops	Additional teaching hours (£3742.75)	Within low and middle band prior attainment groups on entry, disadvantaged pupils make significantly less progress than their peers (RAISE/ASP 2017/2018 data analysis)	Data analysis on half termly basis – pupil progress meetings	DHT	Half termly
	Revision/General resources (£150.00)	Targeted sessions are planned and resourced for these children, to include small group same day intervention and specialist intervention support to ensure that no child falls behind.	Interventions prioritised based on progress since entry, current attainment and in year progress.	AHT	Half termly
	Afterschool Tuition available for PP+ children (£2295.00)	Literacy levels are insecure across the group of children supported by PP; improved access to curriculum through literacy will increase attainment, progress and confidence	Regular evaluation and impact analysis of intervention by SENCo and Learning Mentor	AHT	Half termly
	SATS boosters (£800) Whole school T+L focus on reading through Power of Reading (£1450)		Driven by SLT and Literacy Lead; supported via Parent workshops and support sessions	HT Lit Lead Learning Mentor	Launch: Jan 19 Review: July 19

<p>Culture of 100% achievement embedded in core and wider curriculum; a rich broad curriculum meets the needs of priority groups of learners</p>	<p>Y4 Residential Trip (£1610.00)</p> <p>After School Club providers (£4950.00)</p> <p>Transport to swimming lessons (£480.00)</p> <p>Annual school trip (£320.00)</p> <p>Curriculum review and development</p>	<p>The school provides a wide range of additional opportunities and experiences for all children. This is embedded through both the school curriculum and the 101 experiences identified for children within our school.</p> <p>This is also expected and promoted through the three pillars of the Griffin Schools Trust – High achievement, wide horizons and proud traditions.</p> <p>Subject leader development days to focus on developing provision for groups.</p>	<p>Children record their progress towards the 101 experiences on an achievement card provided.</p> <p>Pupil interviews take place regularly to ensure that the children's voice is captured and evaluated.</p> <p>Afterschool clubs are evaluated and adjusted on a termly basis.</p> <p>Pupil voice shows high level of engagement in learning</p>	<p>HT</p> <p>SLT</p> <p>PE Lead</p> <p>DHT</p>	<p>Termly</p> <p>Half Termly</p> <p>Community questionnaires Nov 18/Apr 19</p>
<p>Embed Positive About Learning and Philosophy 4 Children strategies to support vulnerable learners including PP group</p>	<p>Learning mentor social, emotional and mental health support available for all PP children. (£5000.00)</p>	<p>Children and parents have access to a greater level of pastoral support in order to identify and address any individual needs they have in relation to their attendance, engagement, learning behaviours and social, emotional and mental health</p> <p>Families in need of targeted support are offered early help by trained professionals in school.</p>	<p>Pupil progress meetings focus around targeted questioning and ensure that all children are discussed in terms of both their academic and social emotional progress at half termly intervals.</p> <p>SEN identification system ensures that immediate concerns are highlighted and support put in place.</p> <p>Specific Time allocated to the learning mentor to enable them to provide support to pupil premium children and families.</p>	<p>AHT</p> <p>Learning Mentor</p> <p>Class teachers</p>	<p>Half Termly</p>
Total budgeted cost					£48747.00

ii. Targeted support					
Desired outcome:	Action:	Expected Impact:	Strategies for successful implementation:	Staff lead:	Implementation review:
<p>Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops</p>	<p>STS subscription (£1440.00)</p> <p>Ed Psych subscription (£6480.00)</p> <p>Counselling (£4500.00)</p> <p>Nurture group support (£2000.00)</p> <p>Release time for Designated teacher to attend training for PP+ children and cover (£5323.00)</p> <p>Learning and Nurture mentor appointment to support targeted pupils</p>	<p>Tailored individual and small group support will be provided across the curriculum in order to meet individual need and to address emotional barriers which may be causing difficulties.</p> <p>Counselling for pupils has been provided where the need arose and support for vulnerable children and their families provided through engagement in the Early Help process and through working in partnership with Children’s services.</p> <p>Nurture support is given to those children identified as requiring this type of intervention during which a range of social skills are developed and children are provided with an environment in which they can discuss on a one-to-one basis their fears and concerns.</p> <p>1:1 interventions are provided to children who struggle to engage with whole class and small group support.</p>	<p>Pupil progress meetings held half termly to analyse attainment and progress of all identified pupils and to assess the effectiveness of the interventions.</p> <p>Liaison with external providers (Sycamore Counselling) to measure impact of intervention.</p> <p>Boxhall profiles are completed for children involved in nurture group to evaluate impact.</p> <p>Early intervention with families identifies barriers to learning and puts in place personalised programmes to enable pupils to access and achieve across the curriculum, with a monthly review of impact led by the SENDCo</p>	<p>HT</p> <p>AHT</p> <p>Learning Mentor</p> <p>Learning Mentor and Nurture group Lead TA</p> <p>SENDCo</p>	<p>Half termly</p> <p>On-going</p> <p>At end of each intervention cycle.</p>
	<p>Establish a culture of reading and targeted reading recovery programme based on accurate benchmark assessment and reviewed through regular moderation</p>	<p>Accelerated Reader program for all PP children below expected reading levels (£2000.00)</p> <p>Reading award scheme for all pupils</p>	<p>Poor reading skills impact on self esteem, confidence, behaviour and access to curriculum: rapid reading recovery is at the heart of children progressing further.</p>	<p>All children involved are assessed on a half termly basis, providing reading level and reading age data.</p> <p>1:1 follow up for those making slower progress towards closing gaps to their peers.</p>	<p>DHT</p> <p>Literacy Lead</p>

<p>Attendance is at or above national average, with low PA / unauthorised absence through work with targeted families, supported by AVE team</p>	<p>Attendance Improvement service (£720.00) Breakfast Club (£6270.00)</p>	<p>All staff members are fully aware of the link between attendance and achievement, therefore attendance levels for all pupils are monitored frequently. The school makes use of professional services to provide targeted support to improve attendance and punctuality and to establish and develop links with families where poor attendance and punctuality are barriers to learning. Free access to Breakfast Club is available to all.</p>	<p>Weekly attendance evaluation and meetings scheduled with parents as required. Attendance concerns are raised formally with parents at parents evening and via half termly letters. Attendance concerns are identified and discussed at half termly pupil progress meetings.</p>	<p>Attendance lead</p>	<p>Weekly</p>
Total budgeted cost					£33433.00
iii. Other approaches					
Desired outcome:	Action:	Expected Impact:	Strategies for successful implementation:	Staff lead:	Implementation review:
<p>Improve engagement of families in their child's education, not just attendance at events. Develop resilience and confidence in learners. Support families to help their learners through regular family learning workshops and open days.</p>	<p>Mathletics software (£388.08) Adjusted home-school diary system (£500.00) Spelling Shed (£700.00)</p>	<p>Software based homework system introduced to encourage children/parents to engage together. Family learning homework projects promoted. Open classrooms and curriculum cafes held each term for all years. Increased frequency of reporting pupil progress to parents – termly and parent meetings. Workshops for parents throughout the year: Using mathletics/spelling shed/developing reading/improving writing/maths Improved parental guidance on APP and website including revised curriculum information.</p>	<p>Participation levels of usage analysed termly by Maths lead – non-participants addressed through time allocate during school time. Homework projects displayed prominently throughout school and achievements celebrated. Uptake at parental events collated and reviewed to consider ways to maximising engagement.</p>	<p>Maths Lead Literacy and Maths lead DHT/AHT</p>	<p>Termly</p>
			Total budgeted cost		£2000.00
			Total:		£84180.00