

1. Summary information					
School	Race Leys Junior				
Academic Year	2017-18	Total PP budget	£101,199	Date of most recent PP Review	Sept 17
Total number of pupils	246	Number of pupils eligible for PP	71	Date for next internal review of this strategy	July 18

2. Current attainment (based on 2017 data)				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths	35% (Sats) 56% (TA)		61%	
Progress 2016-2017	Y3	Y4	Y5	Y6
% making expected progress in reading from KS1 entry point	N/a	75%	65%	94%
% making expected progress in writing from KS1 entry point	n/a	58%	71%	83%
% making expected progress in maths from KS1 entry point	n/a	92%	76%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Disadvantaged pupils make less progress in Reading, Writing and Maths in the Infant School
B.	Disadvantaged pupils' attainment is lower than that of non-PP across the whole school
C.	Middle ability entry PP pupils make less progress and attain lower than non-PP pupils nationally
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low aspirations and expectations from home impact on outcomes and progress. Gap already established on entry to Key Stage 2

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	PP children attainment and progress is in line with non-PP children nationally and the in-school gap reduces.
B.	Improve engagement of families in their child's education not just attendance at	Evidence of parents engaging in child's learning through

	events. Develop resilience and confidence.	completing homework tasks and reading records
C.	Improve attendance	PP ch attendance in line with non-pp – currently 1% below
D.	Extend opportunities	All ch, including PP, access 101 experiences

5. Planned expenditure

Academic year **2017-18**

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 – improve attainment and progress	<p>Staff training on Philosophy For Children and Enquiry based learning. (£2500.00)</p> <p>Additional teaching hours (£6501.75)</p> <p>Revision/General resources (£3330.00)</p> <p>Senior leader release time (AHT) (£5955.50)</p>	<p>Staff training focuses on Philosophy for Children and Enquiry based learning aligned to the school action plan in order to develop independent learning. The Deputy Head will plan and deliver quality trainings, alongside external agency Sapere, using specific and concise learning intentions and producing effective and efficient lesson plans. Drop-in sessions are also planned with the focus on the development of assessment for learning techniques. In addition to this, information taken from the Sutton Trust toolkit led school leaders to focus further on developing the use of feedback, including written and verbal feedback throughout the school.</p> <p>Revision resources to be provided for all year groups with particular emphasis on Y6 in lead up to SATs. Teaching resources provided as required for all eligible pupils.</p> <p>Newly appointed AHT to take on the role of PP champion. One day release time to be dedicated to promoting and improving outcomes for disadvantaged pupils.</p>	Staff training is planned for each term to include INSET days and weekly twilight sessions. A triangulation process is used to measure the impact of the training including lesson observations, book trawls and data analysis.	<p>DH</p> <p>AHT</p>	July 2018

A – improve attainment & progress in middle entry pp children	Booster sessions – targeted Y6 but across all year groups (£3200.00)	Low and Middle entry disadvantaged pupils make significantly less progress than their peers (Raise 2016). Targeted sessions are planned and resourced for these children.	Data analysis on half termly basis – pupil progress meetings	AHT	Half termly
Total budgeted cost					£21, 831.75
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 – improve attainment & progress	Intervention groups – TA hours (£7271.42) SENCO release time (£5501.80) EIS subscription (£1440.00) Ed Pysch subscription (£5558.00) Counselling (£1200.00) Uniform (£500.00) CAF training (£1000.00)	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. Counselling for pupils has been provided where the need arose and support for vulnerable children and their families provided through engagement in the CAF process and through working in partnership with Children’s services. Access to school uniform free of charge will also be offered with many parents taking advantage of this in previous years. 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. Some interventions are also delivered on a one-to-one basis for pupils who may be finding areas of the curriculum difficult and provision for more able pupils.	Pupil progress meetings held half termly to analyse attainment and progress of all identified pupils and to assess the effectiveness of the interventions. Liaison with external providers (Sycamore Counselling) to measure impact of intervention.	HT	Half termly
B – improve engagement of families in learning - Develop resilience and confidence	Mathletics software (£388.08) Homework Club (£2100.00) PP residential trip (Y6) (£4500.00)	Software based homework system introduced to encourage children/parents to engage together. Family learning homework projects promoted. A homework club is available for all children. This is particularly beneficial to those who lack support at home or to those where the home environment is not conducive to effective learning	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.	HW	Termly

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C – Improve attendance	Attendance Improvement service (£720.00) Release time to attend meetings – attendance, CAF, Core group (£2100.00) Breakfast Club (£6270.00)	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.	Weekly attendance evaluation and meetings scheduled with parents as required.	Attendance lead	Weekly
Total budgeted cost					£38,549.30
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?
D – Extend Opportunities	Y4 Residential Trip (£2560.00) County Music Service (£1742.00) After School Club providers (£2000.00) Pantomime (£1324.00) M&M Productions (£300.00) Lunchtime Support (£2400.00) Staff training (Ch mental health & Well-Being) (£1974.08) Curriculum Events for all year groups (£5246.47) Griffin Arts/Sports Festival	Leaders of the school made a conscious decision to ensure that all pupils are offered a wide range of experiences and opportunities throughout the school year. This forms part of the school's curriculum and our '101 experiences' offer. It also forms a crucial part of the Wide Horizons and Proud Traditions agenda which form a fundamental part of the school's and the Griffin Trusts vision. Funding is used to ensure that all pupils have full access to broad educational experiences. These include residential courses, school trips and visits, access to visitors to school who enhance the curriculum, access to music tuition, access to after school clubs and involvement in sports events. Whole school trips have proven to be very successful and now form an important part of our Proud Traditions.	Children to record their achievement on 101 experience card. Pupil Interviews to measure levels of enthusiasm and enjoyment. Analysis of uptake on co-curricular event and activities.	Head	July 18

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	& Founders Day (£3000.00)				
D – Free School Meals Charge	Payment to County Caterers – (£16,300.00)	Ensure all children are provided with a nutritious meal daily.			
D – GST 5% contribution	Contribution to sponsors – use of funds as displayed on GST website. (£5016.00)				
Total budgeted cost					£41,862.45

6. Review of expenditure - 2016/2017

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>improve attainment and progress</p>	<p>Staff training on active learning and effective feedback strategies. (£1874.75)</p> <p>Additional teaching hours (£6501.75)</p> <p>Revision/General resources (£3330.00)</p> <p>Senior leader release time (AHT) (£3000)</p> <p>Booster sessions – targeted Y6 but across all year groups (£3200.00)</p>	<p>Of the 20 pupils eligible for funding 7 achieved expected standard in reading, writing and maths combined in the SATs tests. Teacher assessments indicate that 11 of the 20 were working consistently at the expected standard.</p> <p>Individual attainment: 2017 Reading – PP - 55% NonPP national – 73% Writing – PP 55% NonPP national – 79% Maths – PP 45% NonPP national – 76%</p> <p>PP v NonPP national gap 2017 RWM -26% (SATs results) RWM -5% (Teacher Assessment)</p> <p>In School gap – RWM -43% (SATs results) RWM -22% (TA)</p> <p>Internal tracking data shows that PP pupils made better than expected progress over the key stage from low starting points on entry.</p> <p>3 year trend: (RWM gap Pp v NonPP nationally) 2015 – +1 (SATs) 2016 – -33% (SATs) 2017 – -33% (SATs) -5% (TA)</p> <p>All pupils, including pupils not eligible for PP benefitted from intense focus on active learning strategies and effective feedback. All pupils now routinely complete learning comments and are becoming reflective learners taking full advantage of a metacognitive approach.</p> <p>Additional teaching hours in Year 6 had a positive impact on year six outcomes generally as evidenced by improved outcomes overall (64% RWM combined). Booster sessions and TA intervention groups were partly successful.</p>	<p>The focus on developing pedagogical approaches will continue next year with a focus on further promoting active learning with more emphasis on the development of independent learning via an enquiry based approach.</p> <p>The use of additional teaching hours in year six was effective in terms of outcomes generally although not specifically to PP children with regard to test results. Teacher assessments reveal a very different picture as detailed in the additional comments section below. This model will be repeated next year although the composition of the groups will be given more consideration with a mixed ability approach.</p> <p>Booster sessions and interventions will continue across the school although more commitment will be given to allow teachers to lead and deliver interventions where possible.</p> <p>Although release time for the AHT was utilised well it has become apparent that there is a need for further capacity on the school leadership team. This is a whole school issue and will be addressed via a recruitment process which will result in a ‘PP champion’ post being created for 2017/18. The purpose of this is for a senior leader to drive the strategy.</p>	<p>£17,906.50</p>

		Release time for the AHT and SENCO are invaluable in order to address need and provide adequate provision. However, this needs to be more strategic for future years.		
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
<ul style="list-style-type: none"> • improve attainment & progress • improve engagement of families in learning • Improve attendance 	<p>Intervention groups – TA hours (£7271.42)</p> <p>SENCO release time (£5501.80)</p> <p>EIS subscription (£1440.00)</p> <p>Ed Pysch subscription (£5558.00)</p> <p>Counselling (£1200.00)</p> <p>Uniform (£500.00)</p> <p>CAF training (£1000.00)</p> <p>Mathletics software (£388.08)</p> <p>Homework Club (£2100.00)</p> <p>Attendance Improvement service (£720.00)</p> <p>Release time to attend meetings – attendance, CAF, Core group (£2100.00)</p> <p>Breakfast Club (£6270.00)</p>	<p>Intervention groups were partly beneficial across the school and the SENCO has evaluated the full impact of each.</p> <p>EIS subscriptions allowed the SENCO to plan for assessments of cognitive need to take place. These, along with reports and assessments from the Educational Psychologist, have been invaluable in allowing the school to provide individual need and to support the process of EHC application where necessary.</p> <p>The introduction of Matheletics has been very successful with PP pupils accessing the software at school if there is no facility to do this at home. The Homework club was established to target pupils/families who do not routinely complete homework tasks but in reality this strategy has not worked as planned. Hard to engage families are still a significant barrier which the school needs to address.</p> <p>The relationship with the Attendance Compliance Enforcement agency (ACE) has proven to be beneficial to all pupils with overall school attendance improving and now in line with national average. The proportion of persistent absence has also fallen to below the national average. The focus has been on supporting vulnerable families and pupils eligible for PP funding through the Early Help process and attendance support meetings. The difference in attendance between PP and non-PP is now just 1%.</p> <p>Breakfast Club is free and available to all children with priority given to children who receive PP fundin</p>	<p>Interventions will continue next year based on secure assessment of learning and accurate tracking in order to identify under-performance. There will be more emphasis on teachers being released in order to deliver the interventions were possible.</p> <p>Subscriptions to external professionals are crucial and will continue in order to support pupils already on roll and also members of new intake who have already been identified as requiring additional support.</p> <p>Matheletics to continue with lunchtime sessions at school as required for those who require it.</p> <p>Support for Homework requires a different strategy for hard to reach families – possible use of social media is being investigated for future years.</p> <p>Support from the ACE team will continue next year as we look to fully close the attendance gap.</p> <p>Breakfast Club will remain a feature of the provision offered by the school.</p>	£40,551.05

iii. Other approaches				
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
Extend Opportunities	Y4 Residential Trip (£2560.00) County Music Service (£1742.00) After School Club providers (£2000.00) Pantomime (£1324.00) M&M Productions (£300.00) Lunchtime Support (£2400.00) Staff training (Ch mental health & Well-Being) (£1974.08) Curriculum Events for all year groups (£5246.47) Griffin Arts/Sports Festival & Founders Day (£3000.00)	<p>All pupils have benefitted from the wider curriculum offered by the school.</p> <p>The various actions and approaches listed have all been well attended by PP and non-PP pupils and have beneficial impact on attendance, behaviour and attitudes to learning as evidenced by pupil interviews and behaviour logs.</p> <p>Attendance at after school clubs:</p> <ul style="list-style-type: none"> Academic year total has increased by 7.3% from 2015/16 meaning 89.1% of pupils have accessed a club since September. 178 children (74.5%) took part in a co-curricular club during the period, an increase of 7.8% Opportunities to represent the school in competitive sports/experience elite sport increased significantly (+68) opportunities and (+31) children from the previous period. PP participation has increased significantly in all year groups and is now 22.6% higher at 76% this period compared to the previous year. This suggests that using Free G funding to target PP and personalised letters has been effective. Girls participation has been higher than boys during this period (+3.9%). 	<p>The wider curriculum opportunities will continue next year and further possibilities explored and developed.</p> <p>There will be a focus on mental health and well-being during the autumn term in order to promote positive attitudes and mind set.</p>	£20,546.45

7. Additional detail

Although the Y6 Sats outcomes show that 7/20 (35%) achieved the expected standard in reading, writing and maths combined it is important to note that four of these children joined the school from the summer term in year five onwards and a different four of the twenty achieved the expected standard in two of the three areas, narrowly missing the 'pass mark' in the other. Teacher assessments, supported by work in the pupils books, shows that the predicted proportion achieving the expected standard therefore was 11/20 (55%) meaning that the achievement gap reduced to less than -5% compared with non-PP nationally. Full case studies on these pupils have been compiled and are available.