

1. Summary information					
School	Race Leys Junior				
Academic Year	2016-17	Total PP budget	£100,320	Date of most recent PP Review	Sept 16
Total number of pupils	238	Number of pupils eligible for PP	57	Date for next internal review of this strategy	July 17

2. Current attainment (based on 2017 data)				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average 2016)	
	% achieving in reading, writing and maths	35% (Sats)	55% (TA)	61%
Progress – 2016/2017	Y3	Y4	Y5	Y6
% making expected progress in reading from KS1 entry point	75%	65%	94%	85%
% making expected progress in writing from KS1 entry point	58%	71%	83%	100%
% making expected progress in maths from KS1 entry point	92%	76%	83%	85%

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 in writing is significantly 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 in reading and, to a lesser extent maths
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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	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 **2016-2017**

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	Staff training on active learning and effective feedback strategies. (£1874.75) Additional teaching hours (£6501.75) Revision/General resources (£3330.00) Senior leader release time (AHT) (£3000)	Staff training focuses on active learning and effective feedback aligned to the school action plan. The Assistant Head will plan and deliver quality trainings, 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. The impact of this being that pupils are given clear useful written feedback about their work and ways to improve it and during lessons verbal feedback is used to move learning on. 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.	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.	AHT	July 2017
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					£17,906.50

ii. Targeted support

Pupil Premium Strategy Statement – Race Leys Junior School



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	<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>Additional Y6 teacher hours (£6501.75)</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. 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 will be provided in the form of after school tuition.</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>	HT	Half termly
B – improve engagement of families in learning	<p>Mathletics software (£388.08)</p> <p>Homework Club (£2100.00)</p>	<p>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</p>	<p>Participation levels of usage analysed termly by Maths lead – non-participants addressed through time allocate during school time.</p> <p>Homework projects displayed prominently throughout school and achievements celebrated.</p>	HW	Termly
C – Improve attendance	<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>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.</p>	Attendance lead	Weekly
Total budgeted cost					£40,551.05



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 & Founders Day (£3000.00)	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 17
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