

Eagley Junior School: Pupil premium strategy statement 2017-18

| 1. Summary information | | | | | |
|-------------------------------|---------------|--------------------------------------|---------|--------------------------------------|---------|
| School | Eagley Junior | | | | |
| Academic Year | 2017-18 | Total PP budget | £41,340 | Date of most recent PP Review | N/A |
| Total number of pupils | 237 | No. of pupils eligible for PP | 26 | Date for next internal review | July 18 |

| 2. Current attainment | | |
|--|---------------------------------------|--------------------------|
| 2017 SATs | <i>Pupils eligible for PP</i> | <i>All Pupils</i> |
| % achieving Expected Standard or above in reading, writing & maths | 58% | 68% |
| % achieving Expected Standard or above in reading | 58% | 80% |
| % achieving Expected Standard or above in writing | 67% | 80% |
| % achieving Expected Standard or above in maths | 67% | 80% |
| 2017 assessments Y3-5 | <i>Pupils eligible for PPG</i> | <i>All Pupils</i> |
| % achieving Expected Standard or above in reading, writing & maths | 57% | 80% |
| % achieving Expected Standard or above in reading | 80% | 86% |
| % achieving Expected Standard or above in writing | 60% | 84% |
| % achieving Expected Standard or above in maths | 64% | 85% |

| 3. Barriers to future attainment (for pupils eligible for PP) |
|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> |
| Insufficient depth of vocabulary which impacts on reading fluency and comprehension |
| Poor written reading comprehension skills. |
| Poor reading fluency and general understanding of text |
| Poor memory skills which impacts on ability to retain maths facts and spelling rules |
| Lack of appropriate and varied enrichment activities which impacts on imagination and engagement in writing |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |
| Lack of effective parental support for learning at home |
| Medical problems affecting attendance |
| Stress caused by home circumstances |

| 4. Desired outcomes | Success criteria |
|---|----------------------------------|
| Increased vocabulary, and strategies to identify the meaning of new words | Improved NFER STD scores |
| Improved levels of written reading comprehension skills | Improved NFER STD scores |
| Improved reading fluency | Improved reading speed |
| Increased retention of knowledge in mathematics | Improved NFER STD scores |
| Increased retention of spellings | Spelling age at or close to CA |
| Higher uptake of enrichment activities | Attendance at events, clubs, etc |

| 5. Planned expenditure | | | | | |
|--|---|--|--|-----------------|----------------|
| Academic year | | 2017-18 | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | Evidence / rationale | Monitoring | Staff lead | Review |
| Focussed teaching of specific writing skills | Update training for all staff | NFER toolkit: strong evidence base - +5 impact | Staff training at all levels, followed by monitoring via Strategic Monitoring Plan | K Wilkinson | Termly |
| Budgeted cost | | | | | £5,500 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action /approach | Evidence / rationale | Monitoring | Staff lead | Review |
| Improved memory retention | Memory games e.g. Meemo, Thinking & Listening | | Monitoring via Strategic Monitoring Plan | A Latham | Termly |
| Improved reading decoding, comprehension and fluency | 1-2-1 reading sessions with a skilled adult | NFER toolkit: strong evidence base - +5 impact | Staff training at all levels, followed by monitoring via Strategic Monitoring Plan | S Barclay | Termly |
| | Collaborative reading groups | NFER toolkit: strong evidence base - +5 impact | Staff training at all levels, followed by monitoring via Strategic Monitoring Plan | S Barclay | Termly |
| Improved retention of maths skills | Booster Maths groups | NFER toolkit: strong evidence base - +5 impact | Support staff training, followed by monitoring via Strategic Monitoring Plan | <i>M Dawber</i> | <i>Termly</i> |
| Increased support for children with medical needs | Learning Mentor support | | SLT / SENCO monitoring | J Roberts | Half termly |
| Budgeted cost | | | | | £26,985 |

| iii. Other approaches | | | | | |
|--|---|--|---------------------|-------------------|-------------------------|
| Desired outcome | Chosen action/approach | Evidence / rationale | Monitoring | Staff lead | Review |
| Increased parental involvement in home support | LPPA lead to provide support for parents | NFER toolkit: moderate evidence base - +3 impact | SLT monitoring | A Wilson | Regular feedback to SLT |
| Increased access to enrichment activities | Funding available to enable participation | Maintains self-esteem; provides access to wider range of experiences. | SLT monitoring | K Wilkinson | July 2017 |
| Improved attendance | Half-termly monitoring followed up by EWO support | | Monitoring via SIMS | S Steele | Half termly |
| Increased engagement in learning | Personal support and mentoring | Maslow: basic and emotional needs must be met before higher order thinking can take place. | SLT monitoring | J Roberts | ongoing |
| Budgeted cost | | | | | £11,610 |
| Total budgeted cost | | | | | £44,095 |
| Contingencies | | | | | £110 |