

## Eagley Junior School: Pupil premium strategy statement 2018-19

### 1. Summary information

<b>School</b>	Eagley Junior School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£48100	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	237	<b>No. of pupils eligible for PP</b>	27	<b>Date for next internal review</b>	July 19

### 2. Current attainment

<b>2018 SATs</b>	<b><i>Pupils eligible for PPG</i></b>	<b><i>All Pupils</i></b>
% achieving Expected Standard or above in reading, writing & maths	31%	64%
% achieving Expected Standard or above in reading	62%	75%
% achieving Expected Standard or above in writing	85%	78%
% achieving Expected Standard or above in maths	54%	76%
<b>2018 assessments Y3-5</b>	<b><i>Pupils eligible for PPG</i></b>	<b><i>All Pupils</i></b>
% achieving Expected Standard or above in reading	50%	86%
% achieving Expected Standard or above in writing	56%	83%
% achieving Expected Standard or above in maths	69%	82%
% of pupils with SEN	21%	7%

### 3. Barriers to future attainment (for pupils eligible for PPG)

#### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

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** *(issues which also require action outside school, such as low attendance rates)*

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	Increased pupil attainment and progress scores in both summative and formative assessments on SIMs
Improved levels of written reading comprehension skills	Increased pupil attainment and progress scores in both summative and formative assessments on SIMs
Improved reading fluency	Improved reading speed
Increased procedural fluency in mathematics	Improved scores in weekly procedural assessments and attainment and progress scores in both summative and formative assessments on SIMs
Increased retention of spellings	Diminished difference between spelling age and child's chronological age
Higher uptake of enrichment activities	Increased participation in a range of enrichment activities

5. Planned expenditure					
Academic year	2018-19				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence / rationale	Monitoring	Staff lead	Review
All pupils' progress tracked using accurately moderated Teacher Assessments.	Beginning, Advancing, Deep approach to pupil assessment. Provision mapping mark-sheet in SIMs.	Accurate moderation of and shared approach to teacher assessment leads to accurate identification of learning needs. Provision Mapping highlights impact of interventions on attainment and progress.	SLT monitoring – see monitoring timetable in SDP 2018-19	SLT Subject Co-ordinators	SLT  SDP Monitoring timetable  Subject Leader monitoring
All pupils' welfare tracked on an ongoing basis.	V monitoring mark-sheet in SIMs. CPOMs safeguarding and child protection tracking software.	Increased awareness of pupil welfare concerns will enable more accurate and responsive interventions that increase rates of progress.	SLT monitoring – see monitoring timetable in SDP 2018-19	SLT Subject Co-ordinators	SLT  SDP Monitoring timetable  Subject Leader monitoring

All teaching staff trained in using a graded approach to planning learning activities for pupils.	Graded task (low threshold, high ceiling) approach.	A more equitable approach to the planning of all pupils' independent learning does not set a ceiling on their potential attainment.	SLT monitoring – see monitoring timetable in SDP 2018-19	SLT Subject Co-ordinators	SLT SDP Monitoring timetable  Subject Leader monitoring
All staff use a variety of formative assessment strategies to ensure increased procedural and conceptual fluency.	All student response systems, 'intelligent practice' approach.	Accurate starting points are established which ensure pupils' misconceptions can be more swiftly addressed within each lesson.	SLT monitoring – see monitoring timetable in SDP 2018-19	SLT Subject Co-ordinators	SLT SDP Monitoring timetable  Subject Leader monitoring
				<b>Budgeted cost</b>	<b>£7,400</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action /approach</b>	<b>Evidence / rationale</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review</b>

Interventions targeted at pupils learning needs	A range of targeted interventions to support pupils in accessing age-related expectations.	Identification and support with specific learning needs and/or misconceptions related to key conceptual processes.	SLT monitoring – see monitoring timetable in SDP 2018-19	SLT Subject Co-ordinators	SLT SDP Monitoring timetable  Subject Leader monitoring
<b>Budgeted cost</b>					<b>£28,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence / rationale</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review</b>
Increased parental involvement in home support	LPPA lead to provide support for parents	Increase in procedural fluency  Pupils attainment and progress increases in both summative and formative	SLT monitoring – see monitoring timetable in SDP 2018-19	A Wilson SLT	SLT SDP Monitoring timetable
Increased access to enrichment activities	Funding available to enable participation	Maintains self-esteem; provides access to wider range of experiences.	SLT monitoring	M. Taylor	SLT Monitoring timetable
Improved attendance	Half-termly monitoring followed up by engagement with families	More able to access learning routines in school resulting in increased confidence with content covered	SLT monitoring – see monitoring timetable in SDP 2018-19	M. Taylor S Steele	SLT SDP Monitoring timetable

Increased engagement in learning	Personal support and mentoring	Maslow: basic and emotional needs must be met before higher order thinking can take place.	V monitoring on SIMs	M. Taylor J Roberts	SLT SDP Monitoring timetable
<b>Budgeted cost</b>					<b>£13,500</b>
<b>Total budgeted cost</b>					<b>£46,000</b>
<b>Contingencies</b>					<b>£2,100</b>

## Eagley Junior School PPG Allocation and provision by Year Group 2018-19

Year Group	No of pupils	Funding allocated	Costings/Notes*	Focus areas	Intended Impact	Accountability Measure
Year 3	4	£5,280	<ul style="list-style-type: none"> <li>Additional support to facilitate work with groups and individual pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - Reading and Writing</li> <li>Oracy - speaking and listening</li> <li>Maths procedural fluency</li> <li>Learning Mentor group and individual work programmes</li> </ul>	Ensure all pupils make good progress in reading, writing, maths and communication.	Pupils' attainment and progress scores in both summative and formative assessments on SIMs.
Year 4	7	£9,240	<ul style="list-style-type: none"> <li>Additional support to facilitate work with groups and individual pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - Reading and Writing</li> <li>Oracy - speaking and listening</li> <li>Maths procedural fluency</li> <li>Learning Mentor group and individual work programmes</li> </ul>	Boost self-esteem for pupils identified via v-monitoring tracking mark-sheet on SIMs.	KS2 SATs data.
Year 5	7	£9,240	<ul style="list-style-type: none"> <li>Additional support to facilitate work with groups and individual pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - Reading and Writing</li> <li>Oracy - speaking and listening</li> <li>Maths procedural fluency</li> <li>Learning Mentor group and individual work programmes</li> </ul>		Learning Mentor group and individual programme reviews.
Year 6	9	£12,460	<ul style="list-style-type: none"> <li>Additional support to facilitate work with groups and individual pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - Reading and Writing</li> <li>Oracy - speaking and listening</li> <li>Maths procedural fluency</li> <li>Learning Mentor group and individual work programmes</li> </ul>		
<b>Whole school strategies</b>			<ul style="list-style-type: none"> <li>Speech and Language provision - RP</li> <li>Contribution to and support for curriculum enrichment activities e.g. trips</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children access provision needed.</li> <li>Extend cultural experiences and children's knowledge and understanding.</li> </ul>		

*Costings reflect actual numbers of pupils per year group entitled to PPG (September 2018) and is reflected in the staffing available to support initiatives.*

*Implementation of our strategy is shared by all staff and is responsive to the particular needs of pupils and is therefore not costed linked to specific interventions.*

*\*Careful tracking of vulnerability, assessment and responsive interventions are used to ensure all children make rapid progress.*

