

Summary information					
School	St Jude's C of E Junior School				
Academic Year	2018-19	Predicted Total PP budget	£80,520	Date of most recent PP Review	March '18
Total number of pupils	281	Number of pupils eligible for PP	54	Date for next internal review of this strategy	July '19
2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>		
% achieving in reading, writing and maths	SATs 2018: R, W,+M=43% R= 43%, W= 71%, M=71%		SATs 2018: R, W,+M=80% R= 87%, W= 93%, M=93%		
% making progress in reading (prev year)	SATs 2018 progress score: -0.4 (-2.25)		SATs 2018 progress score: -0.1 (-0.25)		
% making progress in writing (prev year)	SATs 2018 progress score: +2.19 (-4.84)		SATs 2018 progress score: -0.8 (-2.75)		
% making progress in maths (prev year)	SATs 2018 progress score: -0.97 (-2.33)		SATs 2018 progress score: +0.3 (-0.7)		
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>)			External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A. Low starting points from KS1			G. Low parental engagement (At school information evenings, parents evening and with homework).		
B. Emotional, social and behavioural difficulties			H. Poor home learning environments		
C. Attitudes to learning			I. Attendance		
D. Special Educational Needs			J. Access to extra-curricular activities e.g. educational experiences such as trips, music lessons and participation in physical activities		
E. Weak language and communication skills					
F. Poor confidence and emotional resilience					
4. Desired outcomes					
<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>		
To improve progress for disadvantaged pupils in reading, writing and maths.			Data shows disadvantaged children are continuing to make better progress than previous year. End of KS results show a progress measure closer to 0. Intervention data shows support is effective in enabling pupils to make accelerated progress.		
To increase parental engagement in their children's learning.			Registers from parents' evening, assemblies, sharing mornings and reading record monitoring shows increased participation.		

	<p>Parental questionnaire feedback, and Achievement For All feedback is positive. Parents have a range of opportunities to be more involved in the school.</p>
<p>For disadvantaged pupils' emotional and social needs to be met.</p>	<p>ELSA/social interventions pre and post questionnaires show improvement in targeted behaviour. Behaviour incidents for disadvantaged pupils in line with peers Improvement in pupil RAG rating behaviour data.</p>

Summary of previous year's expenditure 2017-18

Total pupil premium allocation for previous academic year: £83,740

Summary of objectives and expenditure	Success criteria:	Review: Impact on progress and attainment of eligible pupils																																																														
<p>To improve progress for disadvantaged pupils in reading, writing and maths</p> <p>£64, 950, including:</p> <ul style="list-style-type: none"> • Additional set teacher in Year 6, • Teaching Assistant support in class • Interventions • Homework club • SENDCo surgery • Staff training 	<p><i>Data shows disadvantaged children are continuing to make better progress than previous year. 2018 SATs results show a progress measure closer to 0.</i></p> <p><i>Intervention data shows support is effective in enabling pupils to make accelerated progress.</i></p>	<p><u>Whole school data for disadvantaged pupils</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">% of disadvantaged pupils achieving age expectations Sum 18</th> <th style="width: 15%;">Maths</th> <th style="width: 15%;">Writing</th> <th style="width: 15%;">Reading</th> </tr> </thead> <tbody> <tr> <td>Year 6 (9 pupils)</td> <td>78</td> <td>56</td> <td>56</td> </tr> <tr> <td>End of prev year</td> <td>22</td> <td>22</td> <td>22</td> </tr> <tr> <td>Year 5 (11 pupils)</td> <td>66.6</td> <td>25.2</td> <td>54.5</td> </tr> <tr> <td>End of prev year</td> <td>46</td> <td>18</td> <td>18</td> </tr> <tr> <td>Year 4 (18 pupils)</td> <td>35.8</td> <td>35.8</td> <td>41.5</td> </tr> <tr> <td>End of prev year</td> <td>20</td> <td>33</td> <td>40</td> </tr> <tr> <td>Year 3 (17 pupils)</td> <td>29.4</td> <td>47.1</td> <td>64.7</td> </tr> <tr> <td>End of prev year</td> <td>18</td> <td>35</td> <td>47</td> </tr> </tbody> </table> <p><u>SATs disadvantaged progress scores (previous year):</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 20%;">Reading</td> <td>SATs 2017 progress score: -0.8 (-2.25)</td> </tr> <tr> <td>Writing</td> <td>SATs 2017 progress score: 2.4 (-4.84)</td> </tr> <tr> <td>Maths</td> <td>SATs 2017 progress score: -1.2 (-2.33)</td> </tr> </tbody> </table> <p><u>Achievement for All impact</u></p> <p>% of children achieving expected or more progress from previous year</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">%</th> <th style="width: 15%;">R</th> <th style="width: 15%;">W</th> <th style="width: 15%;">M</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>86%</td> <td>71%</td> <td>86%</td> </tr> <tr> <td>Year 4</td> <td>71%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 5</td> <td>88%</td> <td>75%</td> <td>88%</td> </tr> <tr> <td>Year 6</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	% of disadvantaged pupils achieving age expectations Sum 18	Maths	Writing	Reading	Year 6 (9 pupils)	78	56	56	End of prev year	22	22	22	Year 5 (11 pupils)	66.6	25.2	54.5	End of prev year	46	18	18	Year 4 (18 pupils)	35.8	35.8	41.5	End of prev year	20	33	40	Year 3 (17 pupils)	29.4	47.1	64.7	End of prev year	18	35	47	Reading	SATs 2017 progress score: -0.8 (-2.25)	Writing	SATs 2017 progress score: 2.4 (-4.84)	Maths	SATs 2017 progress score: -1.2 (-2.33)	%	R	W	M	Year 3	86%	71%	86%	Year 4	71%	100%	100%	Year 5	88%	75%	88%	Year 6	100%	100%	100%
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<p>To increase parental engagement in their children's learning</p> <p>£8500, to include:</p> <p>Home/school link worker as pupil premium champion.</p> <p>Achievement for All programme</p>	<p><i>Registers from parents' evening, assemblies, sharing mornings and reading record monitoring shows increased participation.</i></p> <p><i>Parental questionnaire feedback is positive.</i></p> <p><i>Parents have a range of opportunities to be more involved in the school.</i></p>	<p>Home/school link worker support has been effective in supporting families with a wide range of needs and has included:</p> <p>Improving attendance for pupil CAMHs referral Dentist appointment for pupil made and attended, Young carers engaged in supporting family Supporting mother in tackling domestic abuse Establishing links with local support agencies Giving advice about bereavement support, parenting, diet and health.</p> <p>Records kept of parents' evenings etc. with follow up phone calls where needed to ensure all parents are provided with information about their children. Teachers flexible about times to discuss learning and share work.</p>																																																																		
<p>For disadvantaged pupils' emotional and</p>	<p><i>ELSA/social interventions pre and post</i></p>	<p>ELSA support: ELSA pre and post questionnaires show 81% of children</p>																																																																		

<p>social needs to be met £8, 500, including sports and music club funding, trips funding, 1:1 counselor for specific children ELSA support Lunchtime football support Social skills interventions Funding for school resources and uniform Home/school link worker as pupil premium champion.</p>	<p><i>questionnaires show improvement in targeted behaviour.</i> <i>Behaviour incidents for disadvantaged pupils in line with peers</i> <i>Improvement in pupil RAG rating behaviour data.</i></p>	<p>made progress against their targets. RAG rating (behaviour and attitude) improvement for 63% of disadvantaged pupils. Follow up work and pupil voice evidence enjoyment and learning as a result of funded trips. Very positive feedback from children and parents about therapy dog.</p>
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2018-19 planned expenditure

Desired outcome: To improve progress for disadvantaged pupils in reading, writing and maths

What the money will be spent on	Cost	Intended outcomes – why these approaches were taken <i>*Sutton Trust Toolkit evaluation</i>	Evidence of Impact How will this be measured?
Achievement for All programme: structured conversations to engage hard-to-reach parents. Whole school CPD Focus group with pupils to help develop independence in learning	£3450	Well-established and credited programme, evidenced to improve outcomes for disadvantaged pupils.	School data analysis AfA own measures Parental, teacher and pupil feedback
New low ability/high interest reading books to be purchased for Yrs 5 + 6	£1000	Reading for pleasure has evidenced impact on reading attainment and across the curriculum. Parental and pupil feedback has been that current reading books are not enjoyable.	Reading pre- and post-questionnaires. Reading progress (as measured by school reading scheme and termly assessments) for pupils.
Ensure high quality teaching for all groups of learners: Staff meetings, Coaching, Shared planning	£2500	Children's needs are met in classroom and less intervention is required. Improved learning outcomes in reading, writing and maths.	School evaluation of teaching and learning shows disadvantaged pupils well supported. School data analysis shows disadvantaged pupils making good progress.
DP Reading workshops led by HSLW to increase engagement with reading for specific children– refreshments	£500	That parents feel more confident to read with their children at home and understand the impact this has on their learning. In turn, this will improve the fluency and comprehension skills of their child.	Feedback from parents. Increased scores on PIRA reading test and in end of KS assessments.
Maintain additional teacher for English and Maths in Yr 6	£36000	<i>*Reduced group size = + 3 months impact</i> Improved learning outcomes in reading, writing and maths. Smaller groups enables more focused support. Improved confidence in learning.	Progress data for group. Pupil and parent voice show improved confidence.

<p>1 afternoon a week focused booster session for Yr 6 disadvantaged pupils</p>	<p>£2500</p>	<p><i>*Small group tuition = + 4 months impact</i> Learning tasks tailored to specific needs of pupils – closing gaps in understanding Improved confidence for pupils in specified areas Consolidation of learning completed in classes – time for practice and application of skills</p>	<p>Progress data for group.</p>
<p>2 x 45 mins homework club</p>	<p>£950</p>	<p><i>*Homework = +2 months impact</i> Pupils have time to complete homework tasks if unable to do so at home At most, 3:1 adult support to target learning</p>	<p>Pupil and parent voice. Attendance of club and homework completion</p>
<p>Additional TA support in classes and for focused interventions</p>	<p>£28,000</p>	<p><i>*One to one tuition = + 5 months impact</i> <i>*Oral Language intervention = + 5 months impact</i> <i>*Phonics = + 4 months impact</i> <i>Social and emotional learning = + 4 months impact</i> 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) Support within lessons to improve understanding of learning in reading, writing and maths Consolidation of learning completed in classes – time for practice and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Priority reading with TAs if pupils are unable to read at home Social, emotional and behaviour support for pupils with emotional needs to enable them to learn to manage their feelings and access class learning</p>	<p>Intervention data Individual progress for in class support Behaviour logs Observation feedback</p>

Desired outcome: For disadvantaged pupils' emotional and social needs to be met

Train new ELSA	£6,500	<p><i>*Social and emotional learning = + 4 months impact</i> To provide dedicated time and support (1:1 and group) to help build pupils' emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</p>	ELSA pre and post questionnaires
TA training, including Emotion coaching training from EP	£500	<p><i>*Social and emotional learning = + 4 months impact</i> To provide dedicated time and support (1:1 and group) to help build pupils' emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</p>	TA feedback Observations
SENDCo surgery	£1,000	<p>Teachers more confident and focused in meetings pupils' needs Barriers to learning identified and strategies suggested</p>	Lesson observations Analysis of individual children's progress and support
Sport4Kids lunchtime football	£2,000	<p>Reduced incidents in lunchtime disruptive behaviour Pupils enter lessons more readily able to settle and learn Free opportunity to develop football skills Develop confidence, emotional resilience and social skills Pupils enjoy coming to school</p>	Observation Behaviour records
Funding for extra-curricular music lessons/clubs	£750	<p><i>*Sports participation = + 2 months impact</i> Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p>	Club registers Pupil voice
Funding for school trips and residential visits	£1,000	<p>Pupils are able to participate fully in school trips and residential visits Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and teamwork are developed through participation in group activities and over- night stays on residential trips.</p>	Trips attended. Impact evidenced in learning on trip and in follow up work.
Resources for pupils e.g school uniform, pencil	£500	<p>Pupils have appropriate resources to facilitate learning Increased self confidence as not different to other</p>	Children have appropriate resources for lessons.

cases, reading books, flash cards for parents etc.		pupils Reading books to help develop enjoyment of reading	Increase in reading for pleasure-reading records and pupil voice.
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Desired outcome: To increase parental interest in their children's learning

Home School Link Worker (HSLW) Part of role to be 'Pupil Premium Champion'	£5000	<i>*Parental involvement= +3 months impact</i> To support a stable home life To support families in times of bereavement, sickness, financial hardship or for pupils in need of behavioural support To specifically target PP parental engagement; helping organise parents' eve appointments, ensuring aware of school events and homework expectations	Parent attendance at events. Parental feedback Achievement of individual targets and behaviour RAG rating. Improved PP attendance
1:1 parent meetings as part of achievement for all programme	£1000	<i>*Parental involvement= +3 months impact</i> Parents feel more involved and listened to. Parents are more aware of their children's needs and how to support at home.	Parental feedback

How will the school measure the impact of the Pupil Premium?

Termly attainment and progress analysis will take place, comparing achievement of pupil premium pupils with that of their peers. This data and analysis will be used to inform pupil progress meeting discussions, provision management and inform the early identification of need. Data analysis to be completed by SLT, pupil progress meetings between class teachers and a member of SLT, and provision mapped with SENDCo.

At each review date, the school will collate information as outlined above to review the impact of actions taken and plan how the funding will be allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' agenda.

Designated staff members in charge: Mrs Emily Stanton/Mrs Vicki Chiverton

Nominated Governors: Dr Sunita Patel, Dr Carlos Pittol, Mr Dipak Gohil, Dr Justin Roe, Mr Steve Barker

Date of next Pupil Premium Strategy Review: July '19

Dates of external reviews of Pupil Premium: 11.01.17, Reviewed 17.03.17 (as directed by Ofsted), Reviewed again in December 17 (as part of the Vulnerable Groups project)