

# Pupil premium strategy statement for Portway Junior School

1. Summary information						
<b>School</b>	Portway Junior School					
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£48,700	<b>Date of PP Review</b>	Feb 17	
<b>Total number of pupils</b>	332	<b>Number of pupils eligible for PP</b>	41	<b>Date for next internal review of this strategy</b>	Apr 17	

Attainment 2015/16						
	Pupils eligible for PP					
	Reading	Writing	Maths	GPS		Combined expected
% achieving national standard or above in reading, writing & maths at 100%	56% (71% national)	56% (79% national)	56% (75% national)	78% (78% national)	33% (60% national)	0% (7% national)
Progress rates	-0.8% (0%)	-3.4% (0%)	-2.2% (0%)	n/a	n/a	n/a

2. Barriers to future attainment (for pupils eligible for PP)	
<b>A.</b>	Children admitted from previous school assessed at 2C do not have embedded understanding (see baseline data)
<b>B.</b>	Levels of resilience and independence for some pupils are not strong; this can lead to an over reliance on adults and detrimental effect on academic progress.
<b>C.</b>	Greater depth learning for some pupils eligible for PPG is not as strong as similar children within the school.
<b>D.</b>	Children with limited experiences beyond school struggle with reading comprehension questions beyond retrieval.
<b>E.</b>	Behavioural issues, lack of concentration, work avoidance, children at risk of exclusion.
<b>F.</b>	Involvement of social care with families
<b>G.</b>	Attendance rates, including persistent absentees, for some pupils eligible for PP are below the target for all children of 95%. This reduces their hours in school and causes them to fall behind.

3. Desired outcomes ( <i>Desired outcomes and how they will be</i> )		Approach to achieve
A.	Children who are admitted at 2C do have embedded understanding, can apply it to their learning and make at least expected progress.	Ensure children receive quality first hand teaching in all year groups. Provide interventions using suitably qualified staff.  Approach chosen - as a result of education research by John Dunford and Education Endowment Trust
B.	Levels of resilience and independence become strong for pupils and children develop a have a go attitude when faced with new learning.	Develop a growth mind set culture. Approach chosen - <a href="http://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>
C.	PP children achieve GD in their learning, particularly from a high starting point.	Track pupils from their individual starting points and ensure all teachers are aware of it. Ensure teacher expectations are high and challenging work is provided. Approach chosen as a result of education research by John Dunford and Education Endowment Trust
D.	Children with limited experiences beyond school will demonstrate increased comprehension in reading.	Provide as many experiences beyond the classroom to allow children to be able to contextualise their learning to a real experience.  Approach chosen - <a href="http://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>
E.	Behavioural issues are reduced and managed effectively so that pupils develop more understanding of behaviour choices and behaviour does not affect their learning.	Use of inclusion officer to manage incidents and support children to self-regulate. Approach chosen - <a href="http://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>
F.	Children with social care involvement successfully make progress in line with their peers.	Use of inclusion Officer to alleviate the impact of individual family issues. Approach chosen - - <a href="http://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>
G.	Attendance rates, including persistent absentees, are in-line with or better than National, all pupils.	Close tracking (half termly) of the persistent absentees. Approach chosen - <a href="http://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>

**Academic year 2016/17**

Desired outcome	Chosen action / approach	Actions to achieve	Staff lead & cost	Monitoring Steps
<p>Children who are admitted at 2C do have embedded understanding, can apply it to their learning and make at least expected progress.</p>	<p>Reciprocal coaching and peer-observations as part of lesson study.            Observations of good and outstanding teaching in other schools.            Staff training on further developing quality first teaching (teaching and subject knowledge)</p>	<p><u>Maths:</u>            Staff to take part in the lesson study.            Arrange external visits.            Use of White Rose Maths Hub.            Catch Up Numeracy CPD  <u>English:</u>            Review of learning objectives for writing to ensure consistency and challenge (WA grids)  <u>Reading:</u>            Rhoda Wilson (SLE for English)- Staff development on teaching of reading.            Observe Rhoda Wilson at Village teaching Reading.            Provision of interventions for targeted children using qualified teachers where possible.</p>	<p>Head/EW/AG             £3,400             £1,200</p>	<p>KP provide report of findings from lesson study to FGB.            PP Gov to participate in staff feedback, staff meeting.            End of each term progress tracking shows children have made at least exp progress in all subjects across the school.            Jan 17            April 17            July 17</p>

Levels of resilience and independence become strong for pupils and children develop a have a go attitude when faced with new learning.	INSET and assemblies.	Fiona Lingard to deliver INSET/Staff Meeting on Growth Mind-set Strategies. KP to deliver whole staff INSET on Growth Mind-set. Build displays on attitudes to learning around school and in classrooms. Whole school assembly to launch resilience.	Head/SLT £200	Invite PP Gov to attend Growth mindset staff meeting/INSET. Gov visits to observe displays and discuss impact with children and feedback to Gov body. April 2017
PP children achieve GD in their learning, particularly from a high starting point.	Teacher expectations and tracking.	Book scrutiny of all 3C PP children compared to work provided and outcome of 2C children. Action plan as appropriate following outcome. Label all children's books with end of KS 1 outcome and dot for PP. PPM's to focus on individual pupils' starting points and expectations of progress.	SLT £400 £100	Book scrutiny March 17 Action plan presented to PP Gov following scrutiny. All books labelled with starting points March 2017. All children at 3C/GD to maintain GD learning in each year.
Children with limited experiences beyond school struggle with reading comprehension questions beyond retrieval.	Provision of real-life experiences.	Subsidise cost of all trips and visits. Provide IT equipment to allow children to access the internet beyond school. Link to Learning wheel- take tablet home for minutes?	KP £1,200	PP children making expected progress in all year groups. Questionnaire to evidence impact of extra real-life activities.

Behavioural issues are managed effectively and do not affect learning.	Use of inclusion manager and 1:1 TA's	Complete risk assessments for all children who are unable to self-regulate behaviour. Complete IEP/Behaviour plans as required. Review of rewards and sanctions and behaviour policy (What are the benefits of behaving at Portway?) Strategies to reduce impact on whole class teaching and learning. Develop reciprocal arrangement for exclusions to remain in education.	SLT/KO £15,000	PP Gov to look at ammonised behaviour plan and discuss impact with children. Pupil questionnaire on behaviour at our school and how we manage it. Support and monitor positive behaviour strategies.  TA training
Children with social care issues are supported to ensure these do not impact on progress rates. Check with KO	Use of Inclusion manager	KO to liaise and settle anxious children into class and assess 'where they are' mentally and form a plan for the morning and how best to get the children into the mind frame for school. KO to meet with parents and children to discuss previous events from evening or am & impact on child's current state.	£18,000	KO to complete risk assessments, monitor children and their needs, adapt and or create personal plans and effective strategies deployed/advice given to TA support and to CT as necessary. Ring and refer to outside agencies or councillors, complete any necessary paper work for evidence: (EH/EHCP/PEP)
Attendance rates, including persistent absentees, are in-line with or better than National, all pupils.	Tracking, use of EWO and increase rewards.	PP champion to maintain close tracking of children below 90%. KO to work closely with EWO and agree future actions. Develop attendance management system. Increase improved attendance rewards- half termly/termly for persistent absentees.	SLT/KO/KP £500 £8,000  Total spend: £48,700.	Termly attendance reports to governors show PP children attending at least in-line with National all for attendance: see 2016 figures below FSM-4.6%, National all- 3.9% School all- 3.4%. Persistent absentee FSM-10.5%, National all-8.8%, School all- 7.2%.

4. Review of expenditure				
Previous Academic Year		2015-16		
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
Prepare pupils for new KS2 tests	Intervention teacher	Some PP pupils achieved standard, across the subject areas at the end of KS2. Some children did not achieve the combined score.	Small focused group work has a direct impact on attainment.  Close tracking needed to monitor and ensure progress rates improve next year.	£3700
Improve attainment across the school	Resources to support learning	Pupils used resources effectively to support their learning.	Practical resources need to be readily available to support learning. Care will be taken to ensure appropriate resources are purchased based on educational need and quality.	£2000
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
Higher rates of Greater Depth learning across all areas of learning	Lesson study project	The level of attainment and confidence of pupils has developed as teacher's confidence and new teaching strategies tried and tested.	This additional experience is valuable for staff to observe and share good and outstanding teaching observed with all teaching staff.	£3400

Maximise learning opportunities for pupils	Small group intervention	Some Pupils made progress at least in line with not eligible pupils across the school.	Pupils benefitted from more individualised study times	£8500
Social, emotional, physical and educational barriers to learning addressed.	Use of Learning mentor	Pupils agreed their worries, concerns and anxieties were significantly reduced and they had a better understanding of themselves and self-esteem was raised after specifically focused and tailored 1:1 sessions.	PPG children achieved well with the support of the LM.	£17000
Strategies and management of behavioural difficulties for LAC pupils linked to attachment disorder researched, resourced and implemented.	TA deployment and training	1:1 support and guidance for children through precision teaching and schemes such as Kit McGrath have improved LAC understanding of some fundamental and key skills in areas across the curriculum.	LAC need 1:1 support to facilitate learning and keep the children engaged.	£9,100

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
Enrichment opportunities	Residential visits (Lea Green/PGL)	Children had an improved level of physical and emotional well-being and resilience to problem solving.	Engagement with learning was increased. Resilience and confidence was also increased along with self-esteem and attitudes when faced with tackling problems across areas of the curriculum.	£1300

**Summary Impact:**

33% of PP children in Y6 in 15/16 achieved the combined expected standard.

56% of PP children in Y6 achieved the expected standard in Reading, Writing and Maths as separate subjects. This represents 5 out of the 9 children. No PP children achieved Greater Depth in Writing or Maths, with 22% achieving in Reading. As a whole cohort PP children did not make expected progress in Reading, Writing or Maths. With Writing being the weaker of the 3. As a result of differences in our attainment compared to National non-PP children, a pupil premium review will be obtained.