

# Avenue Junior School Pupil Premium Strategy Statement 2016 - 17

1. Summary information					
School	Avenue Junior School				
Academic Year	16/17	Total PP budget	£110,200	Date of most recent PP Review	Sept 16
Total number of pupils	477	Number of pupils eligible for PP	82	Date for next internal review of strategy	Dec 16

2. Previous Year's attainment (2015 – 16)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% of children achieving expected standard in R, W and Maths	70%	53%
% of children achieving expected standard in reading	70%	66%
% of children achieving expected standard in in writing	80%	74%
% of children achieving expected standard in in maths	80%	70%
Progress measure for Reading	TBA	-5
Progress measure for Writing	TBA	-7
Progress measure for Maths	TBA	-5

**3. Barriers to future attainment (for pupils eligible for PP). NB: These are the general difficulties faced but it is not necessarily so that every child who is funded for PP will face all or any of these identified barriers.**

## In-school barriers

A.	Attendance and punctuality for identified children
B.	Low prior attainment in the basic skills of reading, writing and maths
C.	Lower aspiration of parents and children & limited life experiences
D.	Poor speech and language skills

## External barriers

A.	Difficult home learning environments (for some children) & lack of engagement with school work particularly homework
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<b>B.</b>	Lack of routines for mornings leading to lateness and regular absences
<b>C</b>	Difficulties with past or recent experiences impacting on emotional well being, engagement and social skills
<b>Desired outcomes</b>	
<b>Measured by</b>	
<b>A.</b>	<b>Improved attendance rates. Working towards the school average of 96.5%</b>
<b>B.</b>	<b>Accelerated progress in English and Maths</b>
<b>C.</b>	<b>Children feel secure, happy and want to come to school</b>
<b>D.</b>	<b>Parents engaged with supporting children in their work</b>
<b>E.</b>	<b>Aspirations are raised for the future</b>

4. Planned expenditure					
Academic year		2016 - 17			
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
<b>Accelerated Progress in English &amp; Maths</b> Good/ outstanding teaching in all classes leading to high quality learning	Assistant HTS release time to mentor/ support/ monitor the teaching of others. Release teachers to observe good practice, give individual feedback  Use of IRIS observation tool to improve teachers' own practice £53,589.00 salSalary	Education & Endowment Ofsted Pupil Premium Reports show that first quality teaching has the biggest effect upon the attainment of PP children  Reflection of practice to improve quality of learning - Feedback from schools already using the system	Weekly meetings with SLT Regular tracking to children  Staff meeting discussions. Observation schedule reflects improved practice	Steve Chambers Claire Conway  Mike Hooper & Steve Chambers	Termly

<p><b>Accelerated Progress in English &amp; Maths</b></p> <p>Children make good progress from their starting points and are in line with national average progress</p>	<p>½ termly pupil/ teacher interviews for PP children ( release £1972)</p> <p>Individual mentoring for targeted children ( AHT salary)</p>	<p>EE to Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) used in sessions to help pupils set targets and be in control of their own learning – research shows high impact</p> <p>Staff feedback on meetings</p>	<p>Use of cover supervisor to release teachers</p> <p>Follow up with AHTS and HT</p>	<p>HT</p>	
<b>Total budgeted cost</b>					£56,176
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
<p><b>Improved attendance rates. Working towards the school average of 96.5%</b></p> <p>Parents work with the school to support their child and build good relationships with their children and improve attendance</p>	<p>1. Parent support advisor supporting PP families (£5000 of salary)</p> <p>2. Parent &amp; Child art relationship sessions after school (Pastoral team salary)</p>	<p>Improved parental engagement in school and improved attendance levels for children- historic data.</p>	<p>1. Regular supervision by HT</p> <p>2. Supervision HT</p> <p>3. Regular meetings with pastoral team</p>	<p>HT &amp; Lauren Sherwood</p> <p>HT &amp; CG</p> <p>Mike Hooper</p>	<p>Weekly for identified children</p> <p>Review six weekly</p> <p>½ termly</p>

<p><b>Children feel secure, happy and want to come to school</b></p> <p>Improved mental health for identified children</p>	<ol style="list-style-type: none"> <li>1. Unthank centre counselling (£3000 budget)</li> <li>2. Benjamin Foundation therapy work (£3500)</li> <li>3. Art Therapy sessions - Kathy Rutland (£3500)</li> </ol>	<p>Successful outcomes from previous years</p>	<ol style="list-style-type: none"> <li>1. Regular reviews with agencies</li> <li>2. Timetables for support</li> </ol>	<p>HT and DHT</p>	<p>Review six weekly Feedback obtained from class teachers, parents, child, therapists/counsellors</p>
<p>Improved behaviour in classes and lunches</p> <p>Reduction in internal &amp; fixed term exclusions</p>	<ul style="list-style-type: none"> <li>• Connections groups</li> <li>• 1:1 Support</li> <li>• (Pastoral team cost: £26,993 proportion of salary)</li> <li>• Individualised programmes including CBT/ solution based therapies (£1000)</li> </ul>	<p>1 &amp; 2 Successful outcomes for children in engagement in classes from previous years</p> <p>CBT research reflects positive influence on children's behaviour</p> <p>Education Endowment Toolkit – <i>Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest effects.</i></p>	<p>Pastoral team work with MH &amp; DD to ensure all vulnerable children are supported.</p>		<p>Reviewed at monthly meetings</p>

<p><b>Accelerated progress in English and Maths</b></p> <p>Literacy and Numeracy skill improved. Progress made towards national expectations</p>	<ul style="list-style-type: none"> <li>• Catch up maths sessions (40% salary for trained cover supervisor - £6311)</li> <li>• 2.Arrow intervention (EPSS 5 days support) £1865</li> <li>• Numeracy clubs before &amp; after school</li> <li>• Small groups additional targeted support – Rebecca Boone (£3000)</li> <li>• Breakfast Booster sessions</li> <li>• Y6 SATS groups &amp; Easter (£2562)</li> <li>• NFCC Study support - Years 4 &amp; 5 (£3630)</li> <li>• E Readers – reading club (£1200)</li> </ul>	<p>EEF – “promising project”</p> <p>Evidence from last year reflects significant increases in a child’s maths age.</p> <p>Arrow programme – recommended by EPSS as a research based intervention. Had significant impact on lowest ability children last year.</p> <p>One to one and small group tuition – good results for Y6 Sats in previous years</p> <p>Study Support – increased confidence recorded in class</p> <p>E Readers – new project</p>	<p>AHT and HT to ensure implementation &amp; regular reviews</p> <p>Sendco – Arrow intervention</p>	<p>CC &amp; DD &amp; DJ</p>	<p>SLT meetings every fortnight to discuss all interventions</p>
<p>To improve conversation &amp; language skills</p>	<ul style="list-style-type: none"> <li>• Connections groups (PSA s salary)</li> <li>• S &amp; L therapy (£1000 ½ from cluster)</li> <li>• Language development support (TA trained &amp; time)</li> <li>• Resource boxes to promote convesations (£400)</li> </ul>	<p>EEF research shows that programmes to support oral skills have substantial impact upon children’s learning for low cost</p>	<p>By HT &amp; Sendco – clear timetabling and purchasing of new resources</p>	<p>DD &amp; DJ</p>	<p>Review with Sendco monthly</p>
<b>Total budgeted cost</b>					<b>£62961</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and/or rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>Aspirations are raised for the future</b></p> <p>Children able to participate in educational visits – broadening horizons and raising aspirations</p>	<ul style="list-style-type: none"> <li>Residential visits paid for PP children</li> <li>All educational visits subsidised for PP children (£1000)</li> <li>Extended Forest School activities for targeted vulnerable children – beyond their known environment. Developing trust, social skills and resilience (£500)</li> </ul>	<p>Full inclusion in all school activities inspiring engagement in school</p> <p>Outdoor learning has a positive effect on children ( past experience/ staff observations)</p>	<p>N/A</p> <p>Regular discussion and planning meetings/ planning forwarded to HT</p>	Daisy Camplin	termly
<p>Continuity of care during holidays – children remain engaged with schools</p>	<ul style="list-style-type: none"> <li>Holiday club provision (£400)</li> <li>Sports clubs &amp; other out of school activities (£400)</li> </ul>	<p>Engagement continues with school – no large gaps – peer enjoyment and social skills continue.</p> <p>More involvement in school increases the attraction of being at school – improved attendance</p>	<p>Liaison with after school/holiday club provision to pre book places</p>	DD	Ongoing through the year

<p><b>Aspirations are raised for the future</b></p> <p><b>The most able PP pupils are challenged and have ambitions for the future</b></p>	<ul style="list-style-type: none"> <li>Brilliant Club for Y6 pupils – project with Cambridge University. Visit to CU and work with research students leading to published work – engineering project (£160 per pupil &amp; costs - =£1200)</li> </ul>	<p>Charity supported by The Sutton Trust . It widens access to highly-selective universities for pupils from under-represented groups. 300 schools are currently working with the research projects.</p>	<p>AHT leading the group of 12 children ( 6 from nearby school) - after school sessions</p>	<p>Claire Conway</p>	<p>Programme lasts 8 weeks – review half ways through</p>
<p><b>Parents engaged with supporting children with their work and school</b></p>	<ul style="list-style-type: none"> <li>Action Research project in Y4 on improving children’s success by changing attitudes and enjoyment in homework. (Expansive Education Network ) (£977 )</li> </ul>	<ul style="list-style-type: none"> <li>Staff observation in school</li> <li>Parents feedback</li> <li>Existing research: Homework &amp; Attainment in Primary – Farrow, Tymes and Henderson</li> <li>EE research – making homework more effective</li> </ul>	<p>Regular meetings with HT (1/2 termly) Proposal in by Oct. Collection of data from Oct – Feb and paper written by Summer 2017.</p>	<p>Lewis Peck</p>	<p>If successful possible implementation through school from September 2017</p>
<b>Total budgeted cost</b>					<b>£4477.00</b>

Total Budget Predicted Spend = £123,614      Total PP budget = £110, 200