

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|------------------------------|---|---------|---|--------|
| School : | Calmore Junior School | | | | |
| Academic Year | 2017/18 | Total PP budget | £76,000 | Date of most recent PP Review | N/A |
| Total number of pupils | 206 | Number of pupils eligible for PP | 54 | Date for next internal review of this strategy | Feb 18 |

| | <i>Pupil Premium No SEN</i> | <i>Pupil Premium inc SEN</i> |
|--|-----------------------------|------------------------------|
| 66% achieving in reading, writing and maths | 60% | 40% |
| 78% making progress in reading | 70% | 60% |
| 76% making progress in writing | 80% | 60% |
| 78% making progress in maths | 80% | 53% |

| 2. 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>) | |
| A. | Children are not reading widely and often at home hence slowing down progress of reading |
| B | Some PP have low prior attainment gaps in maths and are not supported at home with times tables/number challenges |
| C | Lack of wide reading hinders both oral language, grammar and spelling |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D | Social and emotional issues for high proportion of PP pupils is having a negative effect on their learning and progress |

| 3. Desired outcomes | | |
|---------------------|---|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | A higher percentage of pupils in receipt of PPG achieve the expected level in reading at the end of KS2 | Pupil Premium children will make at least expected progress in reading |
| B. | A higher percentage of pupils in receipt of PPG achieve the expected level in maths at the end of KS2 | Pupil Premium children will make at least expected progress in Maths |
| C. | A higher percentage of pupils in receipt of PPG achieve the expected level in writing at the end of KS2 | Pupil Premium children will make at least expected progress in writing |
| D. | Increased confidence and self-esteem for PP pupils | Children demonstrate increased confidence in learning and have a can do attitude |

4. Planned expenditure

Academic year

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 implementation? |
|---|--|---|---|----------------|--------------------------------------|
| A A higher percentage of pupils in receipt of PPG achieve the expected level in reading at the end of KS2 | Staff training on reading comprehension, strategies and high quality top down whole class reading sessions | We want to invest some of the PP in addressing progress in reading which is a whole school area for development and will benefit all pupils. The EEF toolkit states that on average reading comprehension approaches improve learning by an additional 5 months progress over a school year furthermore, these approaches are particularly effective for junior age children. | Use staff meeting and INSET to deliver training Whole school planning and approach to reading. Continued monitoring. Purchase new reading books, quality texts being used to promote deeper learning Use of Reading Wise in years 3 & 4 for PP Readers and Reading Plus in years 5 & 6 for PP Readers as interventions English Leader attending reading training Year 5 teacher attending Blended Reading for Mastery Training | English Leader | April 2018 |
| B A higher percentage of pupils in receipt of PPG achieve the expected level in maths at the end of KS2 | Mastery learning approach implemented across the school Staff training on the Mastery approach in every area of Maths | The EEF toolkit suggests that Mastery approaches to learning are effective leading to an additional 5 months progress over the year. It is particularly effective when children work in groups and take responsibility for their own and others progress. | Use staff meeting and INSET to deliver training on Mastery in Maths Training for LSAs on Mastery in Maths Maths Leader on 5 day Mastery course Maths Leader involved in Totton Maths Hub | Maths Leader | April 2018 |

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|---|--|--|--|-------------------|---|
| C A higher percentage of pupils in receipt of PPG achieve the expected level in writing at the end of KS2 | No set groupings for writing-flexible approach ensuring challenge for all Clear modelling of writing | Our approach to the teaching of writing ensures that there are no fixed groupings as the EEF toolkits states that setting of groups in stone provides -1 months progress. Teachers use quality AFL to ensure flexible groupings and challenge available for all. | English Leader attending core provision English Leader attending moderation Cross school moderation Year 6 exemplification training | | April 2018 |
| A/B/C A higher percentage of pupils in receipt of PPG achieve the expected level in writing/reading/maths at the end of KS2 | Class teachers/subject leaders given time to monitor progression of children at risk of falling off the trajectory of progress | We want to ensure class teachers and subject leaders have the time to look at their data to assess that all children are making the expected progress | Class teachers/subject leaders provide regular reports on pupil progress | Assessment Leader | February 2018 |
| Total budgeted cost | | | | | |
| ii. Targeted support | | | | | |
| 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 implementation? |
| A A higher percentage of pupils in receipt of PPG achieve the expected level in reading at the end of KS2 | 33% of year 6 PP children are either close to/not on track to meet expected standard in reading Reading Plus for 25 children in year 6 4x a week Reading Boosters | The EEF toolkit states that on average reading comprehension approaches improve learning by an additional 5 months progress over a school year furthermore, these approaches are particularly effective for junior age children | Pupil Progress Meetings focussing on PP children Learning Walks/Work sampling focussing on PP children | Cathy Ingram | Jan 18 |
| B A higher percentage of pupils in receipt of PPG achieve the expected level in maths at the end of KS2 | 34% of year 6 PP children are either close to/not on track to meet expected standard in maths 1-1 tuition Times Tables Club SLT to act as mentors for PP children | The EEF toolkit suggests that Mastery approaches to learning are effective leading to an additional 5 months progress over the year. It is particularly effective when children work in groups and take responsibility for their own and others progress. | Pupil Progress Meetings focussing on PP children Learning Walks/Work sampling focussing on PP children | Maths Leader | Jan 18 |

| C A higher percentage of pupils in receipt of PPG achieve the expected level in writing at the end of KS2 | 33% of PP in year 3 are below expected standard Colour semantic sentences/talk tins/handwriting groups/focussed support in lessons/use of DH to support in year 3 | Improving foundation of writing in year 3 will ensure children keep up not catch up | Pupil Progress Meetings focussing on PP children Learning Walks/Work sampling focussing on PP children | Liz Doll | Jan 18 |
|---|--|---|---|-------------------|---|
| iii. Other approaches | | | | | |
| 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 implementation? |
| D Increased confidence and self-esteem for PP pupils | ELSA Anger Management Promotion of Learning Behaviours in all lessons Learning Mentors Pupil Premium Project PHSE Growth Mindset | The EEF research shows that social/emotional learning interventions have a significant impact on attitudes to learning + 4 months ELA programmes appear to benefit disadvantaged pupils more than others | Meet with parents prior to commencing ELSA Impact overseen by SENCo Preparation time for ELSA paid out of PP budget | ELSAs SENCo | Termly |
| | | | | | |
| Total budgeted cost | | | | | £76,000 |

5. Review of expenditure 207/18

Previous Academic Year

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

iii. Other approaches

| 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 |
|-----------------|------------------------|--|--|------|
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk