

Spire Junior School – Pupil Premium Strategy Report



Summary Information					
School	Spire Junior School				
Academic Year	2019/20	Total PP Budget	£124,380	Date of most recent PP Review	
Total Number of pupils	176	Number of pupils eligible for PP	87	Date of next PP Strategy Review	July 2020

Current Attainment (Y6 2019)		
	Pupils Eligible for Pupil Premium (School)	Pupils not eligible for Pupil Premium (National)
% achieving expected level in Reading, Writing and Maths	31%	38% (65)
Reading progress score		-3.6
Writing progress score		-0.2
Maths progress score		-3.4
Barriers to future attainment (for pupils eligible for PP) In-school barriers ( <i>issues to be addressed in school</i> )		
A: Low confidence and self-esteem		
B: Poor oral, written and reading skills		
C: Poor diet / hunger / Health		
D: A varied life experience		

E: Require Emotional and Nurturing Support	
External barriers ( <i>issues which also require action outside school</i> )	
D: Low Attendance E: Out of school learning eg completing homework	
Outcomes	Success Criteria
Children have improved in self-confidence and improved in self-esteem.	Children are confident about their own talents, and are able to overcome barriers to learning in a systematic and structured way.
Children are supported in their wellbeing	Support structures are in place Lines of communication in school are well utilised to ensure no children suffer in silence. The school works well with outside agencies to ensure the children have the support they require.
Improved Attendance	Attendance of 95% for disadvantaged children Learning mentor to monitor attendance Meetings with parents to improve engagement
Children are supported to overcome barriers to learning in the key areas of Reading, Writing and Maths.	Improved % of children meeting national expected standard
Children are supported in completing homework / out of school learning.	Workshops are run for parents  Children are supported in completing homework tasks in school time

Planned expenditure					
Academic Year	2019-20				
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.					
1) Teaching					
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?
Ensure high quality teaching across the school.	Join the Learners First Teaching Alliance to support staff development training opportunities. (and cover)	EEF Report – Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings.	Monitor impact through lesson observations, pupil progress meetings and professional development meetings.	DS / SLT	July 2020 £10,000
	Create additional space to allow leaders and subject co-ordinators in school to work with colleagues in 1:1 CPD sessions (or small group sessions)  0.5 day per week	EEF Report – Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings.	Monitor impact through lesson observations, pupil progress meetings and professional development meetings.	DS / SLT	July 2020 £10,000
Total Budgeted cost					£20,000

2) Targeted academic 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?
Improve literacy and numeracy skills of Y6 children so that enabling 65% of Y6 children achieve the expected standard in Reading, Writing and Maths in the 2020 SATs	Contribute towards Teaching Assistant Budget  Small group booster groups	Previous success in school	A plan will be drawn up for supporting children who meet the criteria for Y6 Booster groups.	AB/CV	July 2020 (£14,000)
Improve literacy and numeracy skills of children who are identified as falling behind throughout the school  70% of children to have achieved expected outcomes in reading, writing and maths.	Y3 to Y6 groups Daily reading, writing and maths support for vulnerable learners (This could take the form of pre learning / intervention groups / post learning support)	Paired or small group teaching has a positive impact upon attainment <small>(NFER report on supporting the attainment of disadvantaged pupils)</small>	Children identified through assessment for learning / end of term assessments and pupil progress meetings.  Small groups are made up of these children.  Regular monitoring Data assessment	DS/AB	July 2020 (£14,780)
Total Budgeted cost					£28,780

### 3) Wider Strategies

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?
To ensure children are ready to learn at the beginning of school	To run a breakfast club to ensure all children have the opportunity to have a healthy breakfast.	Previous success in school	Publicise breakfast club and target families who school believe it would benefit.	JM	July 2020 (£5000)
Children have access to a variety of experiences which will support their learning	Disadvantaged children have help to ensure that they can attend all visits. The impact is increased experiences and opportunities	National research show a variety of experiences can support learning at all levels.	Ensure disadvantaged children have access to all opportunities.	DS	July 2020 (£7,000)
To support children with a nurturing curriculum and offer emotional support to	To employ two members of staff to run a nurture group daily for vulnerable	National research shows the positive impact nurture can have to improve the	Staff identified, trained and timetabled to deliver this intervention.	DS	July 2020 (£10,600)

deal with mental health issues.	pupils as identified.	academic performance.			
	To train a member of staff as an ELSA (Emotional Literacy Support Assistant) and release from class 0.5 per week.	Support is available to develop children's emotional literacy as well as a trained member of staff to support children in crisis.	Staff identified, trained and timetabled to deliver this intervention.	DS	July 2020 (£9300)
Disadvantaged children have extra support to overcome barriers to learning	To employ two learning mentors to work with those children who require extra support eg Behaviour support, vulnerable pupils and poor attenders as well as monitor attendance.	Previous success in school	Pupils referred and support is put in place. Impact measured through behaviour reports, KS outcomes and improved attendance.	DS	July 2020 (£43,700)
Total Budget					£75,600

Review of 18 / 19 Strategy

Planned expenditure					
Academic Year	2018-19				
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.					
1) 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?
Improve literacy and numeracy skills of disadvantaged children. 80% of disadvantaged children to have achieved expected outcomes in reading and writing.  <b>Outcome: % of disadvantaged children working at expected level:</b>  Y3 Reading – 65% Y4 Reading – 66% Y5 Reading - 83% Y6 Reading - 54%	Y3 to Y6 groups Daily reading and writing support	Paired or small group teaching has a positive impact upon attainment (NFER report on supporting the attainment of disadvantaged pupils)	Disadvantaged children identified and small groups are made up of these children. Regular monitoring Data assessment	AB	July 2019 (£32,000)
	Reducing class sizes to ensure quality first teaching for all children, with a focus on identified disadvantaged children	Improving feedback between teachers and children through small class sizes and marking and feedback policy. (NFER report on supporting the attainment of disadvantaged pupils)	Budget management Staff allocation Regular monitoring Data assessment	DS	July 2019 (£42,000)

Y3 Writing – 60%					
Y4 Writing – 54%					
Y5 Writing – 83 %					
Y6 Writing – 79%					
Total Budgeted cost					£74,000
2) 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?
Improve literacy and numeracy skills of Y6 disadvantaged children by enabling 80% of disadvantaged Y6 children to achieve the expected standard in Reading, Writing and Maths in the 2019 Sats	1:1 Tuition / Small group booster groups	Previous success in school	A plan will be drawn up for supporting disadvantaged children who meet the criteria for Y6 Booster groups.	DS	July 2019 (£5,000)



<p>Outcome: % of all Y6 children achieving RWM = 38%</p> <p>% of Y6 disadvantaged children achieving RWM = 31%</p>					
<p>Disadvantaged children have extra support to overcome barriers to learning</p> <p>Outcome: Reduced exclusions Improved attendance</p>	<p>To employ a behaviour mentor and learning mentor to work with those children who require extra support eg Behaviour support, vulnerable pupils and poor attenders</p>	<p>Previous success in school</p>	<p>Pupils referred and support is put in place. Impact measured through behaviour reports, KS outcomes and improved attendance.</p>	<p>DS</p>	<p>July 19 (£45,000)</p>
Total Budgeted cost					£50,000
3) Other approaches					
<p>To ensure children are ready to learn at</p>	<p>To run a breakfast club to ensure all</p>	<p>Previous success in school</p>	<p>Publicise breakfast club and target</p>	<p>DS</p>	<p>July 2019 (£5000)</p>

the beginning of school <b>Outcome: Breakfast club open to all and funded for targeted children.</b>	children have the opportunity to have a healthy breakfast.		families who school believe it would benefit.		
Children have access to a variety of experiences which will support their learning <b>Outcome: All children attend all visits which are subsidised by the school.</b>	Disadvantaged children have help to ensure that they can attend all visits. The impact is increased experiences and opportunities	National research show a variety of experiences can support learning at all levels.	Ensure disadvantaged children have access to all opportunities.	DS	July 2019 (£8000)
				Total Budget	£13,000