

Chaucer Junior School Pupil premium strategy statement (primary)

1. Summary information					
School	Chaucer Junior School				
Academic Year	2017/18	Total PP budget	£112,620	Date of most recent PP Review	n/a
Total number of pupils	230	Number of pupils eligible for PP	84	Date for next internal review of this strategy	May 2018

Current Attainment Achievement Data 2017

	All (National)	All (School)	Pupil premium (National)	Pupil premium (School)	Non Pupil premium (National)	National Gap	School Gap between school pupil premium and non- pupil premium nationally		
							2015	2016	2017
Reading	71	78	52.4	56	71.8	19.4	8	20.2	-15.8
Writing	73	81	63.2	78	78.7	15.5	1	-14.7	-0.7
Maths	75	76	56.7	67	75.3	18.6	10	1.7	-8.3
EGPaS	77	76	60.1	72	77.6	17.5	6	-22.6	-5.6
RWM comb	57	64	38.3	44	59.7	21.4	6	-4.7	-15.7

Progress Data 2017

	Reading progress score	Writing progress score	Maths progress score
ALL	-0.27	0.5	0.2
M	-2.1	0.9	0.2
F	1.4	0.2	0.2
EVER6	-1.5	1.1	-1.8
Non EVER6	0.44	0.23	1.35
NATIONAL Progress for Non Ever 6	+0.33	+0.17	+0.28
School GAP 2017	-1.81	+0.87	-2.11
SEN	0.5	0.9	-1.5
Non SEN	-0.7	0.8	0.4
LOW-1	0.4	-0.3	1.5
MIDDLE-2	0.4	0	-0.3
HIGH-3	-2.6	3	1.2

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Improve progress of pupil premium children in maths
B.	Home Learning Environment – especially vocabulary development
C.	Improve progress of pupil premium children in reading particularly boys
D.	Social and Emotional Development of children so they are ready to learn
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
	Low aspirations. Children need to realise they are capable of more
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria

A	Gap is closed for pupil premium in maths at the end of year 6 and in year progress is in line or above that of other non pupil premium children Attendance stays above national	Tracking Sytem and Attendance for these children 5pts to catch up And at least 4pts if in line already
B	Focus on reading/spelling in the SIP and use of Lexia intervention plus CPD with Isabella Wallace will ensure that we are raising the profile and implementing startegies that have impact	Tracking Sytem and Attendance for these children 5pts to catch up And at least 4pts if in line already
C	Gap is closed for pupil premium (particularly boys) in readingat the end of year 6 and in year progress is in line or above that of other non pupil premium children Attendance stays above national	Tracking Sytem and Attend5pts to catch up And at least 4pts if in line already ance for these children

D	<p>Social and Emotional Development of children so they are ready to learn</p> <p>Use of the Senior Learning Mentor allows us to have a individual plan to meet the need os individuals that are struggling to cope with school life</p>	<p>Serious Incidents reduces Attendance targets of 96%+</p> <p>Individual Analysis Charts produced by Senior Learning Mentor</p> <p>Whole School triangulation of data, obs and books</p> <p>4pts progress per year (5pts if not on target)</p>
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Interventions

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	COST When review implementation? Termly
Ensure making the best use of pupil premium money	Pupil Premium Review with Kim Neville	OFSTED recommendation to ensure money is used well and has impact	Governors visiting and reviewing SIP/Pupil Premium after changes made	SLT	£2500
Children make more progress than their peers and catch up as a result in Maths and English	Year 6 Intervention – Small focussed groups Target children that are not making expected progress through small group intervention for Numeracy and Literacy	Previous analysis of data shows this is successful & closes gaps for disadvantaged	Monitor through Termly triangulation	AU	£28,947

Prepare children socially and emotionally so they are able to make progress academically	Positive Play & Nurture Group	Previous analysis of data shows this is successful & it helps the school break down the barriers noted above	Monitor through Termly triangulation	AU	£20,000
Target children that are not making expected progress through small group intervention for Numeracy and Literacy (GAPs and Numeracy Focus)	Better Reading & Lexia & Vocabulary development INSET with National Speaker Isabella Wallace	Previous analysis of data shows this is successful +ve gap for pupil premium in reading	See Intervention reviews throughout the year Triangulation	AU & SLT	8,000 +£3,500(Lexia) +£500)Isabella Wallace)
Target children that are not making expected progress through small group intervention for Numeracy and Literacy (GAPs and Numeracy Focus)	Success in Arithmetic	Previous analysis of data shows this is successful +ve gap for pupil premium in reading	See Intervention reviews throughout the year Triangulation	AU & SLT	15,000
Target children that are not making expected progress through small group intervention for Numeracy and Literacy (GAPs and Numeracy Focus)	Inferential Reading Intervention	Previous analysis of data shows this is successful +ve gap for pupil premium in reading	See Intervention reviews throughout the year Triangulation	AU & SLT	3,195

<p>1:1 support for children experiencing difficulties with engagement in school life</p> <p>e.g attendance, self setem, behaviours for learning, self regulation, friendships, support at home</p> <p>Improved behaviour for learning and outcomes</p> <p>Happier in school</p>	<p>Senior Learning Mentor & Senior Learning Mentor Assistant</p> <p>Indidviual Support Plans tailored to need</p>	<p>Previous data and analysis shows the need for a more 1:1 specialist approach to this</p>	<ul style="list-style-type: none"> • Serious Incidents • Attendance targets of 96%+ • Individual Analysis Charts produced by Senior Learning Mentor • Whole School triangulation of data, obs and books 	<p>AU & SLT</p>	<p>£17,500 + £3,555</p>
<p>For children who are displaying lack of engagement in school life</p> <p>This enables them to raise self esteem and develop social/emotional skills and friendship</p>	<p>Forest School & Leader</p>	<p>Previous analysis of data shows this is successful +ve gap for pupil premium across the school</p>	<p>Monitor through Termly triangulation & Social Emotional Records</p>	<p>AU & SLT</p>	<p>£3,600</p>

Reduced Serious Incidents Boxall Profiles and Senior Learning Mentor Case Studies show improvements in behaviour, attendance & learning	The Den	Previous analysis of data shows this is successful +ve gap for pupil premium across the school	Monitor through Termly triangulation & Social Emotional Records	AU & SLT	£6.323
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Review of expenditure 2016-17 £132,420

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Attendance for pupil premium improves	<p>Moves closer to 96% from 94.6% Now 95.3 % +0.5 above National 96.45% overall +035 above National</p>
B.	Parents feel they can use school to support them with their home learning environment	<p>Vulnerable children and families are identified and the schools tracking system led by the Senior Learning Mentor shows progress</p> <p>Progress can be seen on the schools tracking system for the children the Senior Learning Mentor worked with.</p> <p>80% positive impact on these children – show good progress in behaviour, learning attitudes and progress</p> <p>20% have shown less success due to the nature of their behaviour. High profile boys struggle with 1:1 Nurturing approach. Consider using sports coach to motivate next year.</p>

C. Ensure the achievement of pupil premium in Writing and SPAG improves

SPAG	All	Disad	HA	HA- Dis
Year 3	4.4	4.5	5	5
Year 4	4.1	4	4.1	4
Year 5	3.4	3.4	3.8	3
Year 6	5.8	6.1	5.8	6.3

KS1 – KS2 Progress for disadvantaged is 1.1 compared to 0.5 overall in Writing

Gap between school pupil premium and national non pupil premium decreases in Writing and SPAG
 Progress measures are the same for Pupil premium as other groups across school

Year 3,4 and 6 successful

Year 5 needs to be the focus for next year, particularly SPAG

D. Ensure the achievement of pupil premium in Maths improves

Current	All	Disad	HA	HA- Dis
Year 3	4.2	4	4.5	5
Year 4	4	3.8	4.3	5
Year 5	4.1	4.1	4.4	3.5
Year 6	4.8	4.7	4.9	4.8

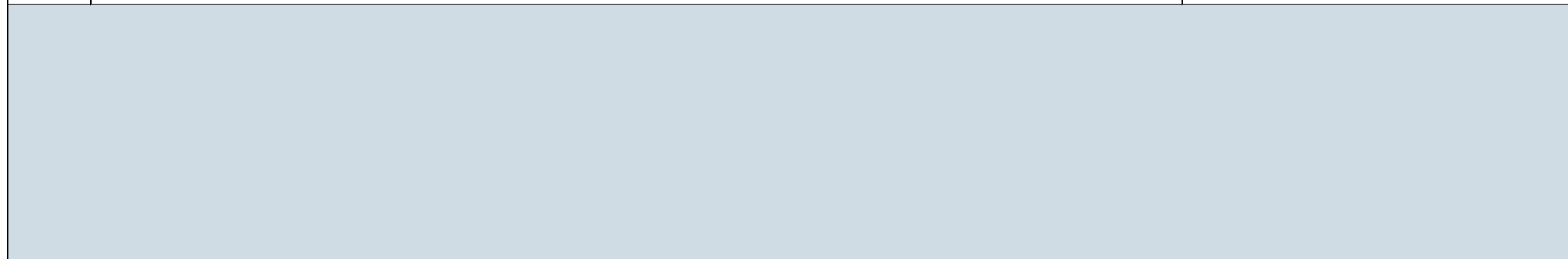
KS1 –KS2 Progress for Maths 2017-18 is 0.2 for all but -1.2 disadvantaged

Gap between school pupil premium and national non pupil premium decreases in Writing and SPAG
 Progress measures are the same for Pupil premium as other groups across year groups

Overall progress of Disadvantaged is not strong enough

Conduct Pupil Premium Review 13th Sep 2017 with Kim Neville

E.	Children are ready to learn – Socially and Emotionally	Reduced Serious Incidents Boxall Profiles and Senior Learning Mentor Case Studies show improvements in behaviour, attendance & learning Attendance improved Behaviour incidents improved – serious incident review Case Studies show improvement but not for all
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Interventions

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	COST When will you review implementation?
Children make more progress than their peers and catch up as a result in Maths and English	Year 6 Intervention – Small focussed groups Target children that are not making expected progress through small group intervention for Numeracy and Literacy	Previous analysis of data shows this is successful & closes gaps for disadvantaged	Monitor through Termly triangulation Outstanding Progress made in Maths, reading, Writing and SPAG Average 5+points for all SEN PPGprogress out performs other progress in all subjects	AU	33,000

<p>Prepare children socially and emotionally so they are able to make progress academically</p>	<p>Positive Play & Nurture Group</p>	<p>Previous analysis of data shows this is successful & it helps the school break down the barriers noted above</p>	<p>Monitor through Termly triangulation Number of Serious Incidents for all children has decreased and they made good progress in Maths and writing</p> <p>Reading needs more focus but is a whole school issue for boys</p>	<p>AU</p>	<p>26,000</p>
<p>Target children that are not making expected progress through small group intervention for Numeracy and Literacy (GAPs and Numeracy Focus)</p>	<p>SPAG Intervention – Rising stars – Skills Builders</p>	<p>Previous analysis of data shows this is successful +ve gap for pupil premium in reading</p> <p>Needed due to Gap in year 6</p>	<p>See Intervention reviews throughout the years they show that they all accelerate progress Writing Progress & SPAG is strong and sustained</p> <p>KS1 – KS2 Progress for disadvantaged is 1.1 compared to 0.5 overall in Writing</p>	<p>AU & SLT</p>	<p>9,250</p>

<p>Target children that are not making expected progress through small group intervention for Numeracy and Literacy (GAPs and Numeracy Focus)</p>	<p>Success in Arithmetic</p>	<p>Previous analysis of data shows this is successful +ve gap for pupil premium in reading</p>	<p>See Intervention reviews throughout the years they show that they all accelerate progress Maths Progress is strong and sustained</p> <p>This needs to be more targeted as other disadvantaged is poorer across the school</p> <p>KS1 –KS2 Progress for Maths 2017-18 is 0.2 for all but -1.2 disadvantaged</p>	<p>AU & SLT</p>	<p>15,000</p>																									
<p>Target children that are not making expected progress through small group intervention for Numeracy and Literacy (GAPs and Numeracy Focus)</p>	<p>Inferential Reading Intervention</p>	<p>Previous analysis of data shows this is successful +ve gap for pupil premium in reading</p>	<table border="1" data-bbox="1178 786 1653 1225"> <thead> <tr> <th>Current</th> <th>All</th> <th>Dis</th> <th>HA</th> <th>HA Dis</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>3.7</td> <td>3.4</td> <td>3.8</td> <td>4</td> </tr> <tr> <td>Year 4</td> <td>4</td> <td>3.8</td> <td>4.3</td> <td>4</td> </tr> <tr> <td>Year 5</td> <td>3.8</td> <td>3.7</td> <td>4.1</td> <td>4</td> </tr> <tr> <td>Year 6</td> <td>4.9</td> <td>4.7</td> <td>4.8</td> <td>5.3</td> </tr> </tbody> </table> <p>Worked well for HA across school – needs to focus on boys next year especially disadvantaged boys</p>	Current	All	Dis	HA	HA Dis	Year 3	3.7	3.4	3.8	4	Year 4	4	3.8	4.3	4	Year 5	3.8	3.7	4.1	4	Year 6	4.9	4.7	4.8	5.3	<p>AU & SLT</p>	<p>6,161</p>
Current	All	Dis	HA	HA Dis																										
Year 3	3.7	3.4	3.8	4																										
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<p>1:1 support for children experiencing difficulties with behaviour. Behaviour for learning improves due to raised self esteem</p> <p>Vulnerable children and families are identified and the schools tracking system led by the Senior Learning Mentor shows progress</p>	<p>UFA Programme</p> <p>Senior Learning Mentor</p>	<p>Previous data and analysis shows the need for a more 1:1 specialist approach to this</p>	<p>Children in 5GS where it took place have made good progress</p> <p>Attendance above national for all</p> <p>Serious Incidents Reduced</p> <p>Fixed term exclusions reduced this academic year to 2</p> <ul style="list-style-type: none"> • 80% positive impact on these children – show good progress in behaviour, learning attitudes and progress • 20% have shown less success due to the nature of their behaviour. High profile boys struggle with 1:1 Nurturing approach. Consider using sports 	<p>AU & SLT</p>	<p>£2,500</p> <p>£25,587</p>
<p>Reduced Serious Incidents</p> <p>Boxall Profiles and Senior Learning Mentor Case Studies show improvements in behaviour, attendance & learning</p>	<p>Forest Schools</p>	<p>Previous analysis of data shows this is successful +ve gap for pupil premium across the school</p>	<p>Monitor through Termly triangulation & Social Emotional Records</p> <p>Serious Incidents Reduced for members and happier in class</p> <p>Progress for children in forest school is in line with others in the cohort</p>	<p>AU & SLT</p>	<p>£3,600</p>

<p>Reduced Serious Incidents Boxall Profiles and Senior Learning Mentor Case Studies show improvements in behaviour, attendance & learning</p>	<p>The Den</p>	<p>Previous analysis of data shows this is successful +ve gap for pupil premium across the school</p>	<p>Monitor through Termly triangulation & Social Emotional Records Serious Incidents Reduced for members and happier in class Progress for children in forest school is in line with others in the cohort</p>	<p>AU & SLT</p>	<p>£11,322</p>