

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Four Lanes Community Junior School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£45,760	<b>Date of most recent PP Review</b>	Nov 2017
<b>Total number of pupils</b>	323	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	Nov 18

2. Current attainment		
Year 6	<i>Pupils eligible for PP (10)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving ARE in reading, writing and maths</b>	50%	67%
<b>% achieving the higher standards in reading, writing and maths</b>	10%	11%
<b>% achieving ARE in reading</b>	60	77%
<b>% achieving ARE in writing</b>	80%	81%
<b>% achieving ARE in maths</b>	80%	80%

3. Barriers to end of KS2 attainment (for pupils eligible for PP, including high ability)	
High percentage of SEN (40% at the end of KS2)	
Late arrivals in to Year 6 (20%)	
Social, emotional and mental health needs / challenging home environmental (80%)	
Barriers to future attainment (for pupils eligible for PP, including high ability) In-school barriers	
<b>A.</b>	Low prior attainment
<b>B.</b>	Unsupportive/challenging home environments
<b>C.</b>	Social, emotional and mental health needs
External barriers	
<b>D.</b>	Additional family support and associated SEMH external agencies to meet specific needs
<b>E.</b>	Persistent late/ persistent absence (under 95%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Closing of gap in achievement between PP and non-PP pupils across the school	The gap between PP and non-PP children closes (with the exception of children with a specific learning need in that area)
<b>B.</b>	% children achieving combined Rd, Wr, Ma ARE at least matches that nationally at end of KS2	At least 67% of PP children achieve ARE combined (R, W,M)
<b>C.</b>	PP children achieve well over time in relation to their KS1 results	Additional support and interventions are timely and well matched ensuring that pupils make rapid progress to meet ARE/GDS targets
<b>D.</b>	Children's social, emotional and health needs are addressed sufficiently to mitigate this barrier to learning	Barriers to learning are broken down significantly improving learning outcomes

5. Planned expenditure					
Academic year		2017-18			
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.					
<b>i. Quality of teaching for all</b> £45,760					
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?
<p>Closing of gap in achievement between PP and non-PP pupils across the school</p> <p>% children achieving combined Rd, Wr, Ma ARE at least matches that nationally at end of KS2</p>	<ul style="list-style-type: none"> <li>• Termly Pupil Progress Meetings with a focus on PP children</li> <li>• Year group, SLT and intervention meetings timetabled to focus on PP children</li> <li>• Focused interventions during afternoons.</li> <li>• In class support</li> </ul>	<p>Class teachers have intervention logs detailing class strategies and any additional strategies for pupils who require catch-up or keep-up interventions. Whole team professional discussions with the HT and Inclusion Manager ensure that all children's needs are precisely catered for.</p> <p>Year group/SLT and intervention meetings ensure regular triangulation of evidence to ensure good progress happens as a result of strategies implemented.</p> <p>Targeted children identified through Pupil Progress Meetings and tracking are given additional teacher and LSA focused support within Maths and English sessions</p> <p>Targeted children identified through Pupil Progress Meetings &amp; tracking, are given additional teacher or LSA focus groups during afternoon lessons to plug gaps.</p>	<p>Evidence of progress in interventions and books.</p> <p>Progress data at the end of each phase and test data from interventions</p> <p>Intervention logs</p>	SLT	Termly and regularly in meetings throughout the term

<p>% children achieving combined Rd, Wr, Ma ARE at least matches that nationally at end of KS2</p>	<ul style="list-style-type: none"> <li>Personalised CPD with greater responsibility for their own development</li> </ul>	<p>Improved buy-in to professional development based on individual needs of individuals</p>	<p>Regular meetings with Team Leader on development towards achieving targets from personalised plan</p>	<p>SLt</p>	<p>Termly</p>
	<ul style="list-style-type: none"> <li>Parent briefings throughout the year starting with on how to hear children read, e-safety and UNCRC.</li> </ul>	<p>Parental awareness of the risks associated with children being on-line and how this can affect them</p>	<p>Children's continued safety on-line and through discussion in lessons</p>	<p>DHT</p>	<p>Spring '18</p>
	<ul style="list-style-type: none"> <li>Parent information packs on how to help children with reading at home</li> </ul>	<p>Parental awareness of the importance of regular reading with their children once pupils are fluent readers.</p>	<p>Parental feedback</p>	<p>HT/English Lead</p>	<p>Spring '18</p>
	<ul style="list-style-type: none"> <li>Daily Review sessions focusing on skills and strategies covered in the Maths and English sessions earlier in the day.</li> </ul>	<p>Ensuring children have an additional opportunity to consolidate understanding to enable rapid progress across the week.</p>	<p>Children feel confident in their learning and ready for next steps. Book scrutiny shows evidence of understanding.</p>	<p>Year teams</p>	<p>Half Termly</p>
	<ul style="list-style-type: none"> <li>Growth mindset principles continued</li> </ul>	<p>Increased confidence in their learning and a 'can do' attitude. Increased resilience.</p>	<p>Evidence shows positive impact on learning</p>	<p>DHT</p>	<p>On-going</p>
	<ul style="list-style-type: none"> <li>Consistent use of 'Learning to learn' principles</li> </ul>	<p>Further development of children's understanding about what it means to be a good learner, giving skills and knowledge to be a good learner for life.</p>	<p>Daily and weekly learning reviews</p>	<p>HT/DHT/SLT</p>	<p>Summer '18</p>
	<ul style="list-style-type: none"> <li>Continued focus on learning statements and weekly learning reviews</li> </ul>	<p>Further improving children's independence in reviewing their learning and next steps for development</p>		<p>HT/ SLT</p>	<p>Regularly through monitoring activities (at least termly)</p>

PP children achieve well over time in relation to their KS1 results	<ul style="list-style-type: none"> <li>Pre-teaching and review groups each day</li> </ul>	Pre-teach and consolidation of key skills and concepts to increase children's confidence in lessons.	Analysis of Tracking data: objective trackers, Transition matrices and book monitoring	SLT/Link Gov	Termly  Review of minutes weekly and Termly through PPMs, SLT & Intervention meetings
	<ul style="list-style-type: none"> <li>Tracking of progress throughout year with regular reviews through team meetings</li> </ul>	Regular analysis of progress and specific need identification	Meeting minutes, intervention records of achievement	HT	
	<ul style="list-style-type: none"> <li>Weekly intervention meetings with all year team staff with a focus on progress of children receiving interventions</li> </ul>	Quality time for teachers and LSAs to discuss individual children's needs and next steps.	Positive outcomes from interventions. Evidence of intervention actions being revised when necessary for rapid progress	SLT	
	<ul style="list-style-type: none"> <li>SLT monitoring of provision and expectations</li> </ul>	Monitoring enables evaluations leading to evaluations and next step strategies for the PP children.	Evidence of impact in progress	SLT	

See SIP 2017-18 for further whole school strategies	<b>Total budgeted cost</b>	<b>£27,600</b>
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**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?
<p>Closing of gap in achievement between PP and non-PP pupils across the school (identified children)</p> <p>PP children achieve well over time in relation to their KS1 results</p>	<ul style="list-style-type: none"> <li>Training of an additional ELSA to offer specific emotional and behavioural support across the school</li> <li>Two trained LSAs to offer specific emotional and behavioural support.</li> <li>ELSA supervision sessions with an EP to improve and support ELSA practice</li> </ul>	<p>Replacement of previous ELSA based in the lower school.</p> <p>Increased need for emotional literacy support particularly in regard to new intake</p> <p>ELSA programmes were highly effective in supporting children who reported positive outcomes.</p> <p>ELSAs have reported increased knowledge of how to support identified children through the sessions and as a result these children have progressed well.</p>	<p>Evidence seen of emotional stability of identified children</p> <p>Behaviour incidents of identified children decrease</p> <p>Boxall profile shows improvements in emotional development after programme of support</p> <p>Boxall on identified children</p> <p>ELSA reports to HT and Inclusion Manager on impact of training</p>	Inclusion Manager/ HT	<p>Termly and annually</p> <p>After interventions and annually</p> <p>Termly and annually</p>

	<ul style="list-style-type: none"> <li>Language link testing and support for identified children</li> </ul>	Previous use has enabled clear targeting of identified needs and impact of support has been shown through testing before and after interventions.	Analysis of before and after test results	Inclusion Manager	Termly and annually
	<ul style="list-style-type: none"> <li>Bug Club access at home and school</li> </ul>	Parents and children have reported enjoyment of an on-line reading programme. It is an on-line resource that is planned to be utilised more by teachers to aid assessment in reading and encouragement of a fun method for reading at home.	English Manager/CTs analysis of children accessing programme at home Data analysis of progress of children using Bug Club	English Lead	Termly and annually
	<ul style="list-style-type: none"> <li>Homework support in school</li> </ul>	Increased homework completion and standard of homework for identified children	Monitoring of homework of identified children	Y5/6 Yr leaders	Half termly
	<ul style="list-style-type: none"> <li>Additional LSA lunchtime support for specific SEMH PP pupils</li> </ul>	Some children find an hour unsupervised play challenging. This enables support through structured play, developing social and emotional skills.	Monitoring of behaviour incidents at lunchtime Adults report children are relaxed and happy at the beginning and throughout the afternoon session Children begin to build social relationships, evidence of playing with others appropriately.	DHT CTs LSA/Incl Manager	Termly On-going and Termly review
	<ul style="list-style-type: none"> <li>Targeted group support in Y3 for identified PP SEMH children</li> </ul>	Children given small group attention during the afternoon, developing key skills, reducing anxieties and building strong relationships	Children are successful learners throughout the day.	CTs	Weekly and Termly reviews
<b>Total budgeted cost</b>					<b>7,200</b>

<b>iii. Other approaches</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 implementation?</b>
New Inclusion Manager appropriately trained in all areas of Inclusion	<ul style="list-style-type: none"> <li>Inclusion Manager championing all vulnerable groups</li> <li>Support from previous role holder</li> <li>PP network meetings and additional courses</li> </ul>	<p>Impact of previous Inclusion Manager was good in terms of outcomes of disadvantaged groups</p> <p>Ensuring effective use of PP funding on pupil progress, monitoring and evaluations</p> <p>Understanding of best practice and maximum impact strategies.</p>	<p>Feedback from course, implementation of additional strategies ensuring monitoring of impact.</p> <p>PM objectives met</p>	SENCO/Eng Lead	<p>Termly</p> <p>End of Spring and summer terms '18</p> <p>On-going Termly reviews and Sum'18 outcomes</p>
<p>PP children achieve well over time in relation to their KS1 results</p> <p>- Opportunities for extra-curricular activities leading to improved educational outcomes</p>	<ul style="list-style-type: none"> <li>Payments for holiday sports courses</li> <li>Payments for children to take part in after – school clubs</li> <li>Subsidising Breakfast and after school club</li> <li>Payment for identified children to participate in off-site visits/residential visits</li> <li>Payments for identified children to take part in peripatetic music tuition</li> </ul>	<p>Opportunities to develop new skills, increase confidence and improve resilience and team skills</p> <p>Ensure attendance remains high – previous evidence through attendance records</p> <p>Development of self-confidence shown through previous identified children. Important first -hand learning opportunities increased pupil engagement and educational outcomes</p> <p>Increased opportunities outside of the curriculum Research shows benefits including increased memory; mathematical ability; reading skills; organisational skills; team skills; perseverance; co-ordination concentration; happiness and reduces stress</p>	<p>Monitor registers and on-going funding from PP spreadsheets</p> <p>Monitor PP attendance</p> <p>Pupil progress data shows good progress of PP groups against non-PP</p> <p>Children showing skills of 'secondary ready'</p>	<p>Business Manager/HT</p> <p>Senior Admin Officer/HT</p> <p>SLT</p>	<p>Termly</p> <p>Termly / Gov reports</p> <p>Termly and final in July '18</p> <p>Termly and final in July '18</p> <p>Termly and final in July '18</p>
<b>Total budgeted cost</b>					<b>11 000</b>



6. Review of expenditure				
Previous Academic Year		2016-17 £50,320		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
To close the gap between PP and non-PP pupils	<ul style="list-style-type: none"> <li>Increased LSA hours in some year groups.</li> <li>HLTA deployment for PP interventions</li> </ul>	Gaps were closing in Year 3 and for when children with SEN were taken out for the majority of subjects in Year 5 (not Maths) and Year 6 (not Reading). The gaps were not closing in Year 4, but they started with a positive gap and non PP children caught up.	<ul style="list-style-type: none"> <li>The approaches were beneficial for children receiving increased amount of targeted support</li> <li>HLTA deployment was of benefit but further consideration of best use of this support along with quality first teaching</li> <li>Language link has shown to be beneficial in identifying language barriers to learning</li> </ul>	£31,074
	<ul style="list-style-type: none"> <li>SLT monitoring of provision and expectations</li> <li>Termly Pupil Progress Meetings with a focus on PP children</li> <li>LSA training on variety of approaches and interventions</li> <li>30% inclusion managers salary</li> </ul>	<p>Monitoring enables evaluations leading to evaluations and next step strategies for the PP children.</p> <p>Ensured gaps in learning were precisely targeted to meet needs. LSA records show impact of interventions. Gaps in achievement between PP and non-PP were narrowed across the school.</p> <p>LSA confidence in carrying out specific interventions increased. Monitoring by Inclusion Manager/SLT showed good quality interventions being carried out.</p> <p>Inclusion Manager spends time collecting pp data, analysing, holding surgeries for LSAs on impact of interventions, taking part in pupil progress meetings and advising on progress of individuals.</p>	<ul style="list-style-type: none"> <li>Continued termly monitoring in SLT – valuable strategy.</li> <li>This approach ensured PP interventions were precisely targeted. Further meetings required at year group level to ensure timely transference of skills in to class work.</li> <li>Continued training as required next year eg. attachment training; social and emotional support,</li> <li>Continued action needed with further observations, team teaching and regular surgeries for teachers and LSAs regarding 'catch up' children including pp children.</li> </ul>	<p>£803</p> <p>£1400</p> <p>£151</p> <p>£7000</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure PP children achieve well over time	<ul style="list-style-type: none"> <li>Language link testing and support for identified children</li> </ul>	<ul style="list-style-type: none"> <li>Language link has, for the majority, enabled language difficulties to be eliminated when identifying need and ensured targeted support for those that have been identified as having a language difficulty. Out of those children who had two tests, 67% (8/12) made progress</li> </ul>	<ul style="list-style-type: none"> <li>This has been a valuable resource and will continue to be used in school. The children displaying these difficulties often have a specific social communication difficulty and therefore their progress will be compromised. Further work to be done on effectiveness of interventions following this diagnostic.</li> </ul>	£200
	<ul style="list-style-type: none"> <li>Bug Club access at home and school</li> </ul>	<ul style="list-style-type: none"> <li>All PP children had access to Bug Club at home and a significant number had interventions at school. As a result 80% of Pupil Premium achieved either expected standard or greater depth at the end of KS2 in reading.</li> </ul>	<ul style="list-style-type: none"> <li>The English Manager has kept a track of those children regularly using this. Close tracking by the class teacher will enable them to encourage increased use by individual children at home</li> </ul>	£300
	<ul style="list-style-type: none"> <li>Other resources for SEMH group sessions</li> </ul>	<ul style="list-style-type: none"> <li>Equal access to opportunities; develop social and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>This will continue as skills development was clearly observed in identified children</li> </ul>	£400
To ensure PP children achieve well over time	<ul style="list-style-type: none"> <li>Two trained ELSAs to offer specific emotional and behavioural support</li> </ul>	<ul style="list-style-type: none"> <li>ELSA programmes were highly effective in supporting children who reported positive outcomes. Boxall on identified children</li> </ul>	<ul style="list-style-type: none"> <li>Home environments and historical issues required consistent support and continued to have a negative impact on learning with identified children. However, it is crucial for this support to continue.</li> </ul>	1 day each per week x 39 £2067 £2808
	<ul style="list-style-type: none"> <li>ELSA supervision sessions with an EP to improve and support ELSA practice</li> </ul>	<ul style="list-style-type: none"> <li>Children and parents found the opportunity to attend homework club enabled children to develop greater confidence in completing tasks and resulted in higher quality outcomes for identified children</li> </ul>	<ul style="list-style-type: none"> <li>Weekly cost of HLTA for a small number of children (Upper school only) is a consideration for this approach. However, this greatly benefitted the children involved.</li> </ul>	£400
	<ul style="list-style-type: none"> <li>Homework support in school</li> </ul>			£560

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>	
To ensure PP children achieve well over time	<ul style="list-style-type: none"> <li>• Payments for holiday sports courses</li> </ul>	Attendance was good at these courses and children enjoyed developing their sporting skills, developing confidence and increasing social network through meeting new people.	Approaches to continue for identified children	£68	
	<ul style="list-style-type: none"> <li>• Subsidising Breakfast and after school club</li> </ul>	This impacted on their health and wellbeing and ensured that children had breakfast before starting the school day and a tea before going home.		£170	
	<ul style="list-style-type: none"> <li>• Payment for identified children to participate in off-site visits/residential visits</li> </ul>	Equality of opportunity. Part payments and full payments given. Take up of trips is high and no barrier of payment to for Year 6 children to attend.		£650	
	<ul style="list-style-type: none"> <li>• Payments for children to take part in after –school clubs</li> </ul>	Enjoyment, skill development, self-confidence		£100	
	<ul style="list-style-type: none"> <li>• Payments for identified children to take part in peripatetic music tuition</li> </ul>	Increased opportunities outside of the curriculum.		The additional benefit was that some identified children developed strong relationships with the teachers and some parents were engaged with their children outside of the school day.	£170
	<ul style="list-style-type: none"> <li>• Office time tracking attendance</li> </ul>	Attendance is monitored closely and measure put in place for children whose attendance starts to become a concern.		A valuable approach to continue	£2000