

Pupil premium strategy statement:

1. Summary information					
School	St Lawrence CE (A) Junior School				
Academic Year	2017/2018	Total PP budget	£26,400	Date of most recent PP Review	December 2017
Total number of pupils	305	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sept 2018

2. Current attainment				
2016-2017 cohort	<i>Pupils eligible for PP Attainment</i>	<i>Whole School Attainment</i>	<i>Pupils eligible for PP Progress</i>	<i>Whole School Progress</i>
Combined in reading, writing and maths	75%	78%	-	-
Reading	100%	94%	2.3	1.4
Writing	87.5%	90%	1.4	0
Maths	75%	86%	-0.1	-0.9

3. 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.	SOCIAL & EMOTIONAL INTELLIGENCE - Poor resilience, anxiety and low self-esteem impact on the academic progress of pupils eligible for PP.
B.	SEN - The vast majority of Pupil Premium children are also on the SEN register or on the SEN radar and receiving interventions.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

C.	HOME LIFE DIFFICULTIES - Many PP children have difficulty due to family circumstances and require stronger links between home and school. A noticeable lack of structure, consistency and organised routines means that PP children are often playing catch up. Home life is sometimes unstable. Often there are separated parents or families new to the country and having left family behind in another country. Some bereavement of parents or ill parents means difficulty for some of our PP children.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve social and emotional intelligence of children with poor resilience and low self-esteem.	Children will talk more positively about themselves and their abilities and progress. Children will be more resilient to situations that arise in everyday life. They will be less anxious when faced with challenges in and out of the classroom.
B.	PP children with SEN make at least expected in core subjects (in line with non-PP children).	The progress of PP children will be in line or greater than with non-PP children in R, W, M (6 Target Tracker points)
C.	All higher achieving PP children will reach Greater Depth.	That the few higher achieving PP children will achieve Greater Depth/Higher level at the end of KS2.
D.	To strengthen the link between home and school as much as possible and to develop consistent, supportive approaches.	Family routines and home life structure will be more consistent. Children will demonstrate reduced anxiety. Parents will feel more confident in their own parenting ability and there will be subsequent improvements in child's behaviour and engagement with school. Parental engagement with school will improve Attendance for PP children will be in line with national at 96%. Reduce the number of children needing HSLW support. CP Plans will stop to CIN or no longer need any intervention. EWO involvement will not be needed.

5. Planned expenditure

Academic year	2017/2018
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The three headings below demonstrates how the 4 Pupil Premium desired outcomes are supported and addressed through wave 1 provision, targeted support and whole school strategies.
Those highlighted involve use of PP funding.

i. Wave 1 Provision - Quality 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?
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<p>To improve social and emotional intelligence of children with poor resilience and low self-esteem.</p>	<ul style="list-style-type: none"> • PSHE lessons are held weekly • Class ethos is agreed with a class charter based on behaviour for learning • Class worry boxes • All challenged in their work and to be excited and motivated by that challenge • Behaviour for learning values modelled, encouraged and celebrated • Roles and responsibilities for children in class • Rewards and praise • Feedback marking highlights areas of success 	<ul style="list-style-type: none"> • Children will be able to engage in a range of whole class social and emotional literacy activities. • Children will have a clear understanding classroom of expectations and behaviour for learning • Children will valued and needed - Giving children class responsibilities will help them feel that they have important role to fulfil and motivate them to be part of the class team. • Children will be able to develop strategies to: <ul style="list-style-type: none"> ➢ enable them to see and celebrate positive aspects of themselves and others ➢ to share and manage feelings ➢ to relate the whole school values to real life situations ➢ to develop skills of resilience to enable to enable them to cope with challenging situations • Children will recognise their strengths and take pride in their achievements and 	<ul style="list-style-type: none"> • Monitoring PSHE Curriculum teaching and learning • Pupil questionnaires – done through individual curriculum subjects and whole school • Parent Questionnaires • Lesson Observations and Learning walks 	<p>PSHE Lead SLT/MLT</p>	<p>Jul 2018</p>
<p>PP children with SEN make at least expected in core subjects (in line with non-PP children).</p>	<ul style="list-style-type: none"> • Differentiated work in lessons • Teaching and learning incorporates a variety of learning styles and ways to record so that all children can access the curriculum • Targeted support in lessons – including use of concrete resources, scaffolded work and adult support • Written and oral feedback from class teacher highlights areas of success and what they need to work on • Teachers will assess and monitor the objectives regularly. • Classroom displays will support children in their current learning. 	<ul style="list-style-type: none"> • 2017 SATS results <ul style="list-style-type: none"> ➢ Dis-Reading-101 scaled ➢ Dis-W-44% ARE ➢ Dis-M-101 scaled • Scaled results for PP lower than average for non PP children. • Early intervention will increase children's chances of reaching their academic targets. Those children who are not on track to reach their end of year targets will gain support through intervention programmes (subject support, nurture 1:1 reading, 1:1 specialist support) • Both children and parents will know where they are making progress and what they need to do to continue. • Teachers and teaching assistants will be able to identify gaps in learning and ensure support and intervention programmes match needs accurately. 	<ul style="list-style-type: none"> • Data catch half termly • Pupil Progress meetings – individually and as year group teams – focus on PP children • Lesson observations and work scrutiny • Moderations – year group, whole school and partner schools • End of Year expectations in books and on Target tracker • Termly/Half termly review of intervention 	<p>SLT Year teams</p>	<p>End of every half term</p>

All higher achieving PP children will reach Greater Depth.	<ul style="list-style-type: none"> All children have targets based on end of Key Stage 1 outcomes Teachers will monitor and access progress and age related expectations Differentiated and challenging work given in class Progress will be tracked and monitored regularly – Pupil Progress meetings Mastery for maths approach including increased use of manipulatives 	<ul style="list-style-type: none"> We want all children to reach their potential and maximise on the previous learning that has taken place in their infant school. Data catches and pupil progress meetings will identify any children that aren't continuing to make expected progress and intervention programmes will be put in place to support them. 	<ul style="list-style-type: none"> Data catch half termly Pupil Progress meetings – individually and as year group teams – focus on PP children Lesson observations and work scrutiny 	SLT	End of every half term
To strengthen the link between home and school as much as possible and to develop consistent, supportive approaches.	<ul style="list-style-type: none"> Home/School Contact Books Teachers plan an engaging curriculum Clear routines established in the classroom such as timetabling of lessons, homework, class room expectations – communicated with parents Parent/Teacher meetings when necessary to communicate needs and concerns 	<ul style="list-style-type: none"> Clear classroom practises will reduce anxiety and confusion Parents will have clear ideas about what is happening in school – be able to organise, plan and prepare for it better and establish routines PP children will want to come to school if they very stimulated and valued. Children learn in different ways (kinaesthetically, visually etc....) so teachers will use a variety of ways to enable children to access the learning. 	<ul style="list-style-type: none"> Monitoring or planning including use of resources Lesson observations Pupil and Parent consultations Pupil and Parent Questionnaires Weekly updates from HSLW 	SLT	Termly
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>To improve social and emotional intelligence of children with poor resilience and low self-esteem.</p>	<ul style="list-style-type: none"> • Social Skills intervention groups based in Year groups • Meet for a weekly session with ELSAs where appropriate • Meet for a weekly session with School Counsellor where appropriate 	<ul style="list-style-type: none"> • Children who are able to understand their emotions better and also apply appropriate responses to situations will be able to manage any challenges or problems that arise more effectively. 	<ul style="list-style-type: none"> • Ensure that all PP children have access to ELSA/Sch Counsellor if needed. • All teachers review intervention programmes termly/half termly including ELSA and SC on a regular basis • SENCO meets with ELSAs to discuss needs of pupils and targeted support given half termly to review and analyse needs 	<p>SLT</p>	<p>July 2017</p>
<p>PP children with SEN make at least expected in core subjects (in line with non-PP children).</p>	<ul style="list-style-type: none"> • IEP meetings with parents to set/review specific targets for pupils • Meetings with and support provided from SENCo other SEN professionals in the borough • Use of specialist teacher on a weekly basis (either to work with PP children or to enable the class teacher to work specifically with them) • Specific intervention programmes set up to ensure that those children who are not meeting age related expectations are supported. (These differ according to year group and individual/groups of children's needs.) 	<ul style="list-style-type: none"> • 2017 SATS results <ul style="list-style-type: none"> ➢ Dis-Reading-101 scaled ➢ Dis-W-44% ARE ➢ Dis-M-101 scaled • Scaled results for PP lower than average for non PP children. • Teachers and teaching assistants will be able to identify gaps in learning and ensure support and intervention programmes match needs accurately. • Early intervention will increase children's chances of reaching their academic targets. Those children who are not on track to reach their end of year targets will gain support through intervention programmes (subject support, nurture 1:1 reading, 1:1 specialist support) 	<ul style="list-style-type: none"> • Data catches and Pupil Progress meetings regularly • Intervention programmes set up on a half termly/termly basis which are evaluated by programme leaders 	<p>SLT Year teams</p>	<p>End of every half term</p>

All higher achieving PP children will reach Greater Depth.	<ul style="list-style-type: none"> • Use of specialist teacher on a weekly basis (either to work with PP children or to enable the class teacher to work specifically with them) • Specific intervention programmes set up to ensure that those children who are not meeting age related expectations are supported. (These differ according to year group and individual/groups of children's needs.) 	<ul style="list-style-type: none"> • We want all children to make at least expected progress and to reach their potential • We want all children to maximize on the progress they have made in their Infant School. • If expected progress is not maintained then PP pupils will attend intervention programmes specifically designed for their needs. 	<ul style="list-style-type: none"> • Data catches and Pupil Progress meetings regularly • Intervention programmes set up on a half termly/termly basis which are evaluated by programme leaders 	SLT Year teams	End of every half term
To strengthen the link between home and school as much as possible and to develop consistent, supportive approaches.	<ul style="list-style-type: none"> • Offered support through Home School Link Worker • Regular HSLW meetings with child and parents • Meetings with other professionals (e.g. social workers, EWO) • Weekly updates from HSLW • Structured play • Before and After School clubs offered to PP children to support family circumstances 	<ul style="list-style-type: none"> • Many of our PP children have unstable home lives – with separated parents, less chance to do fun things and go on holidays etc. There has also been bereavement in some PP families. • When children attend regularly without constant breaks, they make more progress. • Evidence shows that children who attend school regularly make better friendships, take more ownership of their learning and are more confident. 	<ul style="list-style-type: none"> • HSLW, parents and SENCo Liase meet to establish desired outcome of intervention. • Weekly contact between HSLW and family and school maintained verbally and after each meeting between home and HSLW a summary is shared with school. • Half termly feedback sent to SENCo 	SENCo HSLW	Termly
iii. Whole School 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?

<p>To improve social and emotional intelligence of children with poor resilience and low self-esteem.</p>	<ul style="list-style-type: none"> • ABC initiative – taught through whole school both in class and through school assemblies (including resilience, self-esteem, believing in themselves etc.) • Reflection journals used for children to reflect on real life/current situations and apply their understanding of resilience • Whole school worry boxes • Displays on ABC in every classroom 	<ul style="list-style-type: none"> • Pupils with greater resilience and self-esteem will make better progress • A consistent approach across the whole school will set clear boundaries and expectations – this will reduce confusion and anxiety • Children who are able to understand their emotions better and also apply appropriate responses to situations will be able to manage any challenges or problems that arise more effectively. 	<ul style="list-style-type: none"> • Pupil questionnaires – done through individual curriculum subjects and whole school • Parent Questionnaires • Lesson Observations and Learning walks • Monitoring of Worry Box 	<p>SLT</p>	<p>July 2017</p>
<p>PP children with SEN make at least expected in core subjects (in line with non-PP children).</p>	<ul style="list-style-type: none"> • Pupil Progress data and meetings (data catch done half termly) will inform how those children are achieving. • Teachers will share with children and parents end of year expectations and set regular targets. • Mastery for Maths approach including increased use of manipulatives • Intervention programmes set up across the school 	<ul style="list-style-type: none"> • 2017 SATS results <ul style="list-style-type: none"> ➢ Dis-Reading-101 scaled ➢ Dis-W-44% ARE ➢ Dis-M-101 scaled • Scaled results for PP lower than average for non PP children. • Early intervention will increase children's chances of reaching their academic targets. Those children who are not on track to reach their end of year targets will gain support through intervention programmes (subject support, nurture 1:1 reading, 1:1 specialist support) • Both children and parents will know where they are making progress and what they need to do to continue. • Teachers and teaching assistants will be able to identify gaps in learning and ensure support and intervention programmes match needs accurately. 	<ul style="list-style-type: none"> • All staff have set clear targets for children in order to maximise on their learning • Pupil needs will be identified early and support put in place to maximise on the children's potential attainment and progress 	<p>SLT</p> <p>Year teams</p>	<p>End of every half term</p>

All higher achieving PP children will reach Greater Depth.	<ul style="list-style-type: none"> • Pupil Progress data and meetings (data catch done half termly) will inform how those children are achieving. • Teachers will share with children and parents end of year expectations • Mastery for Maths approach including increased use of manipulatives, problem solving & reasoning and diving deeper challenges • Intervention programmes set up across the school 	<ul style="list-style-type: none"> • All staff have set clear targets for children in order to maximise on their learning • Pupil needs will be identified early and support put in place to maximise on the children's potential attainment and progress 	<ul style="list-style-type: none"> • All staff have set clear targets for children in order to maximise on their learning 	SLT Year teams	End of every half term
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To strengthen the link between home and school as much as possible and to develop consistent, supportive approaches together.	<ul style="list-style-type: none"> • HLSW coffee mornings with parents • All staff made aware of and signposted to HSLW • Regular HSLW updates in news letter 	<ul style="list-style-type: none"> • Some parents struggle to support their children and feel anxious about engaging with school. • Parents will feel supported and engage with school in a more positive way through liaising with the HLSW • Having a shared understanding of expectations, routines and family situations parents and school/teachers will develop a greater understanding of each other and be able to develop a consistent approach • A consistent approach will reduce anxiety, create clear expectations and boundaries and identify pupil needs much faster 	<ul style="list-style-type: none"> • Updates in school newsletter • Coffee Mornings – all parents welcome • Personal invitations to specific parents • Regular updates in staff meetings • Regular updates form HSLW 	SENCo HSLW	Termly
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6. Review of expenditure

Previous Academic Year	2016-2017
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i. Wave 1 Provision - Quality Teaching For All

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	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. Whole School 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

7. Additional detail