



Crofton Junior School Pupil Premium Strategy Statement

1. Summary information					
School	Crofton Junior School				
Academic Year	2017/18	Total PP budget	£30,102	Date of most recent PP Review	n/a
Total number of pupils	237 currently	Number of pupils eligible for PP	31 currently 13%	Date for next internal review of this strategy	September 2018

2.	3. Current attainment 2016 17		
	<i>Pupils eligible for PP</i>	<i>Comparison to previous year 2016</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age-related expectations in reading, writing and maths combined	38%	+9%	67%
% achieving age-related expectations in reading	46%	+3%	77%
Average scaled score in reading	100.6	+0	105.3
Progress score in reading	-3.1	-2.1	Not yet available
% achieving age-related expectations in writing	62%	-2%	81%
Progress score in writing	-2.85	-2.85	Not yet available
% achieving age-related expectations in maths	69%	+33%	80%
Average scaled score in maths	102.8	+3	105.3
Progress score in maths	-1.24	+1.2	Not yet available
% achieving age-related expectations in EGPS	69%	+33%	Not yet available

Average scaled score in EGPS	104.2	+3.9	Not yet available
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4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	A legacy of decline in standards over the period of the previous leadership team.
B.	A decline in the quality of teaching over the period of the previous leadership team.
C.	Poor attitudes to learning by a small group of PP eligible pupils.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance and punctuality rates for current FSM pupils (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
E.	Parental understanding of how and willingness to support their child at home.

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes particularly in Reading and Writing.	An increase in the proportion of pupils including those eligible for PP in all classes making accelerated progress so that by the end of the year more pupils meet age related expectations particularly in Reading & Writing.
B.	All teaching to be at least Good and some Outstanding.	Monitoring to indicate higher standards evident in over time resulting in improved rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes
C.	All pupils to demonstrate at least good attitudes to learning.	Monitoring to indicate that good attitudes to learning impact upon progress in books and over time.
D.	Increased attendance rates for pupils eligible for FSM.	Reduce the number of persistent absentees.
E.	Parents to be able to support their children at home more effectively and also support school policies.	Homework completed and to a higher standard. Parents to feel informed re their children's education and how they can support them with developing their reading skills.

6. 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.

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?
<p>B. All teaching to be at least Good and some Outstanding.</p> <p>A. Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes particularly in Reading & Writing</p>	<p>A coaching programme led by outstanding practitioners focusing on teachers to move from: RI to G G to O</p> <p>All staff training on:</p> <p>Kagan Co-operative learning structures and implement into daily practice.</p> <p>Focused questioning in Reading – vocabulary, retrieval & inference domains.</p> <p>Accelerated Reader programme.</p> <p>Providing high quality feedback through the editing process in writing.</p> <p>Accurate and consistent assessment of writing.</p> <p>The application spelling, punctuation and grammar skills.</p>	<p>We want to make best use of the expertise we have in school in order to ensure that all teachers are at least Good and that we continue to raise the proportion of Outstanding.</p> <p>Evidence supports that effective use of Kagan structures diminishes the difference and accelerates the progress of all pupils.</p> <p>The main focus of questioning in end of key stage tests are around these domains. School performed less well in comparison to national in the inference domain.</p> <p>Initial trial demonstrated an increase in the amount of words read and reading ages.</p> <p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Oversee the coaching programme and through the monitoring programme.</p> <p>Through staff ,meeting activities, planning scrutinies and lesson observations.</p> <p>Workbook scrutinies, lesson observations, Reading lead activities data analysis.</p> <p>Reading lead activities data analysis.</p> <p>SLT and Writing activities.</p>	<p>HT & AHT's</p> <p>Headteacher</p> <p>Reading Lead</p> <p>Reading Lead</p> <p>Writing Lead</p> <p>Writing Lead</p> <p>Writing Lead</p>	<p>On-going review through workbook monitoring, lesson observations and pupil discussions. 4 assessment points across the academic year.</p>

<p>A. Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes particularly in Reading & Writing.</p>	<p>Enable Year 6 teacher led interventions to take place during the school day focusing mainly on the B+ pupils some of whom are identified as PP in Reading & Writing. (Groupings are flexible to meet need ie more able etc)</p> <p>Implement a programme of assembly time teacher and TA led interventions to either hear individual pupils read and develop comprehension skills.</p>	<p>National data demonstrates that overall pupils make less than expected progress particularly in Reading & Writing and particularly boys and disadvantaged boys.</p> <p>The main focus of questioning in end of key stage tests are around these domains. School performed less well in comparison to national in the inference domain.</p>	<p>SLT activities.</p> <p>Analysis of pupil progress data and pupil progress meeting discussions.</p> <p>HT monitoring of groups.</p> <p>Analysis of pupil progress data and pupil progress meeting discussions.</p>	<p>Yr6 teachers</p> <p>Class teachers</p>	<p>July 2018</p> <p>July 2018</p>
Total budgeted cost					£7,500
ii. Curriculum Based Learning					
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>A. Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes particularly in Reading & Writing.</p>	<p>Roll out the Accelerated Reader programme for all PP pupils across school plus focus pupils. *Purchase and add 16 Ipads to the school domain to run the programme.</p>	<p>Evidence suggest that the AR programme raises rates.</p>	<p>KW to monitor the number of occasions pupils quiz, the number of words read and their success rate. Termly reading age tests.</p>	<p>KW</p>	<p>On-going 2017 - 2018</p>
<p>A. Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.</p>	<p>Purchase the SLA for the Schools Library Service.</p>	<p>Ensure that all groups of pupils have access to high quality books – fiction & non fiction.</p>	<p>Monitor weekly library sessions.</p> <p>TH discussions with librarians re popular books and gaps in the selection.</p>	<p>HT</p> <p>LB</p>	<p>July 2018</p>

A. Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	Introduce the Lexia reading and spelling intervention for SEND (K) & pupils with a spelling difficulty some of whom are disadvantaged.	Research demonstrates that this programme targets gaps in learning and accelerates spelling and reading ages.	SENCo to oversee. Half termly reports. Linked to Performance Management target.	SENCo	On-going 2017 - 2018
E. Parents to feel informed re their children's education and how they can support them with developing their reading skills.	Implement a programme of additional parent/teacher meetings for those pupils who are assessed as being Below+ (many of whom are PP pupils). Inspire sessions to have a Reading and comprehension focus.	Parents identified in parent/carer questionnaire that they wished for more information re how well their child is achieving and how to support them better at home.	Discussions with parents on the evening. Monitor progress of this group of pupils towards meeting ARE through all forms of monitoring.	HT	July 2018 October – December 2018
Total budgeted cost					£12,550
iii. Social, Emotional & Behavioural needs and Supporting Families & Communities					
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 attendance rates A. Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes particularly in Reading & Writing.	Buy into the service of the pyramid parent support advisor. Employ a Learning Mentor.	FSM pupils are currently the only significant group without medical reasons, whose attendance is significantly below 96% and the whole school average. A high proportion of the pupils who require family intervention and individual support are PP pupils.	Regular monitoring of attendance and punctuality. Regular review meetings with the parent support worker including through the CAF process. Regular meetings with the L. Mentor including half termly review of her timetable. Input from staff.	HT	On-going 2018
Total budgeted cost					£30,654

7. Review of expenditure				
Previous Academic Year 2016 17		£35, 299		
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
<p>A. Improve rates of progress and increasing attainment in reading and writing for all groups of pupils including boys and those eligible for PP in all classes.</p> <p>B. All teaching to be at least Good and some Outstanding.</p>	<p>Ensure that children receive and respond to precise feedback on how further improvements can be made in their writing.</p> <p>Access high quality staff training particularly focusing on the development of guided reading, spelling, punctuation and grammar.</p>	<p>Medium impact. Success criteria partly met. The proportion of disadvantaged children achieving the Age-Related Expectation in Writing was 62% -2% 2016. The progress score dropped to -2.8. The proportion of all pupils meeting ARE increased to 73% +3%. In-year assessment data indicates some evidence of a positive impact across school including PP pupils.</p> <p>High impact. Success criteria met. The proportion of all children achieving the Age-Related Expectation in EGPS was 78% +14% & (+1% national) and disadvantaged 69% +33%.</p>	<p>Continue to develop and refine and also implement with new members of staff joining 2017 18.</p> <p>Continue to ensure it is a focus of the individual timetables for each class in order to meet specific needs.</p>	<p>£500 per Literacy Consultant (D. Dunford) session.</p>
ii. Curriculum Based Learning				
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
<p>A. Improve rates of progress and increasing attainment in reading and writing for all groups of pupils including boys and those eligible for PP in all classes.</p>	<p>Join the Schools Library Service.</p> <p>Purchase additional reading scheme books.</p>	<p>Medium impact. Success criteria partly met. Even though end of Key Stage 2 Reading progress data fell as did that for PP pupils, there was evidence of in-year and 2 year positive data across school.</p> <p>The library is a focal point of school and is used by every pupil on a weekly basis therefore increasing the profile of reading. Success criteria partly met.</p>	<p>We need to ensure that pupils read more and questioning needs to be focused on the 3 priority domains.</p>	<p>£6,050.</p>

iii. Social, Emotional & Behavioural needs and Supporting Families & Communities

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
<p>A. Improve rates of progress and increasing attainment in reading and writing for all groups of pupils including boys and those eligible for PP in all classes.</p> <p>C. Remove any external barriers to learning in order to improve attitudes to learning.</p>	<p>Buy into the service of the pyramid parent support advisor.</p> <p>Employ a Learning Mentor and focus the L. Mentor time more in class to provide academic as well as emotional support. Also, review timetable on a half termly basis so that we are meeting current need.</p>	<p>Medium: Success criteria partly met. Positive impact in terms of support for the most vulnerable pupils re attendance and enjoyment; however the impact on pupil progress measures was varied.</p>	<p>Next year we will try to focus the L. Mentor time more in with vulnerable Year 6 pupils.</p>	<p>£22,750.</p>