

2018-2019 St Ann's Heath Junior School Pupil Premium Strategy

PUPIL PREMIUM FUNDING OVER LAST FOUR YEARS	
Financial Year	Pupil Premium funding
2015 - 2016	£58,260
2016 - 2017	£50,620
2017 - 2018	£54,285
2018 - 2019	£37,960

COHORT PROFILE OVER LAST FOUR YEARS				
Disadvantaged Pupils	2015 – 2016	2016 – 2017	2017 - 2018	2018 - 2019
Service	5	4	5	10
FSM / Ever 6	41	36	30	23
Pupil Premium Plus	1	1	2	2

Identified Barriers to Learning	
1	Variable attainment at KS1
2	Significant emotional and behavioural needs that inhibit learning
3	Attitudes to learning
4	Attendance
5	Low parental engagement (parents evening, with homework and at school meetings to support learning)
6	Access to extra-curricular activities which support the broader educational experience

Quality of teaching for all			
Chosen action/ approach	Intended outcome (why these approaches were taken)	How will the school ensure it is implemented well?	Cost
Ongoing training of staff to be able to provide high quality cross-curricular writing opportunities.	To further engage and inspire children in their learning. To improve the quality of children’s writing across the curriculum.	Opportunities for staff to review curriculum coverage and develop more cross-curricular links Regular opportunities for staff to evaluate units of work to improve future planning and develop next steps Regular staff meetings to review progress Learning walks Book looks Pupil voice Writing is our school focus for the Raising Achievement Group within the NRLP5. Input from external parties (consultant and NRLP5 colleagues) will validate internal judgements on improvement being made.	£5300
To train all staff in a restorative practice approach to behaviour.	To have a culture of restorative reflection and discussion to improve relationships within the school. To refresh and embed our school values to ensure these are at the forefront of our school approach to behaviour and building relationships.	Training of key members of staff to plan out steps for whole school delivery Training for all staff in restorative practice Action plan formulated by lead staff member – review at regular intervals Feedback from all stakeholders (staff, pupils, parents) Baseline questionnaire for pupils at the start of the process Regular staff meetings to review progress and inform staff of next steps	£5300
For all staff to undertake attachment training.	To build an awareness of how insecure attachments impact on children’s learning and behaviour.	Whole school training at beginning of year	£1000
Targeted support			
Chosen action/ approach	Intended outcome (why these approaches were taken)	How will the school ensure it is implemented well?	Cost
Additional teacher for Year 6 for one day a week	Improved learning outcomes in Reading, Writing and Maths. Small group support for children.	Year 6 teachers’ ongoing tracking of pupils’ progress. Half termly pupil progress meetings with Co-HTs to monitor the progress of all learners and adjust groups accordingly.	£9300
Early morning booster sessions for	Improved learning outcomes in Reading, Writing and	Half termly pupil progress meetings with Co-HTs to	

Year 6	Maths. Small group support for children.	monitor the progress of all learners and adjust groups accordingly.	
Pre-teach sessions for Maths in Year 6	Improved learning outcomes in Maths. Small group support for children. Improved confidence in order to achieve fully in the main lesson.	Year 6 teachers' ongoing tracking of pupils' progress. Half termly pupil progress meetings with Co-HTs to monitor the progress of all learners and adjust groups accordingly.	£1380
Additional adult support	To provide focused interventions either 1-1 or in small groups. To provide regular 1-1 reading opportunities for children who are unable to read at home. To provide opportunities for children to revisit key learning points from a lesson. To provide opportunities for children to discuss and work through misconceptions.	Termly pupil progress meetings with SLT to monitor progress. Intervention provision mapped and reviewed for effectiveness. Teacher, Inclusion Manager and LSAs review interventions and consider next steps. Clear communication between teachers and LSAs. Clear expectations within lessons on desired outcomes and how to facilitate learning. Timetables for interventions carefully mapped to ensure best use of time.	£5,250
Pastoral lead employed to develop the welfare and pastoral provision in school	To support children with additional emotional and behavioural needs. To build stronger relationships with families to support children. To ensure the school are making best use of early help support. To provide therapeutic support for children. To develop family group conferencing within the school.	Regular welfare/ inclusion meetings with SLT and all welfare team to review provision. Close liaison with class teachers and class LSAs.	£7000
Emotional Literacy Support Assistant (ELSA)	To develop and improve children's emotional resilience, self-esteem, social skills and learning behaviour. To work with groups of children to build positive relationships with their peers. To liaise with parents to develop strategies to support children at home.	Regular welfare/ inclusion meetings with SLT and all welfare team to review provision. ELSA baseline questionnaire and exit questionnaire. Close liaison with class teachers and class LSAs.	£3000
Social communication groups	To support children with developing social skills. To develop and improve children's emotional resilience, self-esteem, social skills and learning behaviour.	Regular welfare/ inclusion meetings with SLT and all welfare team to review provision. Close liaison with class teachers and class LSAs. Parent questionnaire to provide feedback.	£3000

Inside Out Lunchtime club	To provide a space during lunchtimes for children to go to if they require a quieter space to play.	Drop ins by SLT. Feedback from staff, children and parents.	
Other approaches			
Chosen action/ approach	Intended outcome (why these approaches were taken)	How will the school ensure it is implemented well?	Cost
Funding for extra-curricular clubs	To enable children on the PP register with the opportunity to access before/ after school clubs.	Monitor children on PP register. Liaise with club providers on a termly basis. Liaise with parents to discuss financial situation.	£1000
Funding for school trips including residential visits	To enable children on the PP register with the opportunity to access school trips.	Monitor children on PP register. Liaise with finance assistant on a termly basis. Liaise with parents to discuss financial situation.	£1000
Resources to support learning, e.g. school uniform, equipment, revision guides, travel expenses	To provide children on the PP register with resources and equipment to support their learning.	Monitor children on PP register. Liaise with finance assistant on a termly basis. Liaise with class teachers regarding needs of the children. Liaise with parents to discuss financial situation.	£500