

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Folville Junior School				
Academic Year	2019/20	Total PP budget	£190,500	Date of most recent PP Review	Sept 2019
Total number of pupils	369	Number of pupils eligible for PP	115	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
2019 Year 6 SAT Results	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	49%	68%
% making expected progress in reading (as measured in the school)	52%	70%
% making expected progress in writing (as measured in the school)	68%	71%
% making expected progress in mathematics (as measured in the school)	75%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Not enough reading for pleasure at home.
B.	Poor vocabulary, with additional EAL needs.
C.	Lack of wider experiences.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates, parental capacity limited.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To reduce the attainment gap by at least 10% in all subjects.	Quality first teaching and targeted interventions.
B.	Attendance for Pupil Premium pupils at least as good as Non- Pupil Premium Pupils.	Attendance for pupil premium children in line with Nation <96%
C.	Working with EAL Pupil Premium pupils reducing language barriers	Targeted support to pupils where English is an additional language.

D.	Improve Pupil Premium pupils confidence and self-esteem through sport and music experiences	Pupils engaged and participate in clubs and trips.
E.	Maintain Pupil Premium pupils mental health and well being	Counselling & Mentor support in place supporting pupils and parents. Engaging with parents to attend events.

5. Review of expenditure	
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Previous Academic Year	2019-2020
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i. Quality of teaching for all			
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Action	Intended outcome	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)
RAP to observe lessons with Head and Deputy.	All lessons observed to be good or better.	Lessons observed had shown improvements, with good outcomes, which was evidenced in the attainment following the year 6 SAT results.	We need to continue to use the challenging lesson observation method.

ii. Targeted support			
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Action	Intended outcome	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)
Teachers given extra time each week to work with Pupil Premium pupils.	To narrow gaps	Progress was made in all areas reading, writing & maths. Attainment-reading gap narrowed by 14%, writing gap narrowed by 7%, but maths gap narrowed by 10%	Staff are keen to continue, working to reduce the gaps.

Teaching Support Assistants working with lower attaining and pupils with EAL needs	Taking learning back to basics within small groups and introducing children to the English Language building on their understanding and comprehension.	EAL progress improved in all subjects in the 2019 SATs-	TAs supporting PP children where there are language barriers and using the EAL programme. Making the learning specific to the individuals.
Learning mentor and Family Learning	Supporting PPPs and their parents/carers, and building and maintaining relationships and links with school.	Supporting PPPs and their families with attendance issues, emotional support and friendships, along with everyday school life.	To continue with the mentor in school for social and emotional support along with working closely with raising attendance in school targeting PPPs.

iii. Other approaches

Action	Intended outcome	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)
Support with the cost of uniform, trips, residential, breakfast club, after care, etc.	To ensure that all pupil premium pupils feel valued and can have the same experiences as others.	Yes, all Pupil premium children supported if needed and none missed out on extra –curricular experiences.	I want a review of club attendance by pupil premium pupils.

Behaviour Support	To reduce behaviour during play and lunch breaks.	Behaviour management during play and lunch times, supporting pupils through sporting activities, offering lunch time and afterschool clubs.	Using alternative provision during lunch time is reducing behaviour issues and building on pupil's confidence and self-esteem. With the use of the sports coaches this can reduce conflict on the playground between pupils and support those children finding it difficult to form friendships. It also encourages pupils of all abilities to participate.
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6. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Academic Coaching & Counselling and small group interventions	To support and accelerate PPPs progress – along with maintaining and supporting well-being.	Increasing concerns in child mental health and well-being, this being the consequence of low self-esteem, confidence and personal circumstances.	The use of a qualified counsellor will be used in school to work with Pupils identified.	BW/SENCo	Summer Term 2020

Learning mentor & Family Learning	Supporting PPPs and their parents/carers, and building and maintaining	Supporting PPPs and their families with attendance issues, emotional support and friendships, along with everyday school life.	To continue with the mentor in school for social and emotional support along with working closely with raising attendance in school targeting PPPs.	JP / NT	Summer Term 2020
Lesson Study	To ensure all teaching is at least good.	Evidence from research that Lesson Study is a long term success for improvements to teaching and learning.	UPS staff leading this as part of their performance management.	BW	Summer Term 2020
More CPD linked to performance management.	To ensure the curriculum ensures success for pupil premium pupils.	Staff encouraged to improve their pedagogy at performance management meetings.	High quality CPD from Teaching School and national providers.	BW	Summer Term 2020

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff receiving extra Pupil Premium time to support individual pupils in their class.	To narrow gaps in learning and attainment	Attainment gap narrowed in reading and writing and progress gap narrowed in maths and writing. Staff liked the opportunity to target support on these pupils.	We will carry out an in depth review of results across the school in the summer 2019.	BW/ TLRs	Summer Term 2020

Teaching Support Assistants working with lower attaining and pupils with EAL needs	Taking learning back to basics within small groups and introducing children to the English Language building on their understanding and comprehension.	The number of PPPs with increasing EAL demands.	TAs supporting PP children where there are language barriers and using the EAL programme.	BW/NT	Summer Term 2020
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iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Library Services	To ensure all PPPs are able to access books (fiction and non-fiction) to become confident readers.	Lack of PPPs interested in reading outside of the school day.	Expansion to the school library and offering different reading choices, making the reading books more appropriate for the reader's ability. In school librarian, supported by UPS /TLR Lead Teacher.	RH/CW	Summer Term 2020
Support with the cost of uniform, trips, residential, breakfast club, after care, etc.	To ensure that all pupil premium pupils feel valued and can have the same experiences as others.	Positive experience from last year- all pupil premium children supported if needed and none missed out on extra-curricular experiences.	Review of clubs, trips and residential to ensure no disadvantaged child missed out.	BW	Summer Term 2020
Behaviour Support	To reduce behaviour during play and lunch breaks.	Influences positive behaviour, during break times, with focused activities.	Using alternative provision during lunch time is reducing behaviour issues and building on pupil's confidence and self-esteem. With the use of the sports coaches this can reduce conflict on the playground between pupils and support those children finding it difficult to form friendships. It also encourages pupils of all abilities to participate.	BW/NT	Summer Term 2020

7. Additional detail

Folville Junior School uses the Pupil Premium funding to direct specialised support to PPPs, giving them both indirect and direct support, reaching the low ability pupils. The support and teaching in place at Folville Junior School also equips teachers to identify and support the higher PPPs achievers recognising any gifted and talented pupils.