

Alfred Street Junior School Pupil Premium Strategy Statement

Summary Information					
Academic Year	2016-17	Total PP Budget	£106,140	Date of most recent PP Review	N/A
Total number of pupils	196	Number of Current Eligible Pupils	54	Date for next PP Strategy Review	January 2017

At Alfred Street we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. This information is contained in our Pupil Premium Report 2015-16.

Our key objective in using the Pupil Premium Grant is to reduce the differences between different pupil groups. As a school we track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to remove barriers to learning and progress. For new entrants (both in Year 3 and as mid-year entrants in other years) that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement

Current Attainment and Progress						
	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP Making expected Progress (2015-16)	% Non PP Making expected Progress (2015-16)
Reading	11%	40%	2%	16%	86.2%	81.6%
Writing	9%	35%	0%	22%	76.2%	76.2%
Maths	14%	38.%	2%	10%	81.1%	85.1%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Anomalies between the pupils' starting points and end of KS1 outcomes
B.	Low levels on entry of PP pupils particularly in literacy and mathematics
C.	Historical underachievement of pupils impacting on attainment levels in KS2
D.	A large majority of PP pupils are also on the SEN register
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for some PP pupils
F.	Parental engagement with the school
G.	Some home learning environments lack support for pupils' communication and literacy skills
H.	Some home and family issues create social and emotional barriers to learning.

Pupil Premium Funding Allocation	
FSM Premium	£ 106,140.00
Looked after Premium	£ 1,900.00
Total Allocation	£ 108,040.00
Planned expenditure	
Residential Trips	£ 2,250.00
Day Trips	£ 500.00
After school activities	£ 1,500.00
Targeted Teaching - Setting	£ 25,015.00
Targeted Teaching - 1:1	£ 16,000.00
SENCO	£ 18,175.00
Targeted TA - 1:1 PM	£ 26,300.00
Parent Support Advisor	£ 9,400.00
Breakfast Club	£ 7,000.00
Looked after Premium	£ 1,900.00
Total	£ 108,040.00

3. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve language skills for pupils eligible for PP	Outcomes at the end of KS2 in reading and writing show a 10% increase on 2016 data
B.	Improve mathematical skills for pupils eligible for PP	Outcomes at the end of KS2 in mathematics show a 10% increase on 2016 data
C.	Accelerate progress of PP pupils	PP pupils make above the expected 3 points progress each term
D.	Provide additional support for PP SEN pupils	PP pupils on the SEN register make at least 3 points progress each term
E.	Increase parental engagement through workshops and PSA role Improve attendance of PP pupils	High attendance at parent workshops Evaluations and parent questionnaires show that parents welcome support with their child's learning Reduce the persistent absence (PA) of PP pupils from 2015-16 data
F.	Increasing the number of PP pupils reaching a greater depth across the curriculum	Data shows most able PP pupils are in line with most able nationally

4. Planned expenditure					
Academic year		2016-17			
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?
Improve language skills for all pupils	Daily Supported Literacy teaching including Phonics, spelling and reading and focus on "non-negotiables"	Evidence shows that regular, focussed and supported teaching enables better than expected progress to be made	Monitored by Class Teacher, Interventions Manager and SENCO	Deputy Head	January 2017 April 2017 July 2017
Improve Mathematics skills for all pupils	Daily Supported Maths teaching including calculation and reasoning with a focus on "non-negotiables"	Evidence shows that regular, focussed and supported teaching enables better than expected progress to be made	Monitored by Class Teacher, Interventions Manager and SENCO	Assistant Head	January 2017 April 2017 July 2017
Total Budgeted Cost					£13,300

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?
Improve language and maths skills for pupils eligible for PP	Setting in Year 6 Intervention Groups Booster Groups	Some pupils need targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be effective in other previous years.	Regular monitoring of progress outcomes by Interventions Manager, SENCO and SLT. Groups will be tracked termly and assessment information analysed. Timetabled to ensure that interventions take place.	Interventions Manager and SENCO	January 2017 April 2017 July 2017
Accelerate progress of all PP pupils	Interventions teachers and TAs Intervention Groups 1:1 Targeted Support in reading, writing and maths	Some pupils need targeted support to diminish differences and to have individual support matched to their needs. Data for 2016 in the school showed positive progress measures where additional support and interventions were implemented. The data for PP pupils shows they must make accelerated progress to reduce the differences with all pupils nationally.	Regular monitoring of progress outcomes by Interventions Manager, SENCO and SLT. Groups will be tracked termly and assessment information analysed. Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support.	Interventions Manager and SENCO	January 2017 April 2017 July 2017
				Total Budgeted Cost	£72,190

iii. Other approaches					
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?
Increase parental engagement through workshops and PSA role	PSA to run parenting sessions for parents English and Maths leads to provide workshops for parents	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework.	Attendance information at workshops to be analysed PSA to be briefed on targeting parents to attend	English and Maths Leads PSA	January 2017 April 2017 July 2017
Improve attendance of PP pupils	HT & PSA to focus on PP pupils with poor attendance	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes.	Tracking of attendance data. Governors to have a termly report to ensure clear actions are in place and attendance data is improving for PP pupils	Head & PSA	January 2017 April 2017 July 2017
Improve Learning chances for pupils with home and family issues that create social and emotional barriers to learning	PSA working with outside agencies	We know that attainment for pupils can be improved if they are not distracted by "outside issues" and are more able to focus on their learning.	Regular monitoring of individual pupils by class teachers andSLT.	HT and PSA	January 2017 April 2017 July 2017

Improve readiness to learn	Breakfast Club	We know that attainment for pupils can be improved if they have a good breakfast, are in school on time and are not distracted by "outside issues" and are more able to focus on their learning.	Regular monitoring of individual pupils by class teachers and SLT.	HLTA responsible for Breakfast Club	January 2017 April 2017 July 2017
Improve equality of opportunities for PP pupils	Subsidised places on residential and day trips and after school activities	We know that pupils benefit from shared experiences and that "out-of-class" activities can provide stimulus to improve motivation and learning.	Regular monitoring of individual pupils by class teachers and SLT.	Head	July 2017
Ensure the Smooth Transition of PP pupils KS1-2 and KS2-3	Provide additional opportunities to visit this school (KS1) and to visit Secondary School (Y6) Y3 teachers and SENCO visit feeder school and be part of KS1 moderation	We know that pupils benefit from these additional visits We know that these visits ensure that the Y3 staff and SENCO are able to plan effectively for the new intake pupils.	Monitored by Y3 and Y6 teachers, Interventions Manager and SENCO Monitored by Interventions Manager and SENCO	Deputy Head Deputy Head	July 2017
Total Budgeted Cost					£20,650