



Pupil Premium Strategy Statement:

1. Summary information					
School	St Giles Junior				
Academic Year	2018/19	Total PP budget	£79 500	Date of most recent PP Review	N/A
Total number of pupils	192	Number of pupils eligible for PP	55 FSM ev6 <u>1 post LAC</u> <u>2 LAC</u>	Date for next internal review of this strategy	
Ofsted Comments	<p>From June 2014</p> <p>The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is well above average. This funding is for looked after children and those known to be eligible for free school meals.</p> <p>In 2013, pupils eligible for the pupil premium also made good progress. They reached standards similar to other pupils in the grammar, punctuation and spelling test, were less than one term behind in mathematics, and approximately one and a half terms behind in reading and writing.</p> <p>Data in school show that these gaps, which are narrower than those found nationally, have closed further this year.</p> <p>The pupil premium has been used wisely to help eligible pupils. The school has very carefully analysed the differences in what these pupils experience compared to other pupils, and has set rigorous procedures towards helping them to catch up.</p>				

2. Current attainment 2016/17			
	<i>Pupils eligible for PP (your school)</i>	<i>National PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Expected Standard in reading, writing and maths	Reading 43% Writing 57% Maths 43%	Reading 72% Writing 76% Maths 75%	Reading 77% Writing 81% Maths 80%
Progress score in reading	-2.32 (within confidence band)		0.33
Progress score in writing	-0.8 (within confidence band)		0.18
Progress score in maths	-4.28 (within confidence band)		0.28

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.	Reading: Students enter St Giles with gaps in early reading skills including not reading widely enough, lack of comprehension, Some cannot decode and cannot always use appropriate pace, fluency and expression
B.	Writing: Students do not write effectively independently across a range of genre, some presentation is poor. On entry they lack linguistic, spelling punctuation and grammar skills and their own author voice. These deficits hinder their progress (linked to reading)
C.	Maths: Students enter St Giles not routinely able to calculate mentally, use appropriate mental methods and struggle to transfer taught skills across a range of mathematical contexts.
D.	Behaviour: A minority of students cannot sustain the expected level of behaviour for as long as their peers, this hinders their ability to work purposefully and productively.
E.	Resilience: Some students struggle to self-regulate when work or emotional situations present challenge and lack strategies to move their learning on in these situations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	Attendance rates for some pupils eligible for PP are below the target for all children of 96%. 33% of PP students at St Giles have attendance below 90%. This reduces their school hours and causes them to fall behind on average.
G	PP students do not read often enough at home or from appropriate texts.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils read high quality texts efficiently and for meaning widely and often, leading to good levels of inference and decoding.	<p>Children make expected or better progress in reading</p> <p>Children make good progress based from their starting individual point in RWI</p> <p>Children progress through Reading Scheme at an appropriate pace</p> <p>AT EOKS2 the % of disadvantaged pupils reaching ARE or better is greater than outcomes at academic year 16/17 and therefore making progress towards national.</p>
B.	Students write effectively in a sustained way across a range of genre, using good presentation, well-chosen vocabulary, accurate spellings and effective use of age appropriate grammar.	<p>Monitoring shows an increase in effective writing skills across a range of genre</p> <p>Presentation in all books is consistent and neat</p> <p>Word of the week is seen in use across writing samples of PPG students</p> <p>AT EOKS2 the % of disadvantaged pupils reaching ARE or better in SPAG is greater than outcomes at academic year 16/17 and therefore making progress towards national.</p>
C.	Students know age appropriate mathematical facts fluently so as to apply them across a range of contexts.	<p>Data measures from whole school assessment points</p> <p>Times tables are known and used by the time PPG students are in Year 4</p> <p>Number bonds and times tables are assessed on entry to Y3 and interventions are swiftly actioned for those pupils who have gaps in this area.</p> <p>Monitoring and book trawls show that four operations are known and used confidently at an age appropriate level in accordance with our calculation policy</p> <p>AT EOKS2 the % of disadvantaged pupils reaching ARE or better is greater than outcomes at academic year 16/17</p>
D.	Behaviour To work purposefully, productively and without distraction for sustained periods.	<p>Data - Incidents of low level disruption significantly decrease as monitored by school Good to Be Green log and cpoms</p> <p>Separate check in with Mrs Fusedale for PP students who receive red and yellow cards</p> <p>School council and newly established Learning Ambassadors report lower levels of within-class disruption in accordance with pupil self survey data</p> <p>Reduction in fixed term exclusions through implementation of Social and Emotional interventions</p>

E.	Students see challenge as an aid to learning and are able to draw upon a bank of emotional and physical strategies to enable them to move their learning forward at these times.	Boxall profiles of PPG students show appropriate decreases and increases in scores for developmental and diagnostic areas over time after Nurture provision Leuvan scales show increases indicating greater engagement in learning Reduction/elimination in incidents of St Giles Golden rule breaking in classroom, hall and playground
F	Attendance All children meet school and county target on attendance.	To significantly reduce the occasions of absenteeism by PP students noted by first point of contact - Children's Learning Mentor To reduce the proportion of PPG students who are persistent absentees ACE team liaison shows effective reduction in absenteeism among PP students
G	Pupils develop comprehension skills and broaden their use of vocabulary through frequent exposure to appropriate texts at home	Monitoring shows that pupils read regularly at home, tick lists show that PPG students read at least 3x weekly at home. At EOKS2 the % of disadvantaged pupils reaching ARE or better is greater than outcomes at academic year 16/17 and therefore making progress towards national.

1. Planned expenditure	
Academic year	2018/19
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.	

1. 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 school review implementation?
<p>A - Pupils read high quality texts efficiently and for meaning widely and often, leading to good levels of inference and decoding.</p>	<p>Make additions to our whole school reading scheme and secure a robust home reading system.</p> <p>Children to be assessed to ensure they are accessing the correct level of challenge. (PM readers)</p>	<p>No comprehensive whole school reading scheme exists currently, this reduces appropriate choice for students which has a big impact upon their inclination to read. Consequently some students are relying on familiar reading texts rather than experiencing a range of more challenging and age appropriate texts.</p> <p>Choice 'An important factor in developing reading for pleasure is choice. Schraw et al, 1998 (cited in Clark and Rumbold, 2006) found that there was a positive relationship between choice and affective aspects of reading, such as motivation. Also, Gambrell, 1996 (cited in Clark and Rumbold, 2006) found that when children were asked which book they had enjoyed most, 80% of them said that the one they had enjoyed most was the one they had chosen themselves. Clark and Phythian-Sence (2008) conclude that choice and interest are highly related and often conflated: children are more likely to choose books that look interesting to them.'</p> <p>It was noted at Parent consultations that some parents wanted advice on this.</p>	<p>Staff to agree additions /alternatives to scheme books we have in place currently.</p> <p>PM Readers to be introduced to book band existing stock of books</p> <p>English lead and PP champion to monitor texts being read by classes – range of, how often and by whom</p> <p>Book bands to be introduced</p> <p>Additional termly reading list challenges to be held in each year group</p>	<p>Class teachers R Ellis – English L Fusedale - PP</p>	<p>Termly</p>

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<p>B - Students write effectively in a sustained way across a range of genre, using good presentation, well-chosen vocabulary, accurate spellings and effective use of age appropriate grammar.</p>	<p>Implement live marking in order to give instant focused feedback at the point of teaching to individuals.</p>	<p>Some feedback is not being used effectively by students and so teacher time is being used less effectively than it could be and progress from some students is not enough, this can be addressed at the point of teaching – points such as presentation, appropriate vocabulary and spelling accuracy can be addressed in a meaningful and immediate way. Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student’s management of their learning or self-regulation. The EEF states that pupils who receive feedback make on average *+ months of additional progress</p>	<p>PPG Champion and teachers to visit Northlands Primary School in order to see and then disseminate live marking.</p>	<p>SLT L Fusedale R Ellis Class teachers</p>	<p>Summer 2018</p>
	<p>Implement use of Alan Peat sentence types and establish a sentence progression policy within school</p>		<p>Staff to see and discuss Alan Peat sentence types in order to structure sentence progression policy throughout school</p>		<p>Autumn 2018</p>
<p>Total budgeted cost</p>		<p>PM readers, Additional books - £3000 Cover £500</p>			<p>Total £3500</p>

2. 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?
A - Pupils read high quality texts efficiently and for meaning widely and often, leading to good levels of inference and decoding.	Implement Read Write Inc. Y3/4 phonics and intervention to improve ability to decode effectively	Gaps in reading, writing and phonic attainment on entry to Y3. ‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress’ EEF	Phonic intervention will be for 2 terms to narrow gaps. Progress through book band levels Data tracking, including progress in other subject areas pupil engagement judged during drop ins and observations	English lead PP TA PP Champion	Staffing change end Spring 2018: review End Autumn term 2018
	Fresh start Y5/6 – reading comprehension intervention to foster efficient reading of texts including the use of effective inference and deduction	Fresh Start addresses the needs of students who are not meeting ARE and for whom phonic teaching has thus far failed ‘On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary pupils. Recent evaluations of Switch-on Reading,	Tracking data at assessment points To be monitored by English lead and PP lead (quality of teaching)	Summer term 2018 following full term in place	

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A - Pupils read high quality texts efficiently and for meaning widely and often, leading to good levels of inference and decoding.		<p>a programme involving phonics components delivered by teaching assistants, and <u>Fresh Start</u>, showed that both had an average impact of three additional months' progress'</p> <p>EEF</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress</p> <p>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p>			
E - Students see challenge as an aid to learning and are able to draw upon a bank of emotional and physical strategies to enable them to move their learning forward at these times.	<p>Use Leuven scales to identify students who would benefit from Nurture provision/Forest School/Lego Therapy</p> <p>Children's learning mentor to be first line of support for emotionally</p>	<p>Learning takes place within a nurturing /Forest School setting environment to support students who have gaps in social skills, are vulnerable and find classroom settings challenging and a place of anxiety. Students are self-demeaning about themselves and this affects everything they do and approach in school.</p> <p>'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months</p>	<p>Leuven scale scores identify students who would benefit from SEL interventions listed</p> <p>SENDCo PP lead and Nurture leads confer and work collaboratively to select pupils based on set criteria (e.g. Leuven scores below 2)</p> <p>Pen portrait from Class teacher who is</p>	<p>B Davies (SENDCo)</p> <p>S Randle</p> <p>S Smith (Nurture Leads)</p> <p>P Hough (CLM)</p> <p>L Fusedale (PPG)</p> <p>Leading to consultation with class teachers</p>	Termly

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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?
E - Students see challenge as an aid to learning and are able to draw upon a bank of emotional and physical strategies to enable them to move their learning forward at these times.	vulnerable students. Also to deliver planned SEL sessions – ‘Black Sheep’, ‘Time to Talk’.	<p>additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. Social and emotional learning programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average EEF. In our setting, Nurture is firmly embedded with staff achieving Gold standard nurture provision status – March 2018 (Nurture Network). ‘The intervention leads to a more positive experience in education. Child and family regard school as a more approachable environment enabling the child to learn to make better choices – often reducing negative behaviour’ (S Randle Nurture Lead St Giles School)</p> <p>Delivered on advice from Autism Specialist and CAMHS for students with Communication, Interaction difficulties, ASC and SEMH. ‘Children with autism and AS may be naturally attracted and motivated by systems of one kind or another. LEGO is a highly systematic toy that appears intrinsically rewarding to children on the autistic spectrum. This project confirmed that LEGO Therapy leads to improvement in social skills. ARC partnered with the Autism Research</p>	<p>concerned about vulnerable students</p> <p>Observations (all school settings – playground, Dining Hall, Classroom) leading to: Boxall Profile (pre and post developmental and diagnostic scores scores)</p> <p>SEL intervention observations</p> <p>Successful reintegration into class after graduation</p> <p>Increase in Leuven scores resulting in engagement in academic progress – assess delayed a term (to allow catch up and demonstration of learnt skills)</p> <p>2/3 term intervention – in some cases extended</p>		

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<p>C - Students know age appropriate mathematical facts fluently so as to apply them across a range of contexts.</p>	<p>Implement plus 1 and power of 2 – Y3/4 precision teaching for early maths skills – adding 9, 1 more 1 less etc. 10 -15 mins 3x weekly</p> <p>Implement ‘Success at arithmetic’ - focusing on Bar model maths, included in Maths action plan linked to SSIF project for Maths</p>	<p>Precision teaching on 1:1 basis of core skills where gaps persist for students. Recommended by STS (Specialist Teaching Service) for children with Specific learning difficulties where ‘overlearning’ in key. Also to support more specific targets.</p> <p>‘One of the most effective teaching strategies for ensuring high levels of <i>fluency</i> and <i>accuracy</i> is Precision Teaching. Precision Teaching involves short one minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the child makes very carefully and make changes to ensure the child is learning as fast as they can. It is not in fact ‘teaching’ in the full sense but is a tool to help highly effective teaching and support where a child is finding something difficult or where the skill they need to learn needs to be fluent and automatic. Carefully designed tasks allow children to practise key skills until they are fluent’. Nasen Send Gateway</p>	<p>Data tracking linked to assessment points</p> <p>IEP tracking linked to data</p> <p>Observations by maths lead</p> <p>Training in ‘Success at Maths’ for Key staff – PP TA</p>	<p>L Fusedale B Davies Maths Lead PP TA</p>	<p>Termly</p>

2. 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?
F - All children meet school and county target on attendance.	Attendance clinic	One third of our PPG students have attendance below 90%. This equates to half a day per week of missed information and lost learning which then causes students to fall behind	CLM is first call for attendance flag and does 'meet and greet' Office Manager calls any absentees (inc PP) to ascertain reason Half termly – any student 90-95% letter sent Below 90% stage one meeting with Head, targets set – improvement sought If no improvement over half term Ace team attendance meeting – targets set – improvement sought No improvement – fine and action instigated by ACE team	CLM R Hardy – office manager Headteacher	
	Total budgeted cost		RWI /Fresh Start £12 000 'Success at Arithmetic' £2200 A.C.E. £500 Nurture, Forest School, CLM, Lego Therapy costs £44000	Total £58 700	

3. 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?
<p>G Pupils develop comprehension skills and broaden their use of vocabulary through frequent exposure to appropriate texts at home</p>	<p>Introduce a robust home reading system to monitor, encourage and foster an improved level of home reading from quality texts</p>	<p>Evidence suggests that parents and the home environment are essential to the early teaching of reading and fostering a love of reading. Key findings from the evidence include:</p> <ul style="list-style-type: none"> • Parental involvement in a child’s literacy has been reported as a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004 – cited in Clark and Rumbold, 2006); Children whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read (Baker, Serpell and Sonnenschein, 1995 – cited in Clark and Rumbold, 2006); and, • Children are more likely to continue to be readers in homes where books and reading are valued (Baker and Scher, 2002 – cited in Clark and Rumbold, 2006). <p>Findings from PISA support this. OECD (2010) report that parents’ engagement with their children’s reading life has a positive impact on their children’s reading.</p>	<p>Home readers to be checked for at least x3 occasions of home reading per week by TA</p> <p>Book rewards to be awarded half termly for commitment to improvement to home reading.</p>	<p>Class teachers PP TA PPG champion</p>	<p>Half termly</p>

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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>E Students see challenge as an aid to learning and are able to draw upon a bank of emotional and physical strategies to enable them to move their learning forward at these times.</p>	<p>Establish learning ambassadors at St Giles Junior School</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress .EEF</p>	<p>Ensure that pupils are increasingly aware of how to learn effectively – use pre and post 'good learning scores' data established by school council.</p>	<p>PPG Champion SLT Class teachers PP TA</p>	<p>Half termly</p>
	<p>Increase profile of learning to Learn through raising the profile of Learning2 Learn ambassadors and pupils ability to self-regulate and use meta-cognition strategies.</p>	<p>Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Pupils provided with the opportunity to work collaboratively make on average 5 months additional progress.</p>	<p>Classes to elect 'Learning to Learn' Ambassadors using School Council criteria for good learning to learn models</p> <p>Learning walks by key staff show observations of good learning behaviours</p> <p>Learning ambassador learning walks</p> <p>Pupil progress data shows accelerated progress</p>		
<p>Dedicated Staffing Time</p>	<p>Proportion of DH /SENDCo time allotted to support PP students and strategy: e.g. contact with students at risk of exclusion, LAC review attendance, behaviour monitoring, safeguarding Provision of TLR funded to PP Champion to allow management of strategy, management time, liaison with stakeholders</p>		<p>We feel that the strategy is supporting a variety of needs of our PPG students, and as a result we require a dedicated lead from PPG Champion and also targeted time from DHT.</p>		

3. 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?
Hardship fund to include uniform, equipment, trips and swimming as examples	Some students are visibly poorly dressed for school in uncomfortable uniform, some is unclean and in poor condition. It is important for students to feel that they fit in in this way to be able to settle well to learning. Some student's families could not afford the cost of a residential outdoor adventurous learning experience. 'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.' EEF		School Business manager will track and account for a fixed contribution made towards pupil uniform upon application by parents/carers 2/3 of the cost of residential outdoor adventurous residential trips will be met by school for PPG students, parents/carers are asked to meet the remainder Year 5 students who are PPG and who have not swum 25m without water aids will be given focused intensive swimming lessons for a fixed period in the summer term		
	Total budgeted cost		Books £200 Hardship £3000 Swimming support cost £400 DHT proportion £10000 TLR Cost £2600		Total £16 200
Overall Total:					£78,400

Review of expenditure				
Previous Academic Year 2016/17				
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