

## Pupil premium strategy statement: Featherby Junior School

Summary information					
School	Featherby Junior School				
Academic Year	2016/17	Total PP budget	£ 89,760.00	Date of most recent PP Review	July 2016
Total number of pupils	352	Number of pupils eligible for PP	68	Date for next internal review of this strategy	July 2017

1. Current attainment		
<b>Attainment for: 2015-2016 Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	Not measured%	Not measured%
% achieving expected standard or above in reading	41%	66%
% achieving expected standard or above in writing	50%	74%
% achieving expected standard or above in maths	41%	70%

2. 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>	
<b>A.</b>	Low starting points for some of our pupils
<b>B.</b>	Low ambition and lack of consistency, coupled with low self esteem that prevent the pupils taking risks and challenging themselves
<b>C.</b>	Poor reading and writing skills (phonics), with the lack of writing skills out weighing the reading
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Poor attendance with the average attendance rate 93.8% in 2015/16

<b>E.</b>	Lack of routine (sleep, food, homework,). There is also a lack of aspiration which links to a lack of world experience
<b>3. Desired outcomes</b>	
<b>A.</b>	That pupils with low starting points at the beginning of school (Y3) and within each year group make accelerated progress bringing them to the level at which they should be working. Also that higher achieving pupils eligible for PP funding continue to make good progress from their starting points.
<b>B.</b>	That pupils develop a passion for learning and become reflective, independent life-long learners
<b>C.</b>	That pupils learn to enjoy reading and writing for pleasure and have the skills to articulate their ideas successfully through their writing
<b>D.</b>	Increased attendance rates for pupils eligible for PP funding from 93.8 2015/16 to 96% for 2016-17

#### 4. Planned expenditure

##### 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?	When will you review implementation?
A. Improved progress in reading writing and maths	Staff development on delivering, assessing and planning the learning journey.	For pupils to make good progress the learning journey must be well thought out with opportunities built in to the lesson to explore and facilitate learning. To achieve this it requires skills must be taught.	SLT and Middle Leaders will monitor work, planning, observe lessons and tailor training.	Annually
A. Improve progress in reading, writing and maths	Staff development on delivering shared guided reading, assessing reading, attending Power of Reading and disseminating this across the school. Develop reading areas. Develop the use of the library. Improved resources. Small group work.	Reading is an essential part of all aspects of the school day and beyond. It is a vital skill that everyone must master. Children learn to enjoy reading for pleasure and understand the value of accessing texts To achieve this training and tailored CPD is required.	SLT and Middle Leaders will monitor work, planning, observe lessons and tailor training.	3 X per year (old terms, 2, 4 and 6)
A. Improve progress in reading, writing and maths	Staff development on delivering a consistent approach to maths across the school. Improved resources. Small group work.	For pupils to make good progress they need to acquire, understand and apply mathematical skills and strategies. To do this effectively within the school there needs to be an agreed calculations policy that develops these progressively. To achieve this CPD is required to ensure teachers are consistent in their approaches and have the knowledge and skills to deliver effective lessons.	SLT and Middle Leaders will monitor work, planning, observe lessons and tailor training. Review policy to ensure it is meeting the aims of the school. Review data with teachers through regular PPMs. This will also help to measure the impact of group interventions.	Termly

C. Pupils have the skills to articulate their ideas successfully in their writing.	Staff training to introduce the 'Big Write' and moderating and assessing writing accurately.	For pupils to make good progress and acquire the skills to write successfully, strategies to build stimuli for sustained writing, set targets and make accurate judgements need to be in place. These skills must be taught.	SLT and Middle Leaders will monitor the quality of work, observe the delivery of writing lessons, arrange internal and cross-school moderations and review the targets being set through discussions with the pupils and teachers.	Termly
<b>ii. Targeted support</b>				
B. Raising self-esteem so children come to school feeling happy safe and confident.	Resourcing the curriculum to ensure it is delivered in an engaging way. Training staff to do this effectively. Developing opportunities within the classroom to openly discuss issues, needs and coping with change. Increase the offer of counselling to meet the demand from pupils eligible for Pupil Premium.	Some PP pupils lack self-esteem and find aspect of schooling difficult to cope with. Enable those pupils to be equipped with the skills to integrate fully into school and thereby make progress in line with their peers.	Increase the time allocation for counselling. Continue to review the IPC to ensure it is engaging and reflects the interests of the pupils.	Counselling weekly (Moving to a Wednesday) Reviewed at the end of the year.
D. Increased attendance rates for pupils eligible for PP funding	Look at patterns in attendance; speak to parents/guardians where attendance is low. Work with the AAP to target specific pupils. Target for breakfast and homework club and after school clubs if these strategies are appropriate.	Currently attendance for PP is 94.6% this needs to increase 96%	Review attendance figures termly with involvement of AAP and SLT. Hold meetings with parents. Ensure attendance is reviewed with parents during parent evenings.	Termly
<b>iii. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale</b>	<b>How will you ensure it is implemented</b>	<b>When will you review it</b>
B. Pupils come to school feeling secure safe and confident	Children have a healthy start to the day and are ready to learn.  Breakfast club: £5000	Breakfast club are known to enable the pupils to start the day in a healthy and calm manner.	Breakfast club is manned by experienced staff. Monitored by SLT	Annually

Desired outcome	Chosen action/approach	Evidence and rationale	How will you ensure it is implemented	When will you review it
<b>C.</b> Improve progress in reading writing and maths	Pupils have wider word experiences through educational visits, residential trips, curriculum workshops, minibuses/coaches and afterschool clubs.  £5000	Providing opportunities for pupils beyond the school gives pupils rich inspiration experiences. They also allow pupils to work as part of a team and develop leadership skills	Feedback and work produced demonstrates the impact on pupils.	Annually
	SPAG, Maths homework books Y3-6  £2000	Compliments lessons taught in school	Impact is seen by class teachers and in the outcome of assessments.	Termly
	Purchase of Number Shark and Word Shark  £2000	Compliments lessons allowing LA PP pupils to have focused sessions closing the gaps in their knowledge and ensuring they access the curriculum more effectively	Impact is seen by class teachers and in the outcome of assessments.	Termly
	Membership of Achievement for all programme (12 visit model)  £6000	Raise the attainment of the lowest achieving 20% and close the attainment gap. Expand leadership capacity building effective relationships with parents.	Training for teachers and support for pupils.	Termly
<b>D.</b> Increase attendance current 94.6 up to 96.0	AAP, school attendance officer and SLT to follow up on school absences. APP to work with pupil and parents.	Attendance is vital to improve attainment	Attendance team meeting with SLT to ensure school processes work smoothly	Termly

#### 4. Additional detail

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