

Fixby Junior & Infant School
Pupil Premium Strategy Statement 2018-9



Summary information

Academic Year	2018-9	Total PP budget	£56,210 (7/12s 18/19 allocation) ever 6 £ (5/12s 19/20 allocation) ever 6	Date of most recent PP Review	Nov 2018
Total number of pupils	305	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Nov 2019

Current Attainment (2017-18)

	Higher than 2016-17 Lower than 2016-17	Above non-PP Below non-PP	Early Years-PP	Early Years-Non-PP	Y1 Phonics PP	Y1 Phonics Non-PP	KS1 - PP	KS1 Non-PP	KS2 - PP	KS2 Non-PP
% Achieving GLD			66.7% ↑	56.1%	88% ↑	83%				
% achieving EXPECTED in Reading, Writing & Maths							50% ↑	68% ↑	50% ↑	70.8%
% achieving EXPECTED level in Reading							67% ↑	92.1 ↑	63% ↑	79.2%
% making expected Progress in Reading									-3.80	-2.6
% achieving EXPECTED level in Writing							50% ↓	76% =	62.5% ↑	83.3%
% making expected Progress in Writing									-4.54	-2.4
% achieving EXPECTED level in Maths							67% ↑	84.2% ↑	87.5% ↑	79.2%
% making expected Progress in Maths									-1.24	0.7

Aims (for pupils eligible for PP, including high ability)

Desired Impact

1	<p><u>Diminish the differences between groups of learners</u> To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils in KS1 & 2, including PP pupils with EAL To identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils</p>	<p>The gap between disadvantaged and other pupils has diminished All pupils, including disadvantaged, make at least the expected progress in Reading, Writing and Maths</p>
2	<p><u>Provide rich opportunities and experiences</u> To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences To give pupils access to a range of out of school experiences</p>	<p>Pupils have high aspirations for their future Pupils experiences are enhanced through the curriculum which offers enrichment and Inspiration Days Disadvantaged pupils have access to , and engage in, a variety of activities outside the school day</p>
3	<p><u>Support parents and families</u> To provide holistic support for families and pupils to remove barriers to learning</p>	<p>Positive relationships between home and school ensure that pupils are ready to learn</p>

	Parents are better informed how to support their children's learning at home
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Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers		External barriers	
Barriers	2017-18 data	Barriers	2017-18 data
Attitude to learning	23% of PP pupils do not consistently have a positive attitude towards their learning	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress	38% of PP pupils experience social and emotional difficulties
Poor levels of behaviour	16% of PP pupils have inconsistent behaviour with 8% displaying more demanding behaviours	Limited life and social experiences	20% of PP pupils have accessed at least 6 enrichment activities 38% of PP have not accessed any
		Low Attendance & Punctuality	33% of PP pupils have attendance below 95% 7% of PP are PA's
		Pupils emotional needs and well-being	38% of PP pupils experience social and emotional difficulties
		English as an Additional Language	62% of PP pupils are EAL Outcomes for PP pupils with EAL was lower in KS1 and KS2 than English speaking PP pupils

Diminish the differences between groups of learners

To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils in KS1 & 2
To identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils

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	Costings	When will you review implementation?
PP pupils make expected or better progress in Reading, Writing and Maths	Training for all staff in school on effective pedagogical approaches	PP pupils are attaining lower and making less than expected progress than other pupils	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Champion (CLA) Monitored by Governor PP Champion	£3,000	Termly during Assessment week

PP pupils attain at least expected standard in Reading, Writing and Maths	All classes to have ETA for Reading, Writing and Maths	PP pupils are attaining lower than other pupils	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Champion (CLA) Monitored by	£51,000	Termly during Assessment week
	Same-Day intervention to be embedded in Maths to offer timely feedback and targeted support			Maths Leader (BRH) PP Champion (CLA) Monitored by Governor PP Champion	-	Termly during Assessment week
PP pupils with EAL attain at least expected standard in Reading, Writing and Maths	CPD for all staff on how to raise attainment for EAL pupils	PP pupils with EAL performed lower than English speaking EAL pupils 62% of PP pupils are EAL. 1/3 of the EAL/PP pupils are developing competency in EAL	Follow up monitoring of QFT in classrooms	PP Champion (CLA) Monitored by Governor PP Champion	-	Autumn Term
	Resources carefully chosen to meet needs of EAL pupils				£300	Termly during Assessment week
	ETA's to provide pre-teaching opportunities during morning work and assemblies			Assessment will be undertaken using EAL Competency assessment framework Pupil Outcomes PPM's	Class Teachers & SLT	-
The attendance gap between PP pupils and others will close The proportion of PP pupils with punctuality issues will diminish	Pastoral Manager to monitor attendance daily to pick up absence and lates Home visits as necessary Attendance data monitored to identify PP pupils whose attendance is below 90% and support family to increase	We can't improve attainment for children if they aren't actually attending school.	Pastoral Manager and Head to collaborate to ensure new provision and standard school processes work smoothly together. Attendance Data analysis	Pastoral Manager (EB) Admin Staff (SG) Headteacher (CLA) Monitored by Governor PP Champion	£5,000	Half Termly
	Weekly Attendance Celebration to be introduced to raise the profile of regular / high attendance.					

	Broker LA APSO to support school in raising pupil's attendance		Attendance Data analysis	Admin Staff (SG) Headteacher (CLA)	£3,000	Half termly
	Monitor the punctuality of PP pupils and offer support to families		Attendance Data analysis Pastoral Manager support	Admin Staff (SG) Headteacher (CLA)	-	Weekly
The amount of learning time lost by PP pupils challenging behaviour will diminish	Pupil's behaviour to be tracked and analysed using the school behaviour systems. Targeted support in class as a result of findings	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. (CPOMs) Observation of intervention sessions.	Pastoral Manager (EB) Pastoral Officer (AH) DHT (NB)	£16,00	Weekly Behaviour monitoring
	Restorative practice to be used- daily check-in's with vulnerable pupils to discuss behaviour and choices			Class teachers	-	Daily
	Behaviour report cards to be shared with parents at the end of each week to report on weekly behaviours linked to The Fixby Way. Time to be given to class teachers to complete			Class teachers	-	Weekly
PP pupils have confidence in their own abilities and display resilience and attainment gap is diminishing between other pupils	Re-launch 'Growth Mindset' in school	One third of PP pupils do not consistently display a positive attitude to learning	Lesson observations / Drop ins Book Scrutiny Pupil interviews	PP Champion (CLA) Monitored by Governor PP Champion	-	Half termly monitoring
	Introduce Kagan structures into school to introduce higher levels of independence and a greater interest in learning				-	Half termly monitoring
Total budgeted cost						£78,800

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	Costings	When will you review implementation?	
The gap between the progress and attainment of PP and other pupils will diminish through timely intervention in READING, GPaS and MATHS	Focused Intervention groups across Phases <ul style="list-style-type: none"> PPM's to identify pupils under-performing and gaps identified Intervention programmes to be planned by class teachers 	PP pupils are attaining lower than other pupils	Monitoring of Intervention Records Drop in / Observations Book Scrutiny Pupil Outcomes / PPM outcomes	PP Champion (CLA) ETA's Monitored by Governor PP Champion	£24,000	End of Each Term (summative)	
	Project Code X- Reading Intervention			English Leader (AS / NB) ETA (ZK)	£2,500	End of Each Term (summative)	
	Maths of the day- Maths intervention			Maths Leader(BRH)	£700	End of Each Term (summative)	
	Accelerated Reading Scheme			English Leader (AS / NB)	£1,500	End of Each Term (summative)	
Pupils oracy skills are improved through specialist intervention	Nursery Narrative sessions (PIVATS assessment to monitor progress)	Number of pupils in EYFS & KS1 with poor language acquisition is high.	Pupil outcomes	ETA (MG)	£3,500	End of Each Term (summative)	
PP pupils are emotionally prepared for learning and able to make the expected progress from their starting points	SULP in KS2 (PIVATS assessment to monitor progress)	Proportions of PP pupils with SEMH needs are greater than previous Years The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Pupil outcomes	ETA (KG)	£3,500	End of Each Term (summative)	
	Identified PP pupils to access weekly 'Draw and Talk' sessions with Pastoral Manager			Monitoring of pupil's behaviour / demeanour Pupil/ Parent interviews Observations in class	Pastoral Manager (EB)	£2,500	End of Programme
	Lego therapy with Pastoral team			Pastoral Manager (EB / AH)			
	Targeted intervention sessions for PP Pupils who struggle with friendship- Friendship Formulae			Pastoral Manager (EB)	£2,500	End of Programme	

Staff are fully prepared to meet the emotional needs of pupils Effective nurture interventions are in place to support pupils	Pastoral Team to access training on nurture groups and to complete the Mental Health Award (Carnegie College)	Proportions of PP pupils with SEMH needs are greater than previous Years	Pupil's well-being	Pastoral Manager (EB)	£8,000	Half termly
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Total budgeted cost					£48,700
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Provide rich opportunities and experiences
To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?		
Proportions of PP pupils who attend enrichment activities are in line with other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school. PP pupils to be offered 1/3 of the cost of all enrichment activities	Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children to take part in a range of enrichment opportunities helps to close the gap in learning and attainment.	Children engaging in a range of enrichment opportunities will be logged and tracked on class tracking sheets. Pupil interviews	Admin Officer (SG) PP Champion (CLA) Monitored by Governor PP Champion	£1,500	Termly to monitor		
	Range of after school enrichment opportunities / clubs to be available. PP pupils to be targeted and invited to specific clubs				£150	Termly to monitor		
Proportions of PP pupils in Leadership roles within school are in line with other pupils.	PP pupils to be encouraged to take on leadership responsibilities in school				PP pupils are fully represented across school	PP Champion (CLA) Monitored by Governor PP Champion	-	Termly to monitor
Pupils, and families, have high aspirations	Host a Careers fair in the Summer Term for pupils to attend with their parents				Number of pupils and parents attending	PP Champion (CLA) Monitored by Governor PP Champion	£50	Following the event

Total budgeted cost					£1,700
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Support parents and families

To provide holistic support for families and pupils to remove barriers to learning

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
Increased number of parents access events in school and run by school	Pastoral Manager to offer informal social events for hard to reach families, including coffee mornings, play and stay sessions in the learning hub, computing sessions	Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children.	Parent questionnaires / feedback	Pastoral Manager (EB)	£2,000 £500	Termly
	Pastoral manager to offer drop in sessions outside school hours to access hard to reach families		Parent questionnaires / feedback	Pastoral Manager (EB)	£1,000	Termly
	'Super Learning Days' where parents work alongside their children in class on learning activities		Parent & Pupil questionnaires / feedback	PP Champion (CLA)	£500	Annually
	Curriculum presentations after school involving pupils to share what the children are learning in class		Parent & Pupil questionnaires / feedback	PP Champion (CLA)	£500	As necessary
Families work with school to meet the needs of their children	Pastoral Manager and Pastoral Officer to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.)		Parent questionnaires / feedback Monitor and evaluate the outcome of TAF plans and other interventions.	Pastoral Manager (EB) PP Coordinator (NB)	£7,000	Termly
	Pastoral Team to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.					Termly

Parents access support via the ABC Community Hub	Schools work with parents as partners; outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness courses and maintain links with Kirklees College and the ABC Community Hub	Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents. Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.	Parent questionnaire / Feedback Pupil Outcomes.	Pastoral Manager (EB) PP Champion (CLA)	£2,000	Termly Welfare issues are addressed in partnership with families and other agencies as necessary
Total budgeted cost						£13,500
Planned expenditure						
Academic year						£144,200

This strategy is in a draft format until it has been ratified by the Governing body on 18th December 2018