

1. Summary information					
School	Garden Suburb Junior				
Academic Year	2018 19	Total PP budget	£104,280 (April 2018-April 2019)	Date of most recent PP Review	October 2018
Total number of pupils	352	Number of pupils eligible for PP	79	Date for next internal review of this strategy	

The term also used by the Department for Education for pupils eligible for Pupil Premium (PP) Funding is Disadvantaged Pupils

2. Current attainment 2017-18		
23 pupil premium 66 non pupil premium	<i>Pupils eligible for PP Garden Suburb Junior School</i>	<i>Pupils not eligible for PP Garden Suburb Junior School</i>
Attainment	<i>23 pupils (National)</i>	<i>66 pupils (National)</i>
% achieving in reading, writing and maths	52% (51%)	80% (70%)
% achieving national expected standard or above in reading	65% (64%)	89% (80%)
% achieving national expected standard or above GPS	74% (67%)	89% (82%)
% achieving national expected standard or above Writing	57% (65%)	92% (83%)
% achieving national expected standard or above Maths	70% (64%)	88% (81%)
% exceeding in reading, writing and maths	0% (4%)	14% (12%)
% exceeding national expected standard or above in reading	17% (18%)	44% (32%)
% exceeding national expected standard or above GPS	30% (24%)	59% (39%)
% exceeding national expected standard or above Writing	4% (11%)	15% (24%)
% exceeding national expected standard or above Maths	9% (14%)	50% (28%)

Percentage of pupils achieving the expected standard in RWM combined is in line with the national average
 Percentage of pupils achieving the expected standard in Reading is above national
 Percentage of pupils achieving the expected standard in GPS (Grammar, Punctuation and Spelling) and Maths is well above national
 Percentage of pupils achieving the expected standard in writing is below national
 Percentage of pupils exceeding the expected standard in reading is in line with national
 Percentage of pupils exceeding the standard in GPS is well above national
 Percentage of pupils exceeding the expected standard writing and maths is below the national

Progress

	Reading	Writing	Maths
Garden Suburb Junior School	2.21	0.59	0.92
Progress score for disadvantaged pupils			
Number of disadvantaged pupils	18	18	18
National average progress score for non-disadvantaged pupils	0.31	0.24	0.31

Progress score for disadvantaged pupils is significantly above national average for non-disadvantaged in reading

Progress score for disadvantaged pupils is above national average for non-disadvantaged in writing and maths

The progress data indicates that disadvantaged pupils have made good progress from their starting points at the end of Key Stage 1

	2016		2017		2018	
	Non PP	PP	Non PP	PP	Non PP	PP
Number of pupils	58	25	67	22	66	23
Prior Attainment at KS1	16.43	15.92	15.82	13.91	16.68	14.01
National average 15.00						

For the last two year the average point score for PP pupils at the end of Key Stage 1 has been below the expected standard

3. Barriers to future attainment

In-school barriers

We believe that the best way to ensure that disadvantaged children achieve their potential is for the Pupil Premium grant to contribute primarily to quality teaching and learning 'Quality First Teaching' for all ability groups.

We also use the grant as a contribution to specific interventions to support with English and Maths and where necessary to support: attendance and punctuality, engagement in school life, social, emotional and physical wellbeing

A.	Pupil premium pupils attainment at greater depth is not always as high as the non-pupil premium pupils
B.	Social and emotional difficulties that can impact on learning and attitudes to learning and self esteem
C.	Pupil premium pupils who are EAL need additional support

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Lack of support with homework and extending learning
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4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Continue to ensure PP pupils reach the national standard and diminish the difference in attainment across all key areas through quality first teaching. Provide quality training and feedback for staff on good practice through INSET and membership of BPSI. Ensure quality outcomes and raised attainment through quality planning. New Leadership structure from September 2018 enables a member of Leadership Team Support for Year Group teams eg Leadership attending all year group planning	Progress and attainment at Key stage 2 will be at least in line with national expectations and gaps in learning will be made smaller in Maths and English. More PP pupils will attain greater depth
B.	New staffing structure enables a PP lead for each Year Group to mentor, support and monitor provision. Provide more teacher led interventions for pupils who are falling behind eg intervention groups, EAL club, homework club Continue to provide interventions led by LSAs	Pupils who are have gaps in their learning will be supported and more engaged and able to access learning in class
C.	Continue to ensure that good learning behaviours are developed through focusing on learning powers, developing resilience and good behaviour as well as supporting pupils and families with social and emotional difficulties	Pupils will develop better learning behaviours and be more able to respond to feedback in order to improve their outcomes. Supporting emotional and behavioural needs ensures better learning environment for all pupils

5. Planned expenditure					
Academic year	2018-2019				
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 ?
To ensure 'Quality First Teaching' enabling pp pupils to get the feedback necessary to make good progress	<p>Leadership team directly involved in planning in all Year Group Teams</p> <p>PP lead in all Year groups to monitor, mentor and deliver provision</p> <p>Additional teachers (rather than LSAs) across the school to support the needs of all groups of pp pupils</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Sutton Trust research suggests that using PP grant on additional teachers can be more effective than increasing the number of LSAs</p>	Lesson observations, monitoring of pupil outcomes, monitoring of planning, pupil review days, Impact statements from PP leads	Year Group Leaders, Deputy Head/ Assistant Heads	<p>Termly through data analysis</p> <p>Lesson observations</p>
Raise expectations for all pupils in order to raise standards in English and Maths	<p>Increased expectation on Year Group Leaders of demonstrating their impact on raising standards.</p> <p>Training for staff on raising expectations and increasing challenge for all pupils in writing</p>	<p>High ability pupils eligible for PP. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We want to ensure that all teachers provide challenge and the necessary feedback for these pupils.</p>	INSET for staff Monitoring Moderation	Deputy Head/ English Co-ordinator Maths Coordinator	<p>Monitoring of outcomes</p> <p>Moderation</p> <p>Termly data analysis</p> <p>Pupil Review Days</p> <p>Impact statements</p>

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?
To ensure that pupils entitled to pupil premium make good progress in Maths and English	Interventions in maths in Y5 and Y6 <ul style="list-style-type: none"> - Small group support - Before/after school focus groups - Interventions in English <ul style="list-style-type: none"> Eg EAL specialist teacher supporting in Year 5 supporting EAL pupils - Homework Club - EAI Club 	Quality first teaching supplemented by a variety of interventions (plan do review) is identified in EEF Tool kit.	Regular communication between the class teachers and teachers providing the interventions to support with planning and review.	Deputy Head/ PP leads/ Inclusion Manager	Termly
To ensure that pupils entitled to pupil premium make good progress in KS2 Tests	Intervention for Y6 and Y5 groups of pupils after school to support with accessing tests	Barrier to learning was identified that some pupils were underperforming tests. They needed more pre learning and exposure to test format	Regular communication between the class teachers and teachers providing the interventions to support with planning and review.	Deputy Head/Year 5/Year 6 Co-ordinator	Half termly
Total budgeted cost					£89,403
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?
Support the behaviour, emotional health and wellbeing of pupils.	Subscription to Health and Wellbeing service (HEWS)	If pupils emotional and behavioural needs are met all pupils benefit and are able to access the curriculum more effectively.	Vulnerable pupils will be identified to access support. External agencies will lead and train staff in delivering 'Mighty Me' and other self-esteem raising initiatives.	Inclusion manager/	Review after 8 week programs throughout the year Feedback from pupils/parents after interventions

Develop more resilient learners	Focus on developing resilience through 'Learning Powers'	Work of Guy Claxton indicates that successful learners need to develop good learning behaviours to be able to respond effectively to feedback.	Parents will have access to support. INSET for staff on 'Learning Powers' Information for parents on website	Deputy/Head	Pupil voice interviews termly
To raise confidence and improve engagement of eligible pupils by: <ul style="list-style-type: none"> participating in extra-curricular activities attending before and after school care participating in educational visits 	Contribution towards funding for identified children to participate in school activities	Participation in extra-curricular activities raises self-esteem, helps to build relationships with peers and raises confidence. "Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through after-school activities or a programme organised by a local sporting club or association." (Teaching and learning Toolkit)	Close monitoring of the children who are attending clubs – are PP children being given fair access to clubs.	Headteacher Support Teacher LSA feedback	Throughout the year
Total budgeted cost					£14,877