

JCSC Year 5 and 6: 2017-2019 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2018-2019							
Total number of pupils	212	Number of pupils eligible for pupil premium funding	90 (42% of total on roll) FSM & Ever 6= 84 Service children= 6 Pupil Premium Plus =				
Number of pupil premium children in each year group: Yr5= 44 Yr6=46							
Total pupil premium budget:	£112680	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300 *some spend shared with secondary PP					
Date of external pupil premium review:	Dates of internal half termly reviews: Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below						
2. Key indicators summer 2018							
PPF = Pupil premium funding							
When the 2018 national figures are published they will be added to the chart and the 2017 data will be removed.			Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not	Attainment gap when compared to national others
<u>End of Key Stage 2 (Year 6) attainment and progress Key Stage 1 to Key Stage 2</u>							
106 in cohort 36 PP 70 non-PP NAO=2017 national averages for pupils not eligible for PP. Not PP PP Within school gap NAO Attainment gap when compared to NAO							
% reaching expected standard in reading, writing & maths			40%	28%	12%	67%	-55%
% reaching a high score/working at greater depth in reading, writing & maths			7%	3%	4%	11%	-7%
% reaching expected standard in reading			64%	47%	17%	77%	60%
% reaching a high score/working at greater depth in reading			11%	3%	8%	29%	21%
Progress scores			-1.1	-2.9	1.8	+0.3	3.2
% reaching expected standard in writing			73%	58%	15%	81%	23%
% reaching a high score/working at greater depth in writing			14%	8%	6%	21%	15%
Progress scores			-1.3	-4.3	3	+0.2	4.5

% reaching expected standard in maths	51%	42%	9%	80%	38%
% reaching a high score/working at greater depth in maths	9%	3%	6%	27%	21%
Progress scores	-3	-4.5	1.5	+0.3	4.8
Attendance % Years 5-6 The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.	93.5%	96.6%		95.2% *	
Persistently absent % Years 5-6 (Pupils with an attendance rate of 90% or below)	13.48%	4.65%	8.83 %	10.9%	

3. Current attainment and progress: October 2018			PPF = Pupil premium funding		
When the 2018 national figures are published they will be added to the chart and the 2017 data will be removed.	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not eligible for PP	Attainment gap when compared to national others
Year 5 102 in cohort 44 PP 58 non-PP % achieving expected standard or above in reading, writing & maths % achieving a high score/working at greater depth in reading, writing & maths				No national data	
Year 6 111 in cohort 47 PP 64 non-PP % achieving expected standard or above in reading, writing & maths % achieving a high score/working at greater depth in reading, writing & maths % achieving expected standard or above in reading. % achieving a high score/working at greater depth in reading. % achieving expected standard or above in writing % achieving a high score/working at greater depth in writing % achieving expected standard or above in maths % achieving a high score/working at greater depth in maths				67% 11% 77% 29% 81% 21% 80% 27%	

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4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	High absence rates of some pupil premium children.
B.	Teaching is not yet consistently good, especially in maths
D.	Attainment at making expected progress and exceeding expected progress is improving but not fast enough
E	Low self-esteem and low aspirations of some pupil premium children.

5. Intended outcomes and success criteria for summer 2019	
A.	End of KS2 (Year 6) % of pupil premium children to achieve expected standard: Reading XX%, Writing XX%, Maths XX%. The gap between our disadvantaged pupils and others nationally to close significantly.
B.	To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.

6. Planned expenditure 2018-2019					
i. Strengthen the quality of teaching and learning					Total budgeted cost = £ 50000*
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<p>Ensure all teachers are planning lessons that fully meet the needs of their PP students.</p> <p>Also ensure they have high expectations</p>	<ol style="list-style-type: none"> 1. CPL programme overhauled with focus on outstanding teaching and learning, with 1-hour training taking place each week. 2. Separate training for Learning Support Partners to ensure greater individual impact on PP students within the classroom. 3. All teachers must know their PP 		<ol style="list-style-type: none"> 1. CPL programme to be reviewed and evaluated each term and changes made as required 2. Training programme to be reviewed and evaluated each term and changes made as required. Impact of 	ARD	
ii. Targeted support for pupil premium children.					Total budgeted cost = £50000
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<u>READING</u>	<p>Reading Plus will be set up in Y5/6. 3x30 mins lessons alongside home tasks. Targets individual/group areas for development.</p> <p>Children to record daily reading – at least 2 times per week including interest</p>	To improve fluency of reading, vocabulary knowledge, comprehension, pace and promoting the willingness to read.	Regular progress checks with rapid intervention as required using weekly reading plus reports and T data;	ARD and subject leads	

<u>WRITING</u>	In one hour English lessons, most children will produce approximately one page of quality writing – this can include handwriting practice, comprehension tasks, SPAG activities and specific writing activities.	Increasing pace within lesson, writing for different purposes, continuity across KS2, accelerate chn's progress within writing	Regular progress checks with rapid intervention as required using weekly reading plus reports and T data:	ARD and subject leads	
<u>MATHS</u>	Introduction of daily times tables using multiplication grids Development of new mastery lesson format to ensure pupils are accessing basic mental arithmetic skills and problem solving skills	More fluency and rapid recall of tables to help with mental arithmetic skills. More pace within lessons and the ability for staff to	Regular progress checks with rapid intervention as required using weekly reading plus reports and T data:	ARD, subject leads and GCL	
<u>PUPIL PREMIUM PLUS CHILDREN</u>	PEPs to be completed by Autumn half term and shared on Edukey PP Plus families to be mentored on a termly	PEPs to be updated each term to fully involve teaching staff as well as		JWO	

iii. Other approaches to raise the attainment and progress of pupil premium children.				Total budgeted cost = £ 50000*	
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<p><u>ATTENDANCE</u> Remove barriers preventing students from attending the school.</p> <p>Attendance improves to 96%.</p>	<ol style="list-style-type: none"> 1. Develop the role of the form tutor/tutor programmes to encourage better attendance. RAG system introduced. 2. Close monitoring of an "Attendance Focus Group" and regular contact with parents/students of the group. Emphasis on the lack of progress in English, Maths etc. 	<p>Close monitoring of attendance.</p> <p>Will require medical evidence for students at risk of becoming PA.</p>	<p>Weekly monitoring of attendance and strategies discussed with EWO.</p> <p>Home visits and parental meetings as required.</p>	VGI	
<p><u>ENGAGEMENT AND RAISING ASPIRATIONS</u> Further raise levels of engagement and aspirations to improve our students' life chances</p>	<p>Extend summer school event for Year 6 to 7 with a focus on maths, English and IAG.</p>	<p>To ensure there is reduced "learning loss" between Years 6 and 7. To increase students' careers awareness ahead of attending secondary school</p>	<p>Evaluation of event followed by tracking of progress of those that attended throughout Year 7</p>	CAN/WHI	
<p><u>TARGETED SUPPORT</u> Greater use of LSPs in classrooms</p>	<p>All Year 6 groups to have LSP in lessons to support with maths and English.</p>	<p>To ensure students with the greatest need have extra support, allowing for more rapid progress in lessons</p>	<p>Tracking and intervention at assessment times and T data captures</p>	Primary team	

7. Review of expenditure for previous academic year 2017-2018

i. Improve the quality of teaching, learning and assessment.

Total budgeted cost = £125000 (for

Intended outcomes	Actions	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)
To accelerate progress made by disadvantaged students	Inset driven by 15:15 programme, learning walks and book scrutiny	15:15 itself was an important tool for staff discussion and collaboration but it proved to be too time-consuming for many staff to commit enough time.	LSPs to be moved to work with eachYear 6 each morning with ensure greater support is offered in English and maths.

ii. Targeted support for pupil premium children.

Total budgeted cost = £

See above			

iii. Other approaches to improve the attainment and progress of pupil premium children.			Total cost = £
Intended outcomes	Actions	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)
To increase attendance of PP students	Weekly attendance award for class with the best attendance and league table displayed in classes and hall Termly improved attendance recognition each month for students showing a 5% and	Attendance has risen to 96.6% with a reduced PA figure of 4.65%	Strategies adopted are working with home visits to hard to reach parents having particular impact.
To improve parental engagement across the federation	PP "village events" set up alongside social media awareness using SchoolComms In-school community events at times of key stage transition	Village events were replaced with parental engagement events in school, covering a range of issues including, SEN, bullying and school uniform.	Parental events have been further enhanced in school to include learning visits and specific pupil premium family events.
To ensure quality IAG for all PP students and to increase aspiration	Arrange bespoke Careers/IAG programme for all PP students Improve links with employers, FE & HE eg visits from undergraduates, university visits	IAG programme has been mapped to the Gatsby criteria with directorates additionally mapping IAG within their subject areas.	Gatsby criteria to be used in the careers programme across the school with dedicated careers leader to track and monitor progress.

8. Additional detail

In this section you can annex or refer to **additional** information you have used to support the sections above.