

Pupil premium strategy statement

1. Summary information					
School	West Rise Junior School				
Academic Year	2019/20	Total PP budget	£155,640	Date of most recent PP Review	09/19
Total number of pupils	364	Number of pupils eligible for PP	111	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP West Rise Junior School</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (based on KS2 SATs)	44.1%	70.4%
Progress Score of Disadvantaged Children in KS2 SATs 2017		
	West Rise Junior School	National
Reading	-0.5	0.6
Writing	-2.6	-0.5
Maths	-2.4	-0.7

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.	Levels of focus
B.	Participation in school life (homework, parental engagement)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Persistent Absences

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to make accelerated progress in reading, writing and maths and for this to be in line with national as evidenced by the SATs 2020	Year 6 SATs shows PP children equalling Non in progress
B.	PP children achieving greater attainment across all core areas (Reading, Writing, Maths).	90% of all PP children reaching age related expectations or above

Planned Expenditure: 2019-2020

Focus	Cost	Strategic summary/Rationale	Intended outcomes (targets)	How will it be monitored?	Impact/Evaluation
New position of Pupil Premium co-ordinator to be created	One day a week of HP's salary	Helen Pentecost to take on the role of Pupil Premium co-ordinator. Helen to line manage the TAs. Teachers and TAs to know exactly who the Pupil Premium children are against the 2019/20 current list. For Helen and class teachers to direct a proportion of the TA's daily work towards giving PP children additional support in reading, writing and maths.	Every staff member to know who the PP children are within their class and to have planned and be delivering additional support from week 2 Term 1 2019/20	Helen to monitor in classrooms, book scrutiny and discussions with staff every Wednesday.	PP champion tracked progress and engagement of PP pupils over year. All parents contacted during Lockdown. Children checked in with on return to school. PP champion monitoring shows engagement.
Additional Year 6 tuition.		Appointment of 1:1 tutor to target POP children in Year 6, with a specific focus on progress in reading, writing and maths.	PP children to make accelerated progress so that they are least in line with progress nationally.	Pupil Progress Meetings to have a focus on PP children who have received 1:1 tuition.	In lockdown PP engagement improved from 50% to 100%. Attendance of PP in school rose to 100% in Term 6
Attendance support from ESBAS		ESBAS support with persistent absence issues	Better engagement from all PP families	Attendance improves from 94% to 95%	PP pupils' attendance has dipped from 95% in 2018-19 to 94% in September 2019 to March 2020

					This follows a similar trend as the whole school - from 96% in 2018/19 to 95% in September 2019 – March 2020
Dyslexia 1:1 Tuition		There are a small number of PP children who are 'at risk' of dyslexia and are in danger of not making the expected progress. 4 PP children will be timetabled into the dyslexia specialist teacher and HLTA's timetables to receive additional 1:1 tuition each week.	<ul style="list-style-type: none"> • PP children 'at risk' of dyslexia will make the expected progress. • Improved confidence when taking part in English. • Develop independence in class. 	<ul style="list-style-type: none"> • Monitor assessment data termly to ensure progress is being made. • Pre-assessment and Post assessment of Common Exception Words. 	The four pupils received support in school and during lockdown and progressed with their reading, evidenced in the increase in challenge of the books they were reading.
Additional Reading support with Reading Specialist HLTA		HLTA who is responsible for the reading in the school (Sheena Copus) to oversee the reading records being kept by the TAs to ensure that they are being heard read the desired number of times a week (this differs according to the ORT level that the child is on. Sheena will also hear readers in Year 6.	<ul style="list-style-type: none"> • Improved and accelerated progress for PP children in reading. • A better understanding of comprehension of texts. 	<ul style="list-style-type: none"> • Reading Age Tests • Assessment data. • Reading records. 	From Terms 1 to 3 all children who received support made individual progress. Children were supported remotely with their reading in Terms 3-6.
Pastoral support for PP children		Support for PP children who are going through challenges at home which could cause their academic standard to drop due to disengagement in lessons. Weekly sessions to keep confidence lifted and a person to share problems with.	<ul style="list-style-type: none"> • Children will remain as engaged as possible during lessons. • Academic level not to drop considerably during certain challenges. • Children feel like there are people to talk to when they are feeling low. 	<ul style="list-style-type: none"> • Children's demeanour around school. • Sociability on the playground. • Assessment grids. 	A common theme across the board following pupil voice sessions was that pupils were demonstrating greater resilience and higher levels of engagement.
1:1 SALT for PP child		The school's HLTA who is a Speech and Language specialist to work 1:1 with PP children, with a specific focus on Year 6.	<ul style="list-style-type: none"> • Support speech and language needs. 	<ul style="list-style-type: none"> • Findings from the case study and action points. • Assessment grids. 	In Terms 1 to 3 the school's HLTA with SALT specialism provided support. In Terms 4 to 6 this support

			<ul style="list-style-type: none"> • Improved academic attainment within English. • Accelerated progress in English. 		was carried out by class teachers to avoid crossing bubbles.
SENCo		25% of SENCos case load to include PP children who are also SEND	<ul style="list-style-type: none"> • Ensure that SEND children are supported effectively and given the extra tuition required for them to make accelerated progress 100% of PPG SEND received support over and above pure SEND. 	<ul style="list-style-type: none"> • Monitored by Headteacher during weekly meetings with SENCo 	SENCO reported that all children within PPG/SEND group made progress from Terms 1 to 6.
Forest School		25% of Forest School provision to specifically target PP children with a view to building character traits such as resilience.	<ul style="list-style-type: none"> • PP children attending FS to exhibit greater confidence and resilience, in outdoor learning and back in the classroom with their academic work. 	<ul style="list-style-type: none"> • Helen Stringfellow (FS Leader) 	All of the children on roll and in school during the lockdown and within the PP group had an increase of, at least 25%, in their forest school provision. The Forest School leader reported that all within this group increased their levels of resilience.
School Uniform		To encourage parents to access the resources that they are entitled to the school offers a free jumper to anyone who signs up for Pupil Premium. This will highlight services to parents which they may not already be aware of. The fund can also be used to replace lost uniform for PP children.	<ul style="list-style-type: none"> • More parents aware of Pupil Premium. • More children receiving the additional support that they are entitled to. • Accelerated progress and higher attainment for pupils who are PP. 	<ul style="list-style-type: none"> • Assessment grids. • PP numbers in school. 	100% of parents who are eligible for PP are aware of this.
Residential trips		The school will offer a subsidised price for the Year 6 residential trip	<ul style="list-style-type: none"> • To ensure all pupils can participate if they wish to. 	<ul style="list-style-type: none"> • High proportion of PP children attend residential trip 	96% of PP children accepted a place on the residential trip. Unfortunately the trip had to be cancelled due to Covid-19.

	Costs	£155,640
Proportion of cost of SENCo	£22,294	£133,346
Proportion of Forest School Leader tutoring and facilitating Forest School	£9,083	£124,263
Pastoral Support (Wellbeing co-ordinator) ELSA	£16,931	£107,332
Proportion of TA directed support	£102,684	£4648
Contribution towards trips, uniform	£1000	£3648
Attendance support	£1000	£2648
Residential trip	£2000	£648

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