

Knights Enham Junior School - Pupil Premium strategy statement

1. Summary information					
School	Knights Enham Junior School				
Academic Year	2016-17	Total PP budget	£155,520	Date of most recent PP Review	20/10/16
Total number of pupils	219	Number of pupils eligible for PP	115	Date for next internal review of this strategy	12/12/16

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the Expected Level or above in reading, writing & maths	43%	53%
% achieving the Expected Level or above in reading	63%	66%
% achieving the Expected Level or above in writing	63%	74%
% achieving the Expected Level or above in maths	50%	70%
% achieving the Expected Level or above in GPS	47%	72%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP pupils not attaining as well as non-PP pupils in all areas, especially in maths and GPS
B.	Poor language skills
C.	Emotional barriers caused by concerns outside school impacting on learning
D.	Self-esteem and self-worth – resilience of pupils
E.	Challenge for pupils working at greater depth – provision of opportunities
F.	Transition between Y2 / Y3 and also Y6 / Y7
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Lower attendance rates for PP pupils than non-PP

4. Desired outcomes		Success criteria
A.	Close the gaps in between PP and non-PP pupils	Internal year group data shows closing gap between PP and non-PP pupils
B.	PP pupils to attain in line with national figures for PP pupils	End of KS data shows PP pupils attaining in line with peers nationally
C.	Increase / develop / improve language skills	Language support programmes show clear impact on attainment
D.	Removal / support for emotional barriers to reduce / remove impact to learning	Targeted support enables pupils to re-engage with learning promptly
E.	Develop greater resilience / self-worth within the pupils	Pupils develop resilience in learning; can cope with increased expectations
F.	Provision of further opportunities to challenge pupils working at greater depth	Investment in high quality resources to challenge pupils through precise task design
G.	Improved transition between Y2 / Y3 and Y6 / Y7	Enhanced contact and transition procedures ensuring pupils start at new schools smoothly
H.	Improved attendance rates for PP pupils; to be in line with non-PP pupils in school	PP pupils attendance improves be close to or in-line with non-PP pupils

5. Planned expenditure					
Academic year		2016-2017			
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 implementation?
To diminish the difference in progress for pupils who receive the Pupil Premium Grant.	Extra one-to-one or small-group support for children within the classroom. Employing extra teaching assistants.	The 'Supporting the attainment of disadvantaged pupils' report (DfE Nov 2015) shows that paired or small group additional teaching was the most effective strategy used for raising disadvantaged pupils attainment. By employing extra teachers and teaching assistant we are able to provide pupils with the opportunity to work in small groups and to be provided with active interventions when necessary.	Gaps between Pupil Premium and Non Pupil Premium pupils are monitored regularly. The effectiveness and impact of active interventions is also regularly monitored and adapted accordingly.	AH ADH	Ongoing monitoring Recorded half termly

Improved oral language skills across the school	Language support programmes, including Language Link – Use across the school to identify gaps in communication and understanding.	Some pupils need targeted support in order to improve their linguistic development so that they can catch up and better access the curriculum. This is a programme which has been shown to be successful in previous years. Future links with pre-schools are planned to enable better transition and starting points in school with a particular focus on language development.	Robust assessment of Language Link and its impact-See data Monitoring of delivery of Language link programme Best modelling across the school	AH ADH SENCo	Ongoing monitoring Recorded half termly
To provide rich and meaningful opportunities for communication, language use and collaboration with other pupils and adults.	Enrichment through the development of a forest school. Training for staff to deliver a forest school curriculum.	Due to recent scientific evidence young people in England are at risk of developing Nature Deficit Disorder. Forest school provides experience outdoors, develops self-esteem and creates resilient learners. Opportunities are provided for language development and writing. The principles of Forest School require best behaviour which is then transferred to the classroom and playground.	Skills learned in Forest School will be transferred to other areas of the curriculum; Behaviour Logs will show a reduction in incidents.	Forest School Leader	Ongoing monitoring Recorded half termly
To provide opportunities for pupils working at greater depth to be challenged	INSET on how to challenge the pupils working at greater depth in maths. A chance to explore and plan using the resources so that they have maximum attainment on attainment. Resources for challenge and reasoning in maths purchased County support from English and maths team	Data shows that we need to harness the talents of pupils able to work at greater depth in Reading, Writing and Maths. The key to this is to provide the opportunities through relevant task design.	Monitoring and evidence in books will show opportunities for challenge at greater depth.	AH ADH EnCo MaCo	Ongoing monitoring Recorded half termly
Total budgeted cost					£82,254

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	When will you review implementation?
Acceleration of progress for pupils who are 'close to' ARE.	Raising Attainment and Progress (RAP) groups-targeted provision for identified pupils. These groups are flexible and children are identified at Pupil Progress Meetings. Schools. 2 x 1:1 teachers working with identified pupils within Active Interventions which embraces the 'Keep up not catch up' ethos.	The Ofsted Pupil Premium Update 2014 states 'Evidence from 151 inspection reports show that the most effective leaders identify their pupils specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. 'Some of our pupils require targeted support to make accelerated progress. These pupils are identified in half termly Pupil progress meetings and actions are agreed to ensure that they make the required progress.	A robust monitoring system is in place to ensure that actions agreed for PP Pupils at PPM's are put into place and are having maximum impact. If after monitoring the action is found to be ineffective then actions are changed rapidly to ensure progress is made.	AH ADH	Ongoing monitoring Recorded half termly
Improved oral language skills pupils across the school.	SLCN teaching assistants working with targeted children with exceptionally low language levels. SLCN manager who attends whole federation training for staff including development of vocabulary and concepts and provides specific resources for targeted children.	After assessments it found that many of our pupils come to school with low levels of language which impacts on all areas of their learning. The use of this programme to identify specific needs and tailoring of resources for these pupils ensures that we raise attainment.	Pupils following the programme are re-assessed regularly. Sessions with trained teaching assistants are monitored regularly and followed up in class. Resources are matched carefully to individual children. Progress is measured in increased attainment.	AH ADH SLCN manager SLCN teaching assistants	Ongoing monitoring Recorded half termly
To reduce barriers to learning caused by emotional issues.	2x ELSA trained TAs to support identified children with emotional literacy needs. Part-time (3 days a week) welfare officer in the school to work with troubled children and their families. After school clubs Breakfast Club	Many of our pupils are not ready to learn because of emotional upset brought in from home. Each individual pupil needs a different approach to get into school, calm down and be able to enter the classroom ready to engage with learning.	Identified children are monitored entering school. Support is swift and robust so that children are quickly ready to learn. The impact of this will be seen in pupil data.	AH ADH Pastoral manager	Ongoing monitoring Recorded half termly
Total budgeted cost					£64,317

iii. Other approaches					
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?
Increased attendance rates and reduction of 'lates'.	Running a school breakfast club. Support from family support worker which ensures children attend school and arrive on time. Any barriers to this are identified and swiftly rectified.	Close monitoring of SIMS attendance data enables us to identify pupils whose attendance is below what we would expect. If pupils are not in school then they cannot engage with the learning. Pupils who are late do not get the best start to the day and often miss key parts of learning.	Regular meetings with targeted families. Attendance figures will be monitored regularly and acted upon if necessary.	AH ADH	Ongoing monitoring Recorded half termly
Behaviour that is having a negative impact on learning is addressed	Support from external agencies (Primary Behaviour Service) for individual pupils identified with emotional/behavioural needs. HLTA trained to deliver self-regulation package for identified children Additional support through additional TA hours to support children with individual behaviour programmes.	Behaviour that impacts negatively on learning prevents pupils from making progress. By acting upon advice from external agencies (such as PBS) and using resources to modify behaviour will not only have a positive impact on the individual's behaviour but will create a more productive learning environment for all.	Behaviour Logs to be monitored. Monitoring of improvements in behaviour by relevant staff.	AH ADH	Ongoing monitoring Recorded half termly
Improved transition from Y2-Y3	Links with on-site Infant school to take part in a series of transition activities, e.g. assemblies, additional work for vulnerable pupils etc.	This can be a difficult time for our pupils and good links with the Infant school will make this process as smooth and undistruptive as possible.	Feedback from Y3 teaching staff about the transition/settling in of our pupils.	AH ADH	Ongoing monitoring Recorded half termly
Improved transition from Y6-Y7	Links with local secondary schools to take part in subject activity days such as science and technology.	This can be a difficult time for our pupils and good links with secondary schools will make this process as smooth and undistruptive as possible.	Feedback from Y7 leads about the transition/settling in of our pupils.	AH ADH	Ongoing monitoring Recorded half termly
To enable equal access for all to curriculum opportunities	Educational visits and enrichment activities funded.	Some families are unable to contribute towards trips or residential stays so we ensure that all children are treated fairly	Every child will take part in every enrichment opportunity and experience	AH ADH	Ongoing monitoring
Total budgeted cost					£8,949

6. Review of expenditure																								
Previous Academic Year		2015-16																						
i. Quality of teaching for all																								
Desired outcome	Chosen action / approach	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)	Cost																				
Enable Y6 pupils to make accelerated progress towards the new expected end of year standard for reading, writing and maths	Small group Year 6 booster sessions led by a teacher / ADH	<p>Table showing Y6 results:</p> <table border="1"> <thead> <tr> <th>Y6</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Comb.</th> </tr> </thead> <tbody> <tr> <td>PP pupils</td> <td>63%</td> <td>63%</td> <td>50%</td> <td>42%</td> </tr> <tr> <td>Non PP pupils</td> <td>53%</td> <td>66%</td> <td>49%</td> <td>43%</td> </tr> <tr> <td>Gap</td> <td>+10</td> <td>-3</td> <td>+1</td> <td>+1</td> </tr> </tbody> </table> <p>Impact: Medium</p>	Y6	Reading	Writing	Maths	Comb.	PP pupils	63%	63%	50%	42%	Non PP pupils	53%	66%	49%	43%	Gap	+10	-3	+1	+1	While PP pupils did better than their non PP peers, there is work to be done to ensure strategies used to impact PP pupils reach all pupils in the cohort. There will be a greater focus on identifying pupils' individual needs and then the use of specifically targeted groups for identified needs. In addition, early morning/pre teaching groups will keep more pupils on track.	£11500
Y6	Reading	Writing	Maths	Comb.																				
PP pupils	63%	63%	50%	42%																				
Non PP pupils	53%	66%	49%	43%																				
Gap	+10	-3	+1	+1																				
Closing the gaps in language and understanding of language features across the school	<p>Language link programme – assessment programme used across the school to identify gaps in understanding and communication</p> <p>SLCN HLTA working with children identified with exceptionally low language levels – individualised programme of language building</p> <p>1 to 1 SLCN teacher working with individually identified children across all 4 year groups on ALK programme to develop language skills</p>	<p>Medium: Language link assessment identified pupils and targeted support showed improvements for most children. However a time taken vs. impact seen analysis showed that this was not the best use of the programme.</p> <p>High: All children targeted for 1 to 1 made good progress within their time working with the HLTA – impact seen back in class allowing pupils to engage more with their learning.</p> <p>Medium: Most children working with teacher made progress but not all children identified able to access this intervention due to time required for each pupil.</p>	<p>The Language Link programme will be used in a more focused way to analyse identified pupils rather than in a whole cohort manner. Interventions programmes following on from initial assessment will be run by 2 trained TAs for specific children. Other group strategies will be built into classroom practice by teaching staff.</p> <p>High impact approach but not cost effective – restructured programme of intervention will be used next year with interventions run by 2 trained TAs for the pupils with significant gaps in language understanding.</p> <p>This will still run next year but it will be adapted to put the teacher in the classroom to try to support more pupils in class.</p>	£17500																				

ii. Targeted support				
Desired outcome	Chosen action / approach	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)	Cost
Accelerated progress for pupils with gaps in reading and writing	1 to 1 teacher working with identified children across all year groups – focus on areas of need identified by class teachers (approx.10-12 sessions per child).	Medium: Most children working with teacher made progress in their learning but the number of children impacted could be greater. In addition, not all children made progress to reach the expected standard.	This will continue but there will be a greater focus of this targeted support being in class with small groups of identified children. Where 1 to 1 work is appropriate, this will take place as an active intervention to pre teach/consolidate learning. This fits with the school's 'Keep up, not catch up' philosophy.	£24620
Accelerated progress for pupils with gaps in maths	First Class @ Number: trained TA delivering programme ECC – targeted Y3 pupils with low level of maths delivered by specialist teacher.	Medium: Most children working with teacher/TA made progress in their learning but strategies learnt away from class were not always retained by pupils when they returned.	While ECC will continue, it will only be used where in class support is not effective (due to large gaps in learning). There will be a greater focus of this targeted support being in class with small groups of identified children. Where additional 1 to 1 work (not ECC) is appropriate, this will take place as an active intervention to pre teach/consolidate learning. This fits with the school's 'Keep up, not catch up' philosophy. First Class strategies will be incorporated into classes but the intervention will not run in isolation.	£12416
Pupils who are 'Close To' the expected standard make rapid progress in order to catch up	RAP groups – targeted provision for pupils identified at pupil progress meetings.	Medium: Gaps in subjects have closed across the year groups but was not consistent in all subject areas.	'Close To' pupils will continue to be identified in pupil progress meetings but the tracking of the progress will be more robust to measure the impact of actions on PP pupils (and non) so that if actions are not having the intended impact, intervention can take place quickly to address it.	£48954
To modify behaviour and for pupils to understand their emotional decisions.	Self-regulation programme run by trained HLTA 1 to 1 Pastoral sessions for most challenging pupils run by FEIPs trained pastoral lead	Medium: Most pupils were impacted positively from the sessions and were able to modify their behaviour so that they were ready to learn. However, this approach was not as effective for our most challenging pupils.	We will continue to use these strategies but will be more selective in choosing the appropriate strategy for maximum impact. For our most challenging pupils we will look to external support more rapidly to support their emotional needs.	£17940
To remove behaviour barriers	Additional support for behaviour through additional TA hours to support individual needs	Medium: Most pupils were able to modify their behaviour and be ready to learn / return to their learning. For some pupils this approaches was not consistently successful and further approaches were needed.	Where this approach was most effective, we will continue to use it but we will also look to deploy staff differently to improve the consistency and impact.	£6526

iii. Other approaches				
Desired outcome	Chosen action / approach	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)	Cost
To remove barriers to learning that are caused by emotional issues	<p>Full time pastoral support worker in school to work with children and their families.</p> <p>Sessions are timetabled for specific children but the worker is also available for quick responses.</p> <p>In addition, pastoral support leads small group sessions for identified children</p>	<p>High: Pupils needs were swiftly and effectively responded to. Troubled pupils were quickly calmed down and either ready to learn / return to learning. Parents were directed to support and signposted to external support where appropriate.</p> <p>High: Group sessions had positive impact on pupils' self-esteem and well-being. Pupils developed resilience to difficult situations and positive social skills.</p>	This year we will continue this approach – it will need to be restructured due to retirement of pastoral worker but pastoral provision will be provided by 2 x ELSAs and a part time Welfare Officer. There will be a greater focus on supporting families through the Welfare Officer's role.	£16947
To provide enrichment opportunities to develop self-esteem and self-worth	<p>After School Dance Club coordinated by pastoral worker. Outside dance instructor leads sessions.</p> <p>Calshot Residential trip – ensuring all PP children were able to attend</p>	<p>High: Identified pupils developed confidence and resilience through the dance club and this impacted their learning attitudes in class.</p> <p>High: All PP children able to attend residential trip – developed positive attitudes to learning and self-belief from the experience.</p>	We will continue to provide these opportunities for pupils as the impact on their learning attitudes is clearly evident.	£3065

7. Additional detail

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