

# Knights Enham Junior School - Pupil Premium strategy statement

1. Summary information					
School	Knights Enham Junior School				
Academic Year	2017-18	Total PP budget	£157,140	Date of most recent PP Review	20/10/16
Total number of pupils	220	Number of pupils eligible for PP	111	Date for next internal review of this strategy	7/3/18

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	77%	61%
% achieving the Expected Level or above in reading	81%	72%
% achieving the Expected Level or above in writing	77%	76%
% achieving the Expected Level or above in maths	85%	75%
% achieving the Expected Level or above in GPS	70%	77%

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

4. Desired outcomes		Success criteria
<b>A.</b>	Close the gaps in between PP and non-PP pupils	Internal year group data shows closing gap between PP and non-PP pupils
<b>B.</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
<b>C.</b>	Increase / develop / improve language skills	Targeted language support programmes show clear impact on attainment
<b>D.</b>	Removal / support for emotional barriers to reduce / remove impact to learning	Swift Pastoral support, Nurture groups, Breakfast Club, Young Carers club enables pupils to engage with their learning.
<b>E.</b>	Develop greater resilience / self-worth within the pupils	Pupils develop resilience in learning; can cope with increased challenge and expectations
<b>F.</b>	Provision of further opportunities to challenge pupils working at greater depth	Investment in high quality resources to challenge pupils through precise task design
<b>G.</b>	Improved transition between Y2 / Y3 and Y6 / Y7	Enhanced contact and transition procedures ensuring pupils start at new schools smoothly
<b>H.</b>	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. Targeted pupils (and families) are supported in improving attendance through welfare support.

5. Planned expenditure					
<b>Academic year</b>	<b>2017-2018</b>				
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.					
<b>i. Quality of teaching for all</b>					
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.	<p>Extra one-to-one or small-group support for children within the classroom.</p> <p>Employing additional teaching assistants</p> <p>Additional AfL training for teaching assistants.</p>	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.	AHT ADHT	<p>Ongoing monitoring</p> <p>Half termly Pupil Progress meetings</p>

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. Precise targeting of pupils and 1:1 / small group interventions to address specific needs has more impact.	Robust assessment of Language Link and its impact-See data  Monitoring of delivery of Language link programme  Best modelling across the school	AHT ADHT SENCo	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. New resources purchased and training given about how to use for challenge County support from English and maths team AFL training for teachers and TA's	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.	AHT ADHT EnCo MaCo	Ongoing monitoring  Half termly Pupil progress meetings
<b>Total budgeted cost</b>					£74,348
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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 half termly Pupil Progress Meetings. Pre teaching groups and active interventions which embrace a '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 PPMs are put into place and are having maximum impact. Regular Key stage meetings follow up on the actions to ensure progress/impact. If after monitoring the action is found to be ineffective then actions are changed rapidly to ensure progress is made.	AHT ADHT KSLs	Ongoing monitoring  Half termly pupil progress meetings  Key Stage meetings
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 if 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.	SENCo  SLCN teaching assistants	Ongoing monitoring  Half termly PPMs
Removal / support for emotional barriers to reduce / remove impact to learning	2x ELSA trained TAs to support identified children with emotional literacy needs. Full time 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.	AHT SENCo	Ongoing monitoring  Half termly Pastoral PPMs Half termly PPMs
<b>Total budgeted cost</b>					£69,710
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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.	AHT Welfare Officer	Ongoing monitoring  Weekly meetings Half termly reviews of actions
Behaviour that is having a negative impact on learning is addressed	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.	Use of electronic behaviour logs. Behaviour Logs to be monitored regularly by senior leaders. Monitoring of improvements in behaviour by relevant staff.	AHT ADHT	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. Y2 / Y3 joint work in summer term. SENCo / Welfare Officer to work closely with Infant counter parts to ensure improved knowledge of vulnerable pupils and thus support successful transition.	AHT ADHT	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. Y2 / Y3 joint work in summer term. SENCo / Welfare Officer to work closely with Secondary counter parts to ensure improved knowledge of vulnerable pupils and thus support successful transition	AHT ADHT	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	AHT ADHT	Ongoing monitoring
<b>Total budgeted cost</b>					<b>£13,082</b>

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																				
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 and use of focused pre-teaching work.	PP pupils made progress in line with or better than ALL pupils, both in school and compared nationally. PP pupils attainment in line or better than ALL pupils. <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>81%</td> <td>77%</td> <td>85%</td> <td>77%</td> </tr> <tr> <td>ALL pupils</td> <td>78%</td> <td>71%</td> <td>86%</td> <td>67%</td> </tr> <tr> <td>Gap</td> <td>+3%</td> <td>+6%</td> <td>-1%</td> <td>+10%</td> </tr> </tbody> </table> Internal data reflects this, as strategies were used across the school.  SC MET			Y6	Reading	Writing	Maths	Comb.	PP pupils	81%	77%	85%	77%	ALL pupils	78%	71%	86%	67%	Gap	+3%	+6%	-1%	+10%	Approach will continue based on impact	£21500
Y6	Reading	Writing	Maths	Comb.																						
PP pupils	81%	77%	85%	77%																						
ALL pupils	78%	71%	86%	67%																						
Gap	+3%	+6%	-1%	+10%																						
Improved oral language skills across the school	Language support programmes, including Language Link.	Language link assessment identified pupils and targeted support showed improvements for most children. Intervention was identified to be time consuming for the amount of impact and identified children worked with SLCN TAs (see Targeted Support)  SC MET (but changes required for next year)			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.  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.	£17500																				

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.	Behaviour records showed a decrease in incidents and progress of PP children across the school kept close to or in line with peers. Quality of writing improved as more pupils reached the expected level in their year group.  SC MET	Approach will continue based on impact	£15270									
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. Resources for challenge and reasoning in maths County support from English and maths team	Increased progress and attainment in maths. More PP children reached the expected level and at the higher level than previous year. <table border="1"> <thead> <tr> <th>KS2 Maths SATs</th> <th>Exp+</th> <th>High SS/GDS</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>2016-17</td> <td>85%</td> <td>14%</td> </tr> </tbody> </table> Internal data reflects this, as strategies were used across the school.  SC MET (additional work required to enhance further)	KS2 Maths SATs	Exp+	High SS/GDS	2015-16	50%	0%	2016-17	85%	14%	Approach will continue based on impact	£26500
KS2 Maths SATs	Exp+	High SS/GDS											
2015-16	50%	0%											
2016-17	85%	14%											

## 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
Acceleration of progress for pupils who are 'close to' ARE.	Raising Attainment and Progress (RAP) groups-targeted provision for identified pupils 2 x 1:1 teachers working with identified pupils within Active Interventions	These teachers have been able to be flexible support where it is most needed. As PP pupils attain at ARE within flexible groupings, this support can be moved accordingly across the school.  SC MET	Approach will continue based on impact	£24620
Improved oral language skills pupils across the school	SLCN teaching assistants working with targeted children with exceptionally low language levels.	Most PP children who were targeted for this intervention made good progress with their language development, although they had additional learning needs are still yet to be ARE.  SC PARTIALLY MET	Approach will continue based on impact, so refining of approach will be needed to see maximum impact	£12416

To reduce barriers to learning caused by emotional issues	2x ELSA trained TAs to support identified children with emotional literacy needs. After school clubs Breakfast Club	100% of PP pupils who received ELSA support improved emotionally so were better able to access learning in class.  All PP pupils who attended Breakfast club improved their transition into school to start the day settled and ready to learn.  All after school clubs had over 50% PP children attending regularly – these pupils showed improved socialising and self-esteem.  SC MET	Approach will continue based on impact	£28954
Increased attendance rates and reduction of 'lates'	Breakfast Club places. Support from Part-time (3 days a week) welfare officer in the school to work with families with attendance concerns.	All PP pupils who attended Breakfast club improved their transition into school to start the day settled and ready to learn.  Welfare Officer role started in Spring. Impact on family support – more families being guided towards external support and engaging with school.  Total attendance for PP – 94.7% (up 1.8% from previous year)  SC PARTIALLY MET	Approach will continue based on impact  Welfare Officer role to be expanded to full time to be able to support more families.	

### 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
Behaviour that is having a negative impact on learning is addressed	Support from external agencies HLTA trained to deliver self-regulation package for identified children Additional support through additional TA hours to support children with individual behaviour programmes.	Primary Behaviour Service (PBS) supports families and enables parents to cope better with strategies to use at home.  All PP pupils who engaged with PBS had improved behaviour.  100% of PP pupils who received self-regulation had reduced behaviour incidents and were able to manage feelings appropriately, so were better able to access learning in class.  SC MET	Approach will continue based on impact	£4884



Improved transition from Y2-Y3	Links with on-site Infant school to take part in a series of transition activities	Links well established and all PP pupils were much more confident about transition due to increased number of visits between schools. Key staff (Teachers, SENCo, Welfare Officer, ELSAs and AHT) worked with counter parts to ensure improved knowledge of incoming PP pupils.  SC MET	Approach will continue based on impact.  Additional visits will start soon in Spring term to enhance knowledge of incoming pupils and best support their needs on arrival to Y3	£500
Improved transition from Y6-Y7	Links with local secondary schools to take part in subject activity days	Links well established and all PP pupils were much more confident about transition due to increased number of visits both to new schools and new school staff visiting KEJS more regularly.  SC MET	Approach will continue based on impact.  Additional visits from secondary key staff will start earlier – they will observe/work with pupils in class to enhance relationships and further support positive transitions.	£500
To provide enrichment opportunities to develop self-esteem and self-worth	After School Dance Club coordinated by pastoral worker. Outside dance instructor leads sessions.  Calshot Residential trip – ensuring all PP children were able to attend	Identified PP pupils developed confidence and resilience through the dance club and this impacted their learning attitudes in class. (53% of club PP pupils)  All PP children able to attend residential trip – developed positive attitudes to learning and self-belief from the experience.  SC MET	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.