

Howbridge Junior Church of England Junior School
PUPIL PREMIUM FUNDING INTENTIONS
 Year: 2019-2020

Pupil Premium funding received this year

Number of pupils		Amount of PPG to be received per pupil	Totals to be received this year
Total number of pupils on roll	359		
Number of pupil eligible for PPG (in Jan 2019)	103	£ 1,320	£ 135, 960
Number of pupil eligible for PPG+ (in Jan 2020)		£	£
Total			£ 135, 960

Percentage of PP Children

Whole School	National
29%	25%

Progress (based on year 6 results) based on internal tracking on Pupil Asset

<i>Howbridge Junior School data for pupils eligible for PPG</i>		<i>Howbridge Junior School data for pupils not eligible for PPG</i>	
Progress measure in reading	-2.08	Progress measure in reading	-3.78
Progress measure in writing	1.40	Progress measure in writing	1.32
Progress measure in maths	-3.44	Progress measure in maths	-2.33

Our Strategic Focus

Barriers to future attainment (for pupils eligible for PP including higher ability)

In-school barriers (issues to be addressed at school)

A	Underdeveloped language skills which impact on learning
B	Underdeveloped social skills resulting in difficulties building relationships and working successfully with peers
C	High incidence of social, emotional and mental health issues leading to reduced focus, concentration and readiness to learn
D	Poor self-esteem and fixed mindsets

External barriers (issues to be addressed outside the school)

F	Social factors (family break up, domestic violence, children services involvement)
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G	Hunger and inappropriate pack lunches
H	Lack of equipment (Uniform, sports apparel) and access to resources
H	Lack of routines and boundaries in the home environment impacting on home learning and behaviour
Desired outcomes	
A	Whole school drive on vocabulary and language will have an impact on progress in writing
B	Gaps are identified and targeted teaching/interventions teach to gaps
C	Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met
D	Disadvantaged pupils' attendance to remain in line or exceed national

Planned expenditure					
Academic Year	2019 / 2020				
Quality Teaching for all					
Action	Intended outcome	Evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Targeted CDP Training for class teachers and support staff in a range of high-quality teaching strategies, including a whole school drive on creating a language rich environment led by senior leaders, middle leaders and specialists	To diminish the attainment difference between disadvantaged and non-disadvantaged children. <u>From baseline targets to be set</u>	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Underdevelopment of vocabulary is impacting on writing progress for pupils eligible for PPG. Evidence from internal data has given evidence that this is a priority	The school monitoring cycle will continuously evaluate provision	Senior Leadership Team	Termly through monitoring and evidence through tea and cake Pupil progress meetings

To raise attainment in reading for pupils	To expose all children, including those who are pupil premium, to a wider variety of texts	We realise the importance of early reading teaching, this includes prioritising reading, phonics, love of reading and book match sounds.	Book looks, analyse data, pupil perception to see the impact	Senior Leadership Team and English Lead	Half termly Through pupil progress meeting
To embed a robust assessment system across the school that tracks the attainment and progress in all subjects and behaviour of children and groups	Accurate termly reports on attainment and progress of pupil groups across the school	The school's previous assessment tracking system did not give the detail the school required. A more pertinent system is now in place and being embedded.	Class teachers will be able to analyse, have a good understanding of, and be able to discuss their data in detail during the pupil progress meetings	Senior Leadership Team and assessment lead	Termly
In house Greater depth CDP training for class teachers	Pupils in receipt of PPG to achieve greater depth in reading, writing and maths	Disadvantaged pupils achieving greater depth is not in line with non-disadvantaged and below national	Teachers will be confident in removing barriers and challenging pupils in receipt of PPG to achieve greater depth in reading, writing and maths	Senior Leadership Team Pupil progress meetings J Harlow	Half-termly Pupil progress meetings
Behaviour management CDP whole school training for teachers, support staff and MDA.	All staff to be consistent in dealing with children with SEMH difficulties	22% of pupils in receipt of PPG have SEMH or have a diagnosis that impacts on their learning	Educational psychologist training for all staff Feedback from staff on how this will impact on their teaching	Senior Leadership Team	SENCo to arrange for the Autumn term
Total budget cost					£65, 000
Targeted support					
Action	Intended outcome	Evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Speech and language intervention programmes delivered by a highly specialised speech and language therapist	PPG pupils to make progress in the areas of attention and listening, social interaction, receptive language and expressive language.	69% of children who entered KS2 this year have had or still have a speech or language difficulty that impacts on their learning in class	Intervention will be monitored and progress checked Evidence through pupil progress meetings Speech and language therapist input	Inclusion Manager	Half-termly

			Provide service intervention		
Targeted reward intervention for persistent absentee children who are PPG	PA PPG children will improve their attendance	Intervention last year did not target the children that we needed it to. Instant reward needs to be given to those identified children	All children involved will know what we are aiming to do. LSAs will encourage children	Inclusion manager Office Manager	Monthly
Small group tuition of SPaG and Maths	To fill gaps in English, maths and reading for children	Previous small group tuition has proved to be successful. With 100% PPG children achieving ARE or above in results and 75% accelerated in reading and SPAG	Intervention will be monitored and progress checked	Inclusion Manager S Collins	Half-termly With SENCo and discussion with Year 6 teachers
Healthy snack	PPG children will have access to a healthy snack for break time every day so that they are ready to learn	Healthy snacking provides your children's brains with the nutrients it needs, and missing out on healthy snacks can negatively affect school performance.	Children will receive a token each day which they can exchange for a healthy snack from the canteen	Office Inclusion Manager	Termly
Volunteer readers	Pupils in receipt of PPG to read regularly to an adult	46% of pupils in receipt of PPG do not read regularly at home	Progress will be monitored through observation and discussion with children	Lower school leader Inclusion Manager	Half-termly
Smart thinking social group intervention delivered by LSAs	For effected pupils to develop interpersonal and social thinking skills	A research-based intervention with evidence of making significant improvements in the areas of hyperactivity, peer problems and pro-social behaviour	Intervention will be monitored and progress checked Through checking Pupil Asset behaviour log to see if incidents have reduced	Inclusion Manager	Half-termly
Socially Speaking and Positive People intervention delivered by LSAs	To increase self-esteem and improve listening skills and expressive language abilities	Some challenging behaviour presents as a result of the difficulties some pupils experience with low self-esteem and social communication	Interventions will be monitored and progress checked Observation in class and discussions with class teacher	Inclusion Manager	Half-termly

Art Therapy	For pupils with high needs in emotional difficulties and past trauma to access specialist professional support quickly	Pupils and their families experience difficulties in accessing appropriate specialist support and long waiting lists	School therapist will monitor progress. Regular meetings with parents and carers.	Inclusion Manager R Cotterall	Every term
Self-esteem and anger management programme	For PPG children with SEMH difficulties to develop skills on self-esteem and anger management	56% of children will be taking part. There are ongoing lunch time incidents and issues in the class from children who are demonstrating self-esteem and anger issues at home	Self esteem programme and anger management programme delivered by a qualified counsellor	Inclusion Manager B Alger-Pastoral Support	Every term
Total budget cost					£55, 460
Other approaches					
Action	Intended outcome	Evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Pupils will partake in cultural visits, events and workshops	For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils' horizons will be broadened and they will learn more about culture, history and geography. Developing children's cultural capital	25% off school trips for PPG children	Senior leadership team	July 2019
Building project for identified children as part of the lunch time HUB	For SEMH children, who are continually have problems on the playground Pre-emptive measure	Continuous incidents involving specific Year 6 children who are having difficulties at lunch time	Daily project of building an Anderson shelter led by a member of staff. For use by Yr 6 WW2 topic	A Palmer Assistant head Inclusion Manager Year 6 teachers L Dale A Eaves, M Heath	Autumn 2019
LAB meetings	To identify children early intervention; including Looking at attendance ensuring it to be in line with national	Attendance for all pupils last year was 95.64% with PPG children's attendance being 93.16%. PPG attendance needs to be carefully monitored to ensure that PPG attendance is in line with the school.	Attendance will be monitored monthly	Office manager Inclusion Manager Head teacher Pastoral Support	Monthly
Parent Support Worker	To provide support for parents experiencing difficulties at home	Some families seek support to improve issues at home	PSW to report on actions taken during LAB meetings	Inclusion Manager	Half-termly
Total budget cost					£15, 500

				Overall total	£ 135, 960
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Review of expenditure							
Previous Academic Year	2018/2019						
Quality teaching for all							
Action	Impact				Lessons learned	Cost	
To improve the quality of provision for learners and also develop their English and Maths.		Maths		English		Look at more opportunities to use our teachers to provide training for all teaching staff and LSAs	£7000
		ARE %	GD %	ARE %	GD %		
	Year 6	42	26	43	23		
	Year 5	50	35	57	22		
	Year 4	60	26	63	23		
	Year 3	58	20	54	12		
To raise attainment for Greater depth Pupil Premium children in Maths		Maths		English		Interventions have been bought in and LSAs will be delivered	
		ARE %	GD %	ARE %	GD %		
	Year 6	49	20	49	17		
	Year 5	52	28	48	28		
	Year 4	63	8	58	17		
	Year 3	62	15	50	8		
To raise attainment of more able PP children in English and maths							
To support children with engagement in homework	75% of the children that regularly attended homework club are PPG				Homework club to continue being offered to all children with a priority given to PPG children	£0	
To raise engagement in the learning of times tables	80% of pupils have improved their times tables knowledge. Of these 45% are PPG.				To continue to use this to engage children in times tables. Raise the profile of it	£1 000	
To raise attendance of all pupils especially PPG children	Whole school 95.59% PPG children 93.16%				Intervention was not as successful as we had hoped. We need to look at interventions for specifically for persistent children rather than PPG children as a whole		
					Maths lead is part of the Maths Matrix and will be delivering inset on Greater depth		
Targeted support							
Action	Impact				Lessons learned	Cost	
To support children who have emotional difficulties to ensure they	56% of the children that the school Parent support worker works with are PPG children				Valuable resource to have a pastoral support worker on the gate every morning	£11 200	

are ready to learn.		to support our young children coming in to school	
To support for children with speech and language difficulties	46% of children have been supported by Beth and discharged from her service due to the progress made. Beth is able to offer practical and instant support that NHS services cannot	To continue with Beth providing support programmes for children with speech and language difficulties	£3 000
To raise confidence during social situations	Nurture has supported 8 of our vulnerable children at lunch times. 6 of these are PPG children (75%)	Valuable resource at lunch time offering support	£7 500
For PPG children to engage in off-site learning opportunities to enhance learning	All PPG children will have opportunity to engage in school trips	All parents took up the offer of a reduction in Pupils benefited from working with others and being introduced to a variety of experiences.	£3 000
To support children emotional needs through Art	75% of children receiving support from this intervention have been PPG children	Intervention to continue but looking at doing 1:1 sessions with high need children, who are also PPG	£2000
Other approaches			
Action	Impact	Lessons learned	Cost
To raise attendance of Pupil Premium children	PP Attendance was 93.16% compared to non-PPG attendance which was 95.59% Pupils ready to learn at the start of the school day.	To review how we deal with attendance, looking at incentives to target persistent absentees.	£1 000
To raise the aspirations of Pupil Premium children to inspire them in future careers	This was difficult to implement due to other implications.	Look at other possibilities for giving our PPG opportunity to inspire them for future careers	£500
To raise participation of Pupil Premium children taking part in PE	25% of parents took up the offer of PE kit for children. The children that benefitted from this were our more vulnerable PPG families.	To continue with this but raise the importance of children having PE kit in school. Inform parents at parent's intake of what new year 3 pupils are entitled to	£750