

Pupil premium strategy statement: Hunsdon JMI School

What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2015-16) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who are, or have been in care (CLA) are supported by a grant of £1900.

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

1. Summary information

Academic Year	2016/17	Total PP budget	£13,200	Date of most recent PP Review	June 2016
Total number of pupils	109	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Jan 2017

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard of achievement	100%	53%
% making positive progress in reading	100%	To be released
% making positive progress in writing	100%	To be released
% making positive progress in maths	100%	To be released

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This makes sustained high achievement in Key Stage 2 more difficult.
External barriers	
C.	Accessibility to rich extra-curricular experiences is more restricted owing to finances

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PPG identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and SATs.
C.	Accessibility to rich extra-curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Pupils will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.

5. Planned expenditure					
Academic year	2016/17				
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?
A. Improved oral language skills in Reception B. Improved progress for high attaining pupils	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1.	We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EYFS Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	Head	Jan 2017
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PPG are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PPG pupils can achieve high attainment as well as simply 'meeting expected standards'.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	English lead	Jan 2017
Total budgeted cost					£4,000

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?
A. Improved oral language skills in reception B. Improved progress for high attaining pupils	121 and small group provision of Nuffield Early Language Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception class teachers	Jun 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Head	June 2017
Total budgeted cost					£5,600

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?
C Accessibility to rich extra-curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Work with the parents to make sure that appropriate experiences are highlighted and attended	Children require consistent, supportive relationships and positive developmental experiences in and out of school to develop the critical skills, attitudes, and behaviors they need to succeed as adults - Wallace Foundation Study 2015	Pupils will have attended a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.	Head	Jan 2017
Total budgeted cost					£3,600

6. Review of expenditure				
Previous Academic Year		2015 / 2016		
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 PPG, if appropriate.	Lessons learned	Cost
Improve attainment cross-circular	Resources purchased, training took place and children took part in a number of cross curricular activities	Met: Broad and balanced curriculum in place and pupil interviews show that the children find their curriculum enjoyable and diverse.	Co-ordinator is very positive about the curriculum and the impact it has had on the pupils. Partly continue	£8,200
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	Cost
Improved Year 6 reading results	One to one tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers.	Very successful - we will continue with this next year.	£4,000
Improve progress for lower ability pupils in Year 6.	One to one tuition delivered by	High - 100% of lower attaining PPG children achieved Expected Standard in all Year 6 SATs tests	Next year we will continue with this policy but with the emphasis on higher achieving pupils	£2000