

Pupil premium strategy statement: Hunsdon JMI School - 2017 / 2018

What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2017-18) 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	2017/18	Total PP budget	£17,160	Date of most recent PP Review	June 2017
Total number of pupils	111	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Jan 2018

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%	72%
% 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.	Mid-year admission and poor previous educational experience.
B.	Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning
External barriers	
C.	Accessibility to rich extra-curricular experiences is more restricted owing to finances

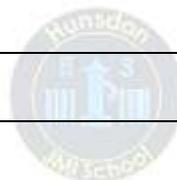
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	End of Key Stage attainment for our Pupil Premium pupils is at least in line with national figures for Pupil Premium pupils in all Subjects.	Pupil Premium pupils make at least 'good' progress from their starting points each year
B.	Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning eg Topic days - additional workshops such as Max Mullen's BMX day to encourage resilience .	Pupils meet a wide range of life experiences that not only enrich their school days but that allow them to develop their resilience.
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	2017/18				
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?
Pupils receive additional, high quality individual and/or small group support and challenge in English.	Pupils receive additional support in English by highly qualified Teachers. Provide additional support within class to offer reinforcement and pre-teaching in English. Provide high quality 1:1 tuition for identified pupils in Reading and Writing.	Quality first teaching and small group tuition have both been proven to have a positive impact on outcomes.	On-going monitoring of teaching and learning of PPG children. Outcomes of PPG children linked to PPG teachers' appraisal targets. Termly tracking of PPG children show they are making at least 'good' progress. Pupil Voice monitoring Clear entry and exit data	Head SENCo Teacher	Termly and as interventions end.
Pupils meet a wide range of life experiences that not only enrich their school days but that allow them to develop their resilience.	Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning.	Children's progress indicators, especially from low baseline are high and gap is diminished by Y6.	Review PPG outcomes termly Consideration of impact on writing specifically through follow up workshops. Analysis annually of opportunities available to all KS2 pupils beyond national Curriculum and review of progress.	Head	Termly
Total budgeted cost					£6500



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?
Focus group pupils receive additional, high quality individual and/or small group support and challenge in English.	Targeted pupils receive additional support in English by highly qualified Teachers. Provide additional support within class to offer reinforcement and pre-teaching in English. Provide high quality 1:1 tuition for identified pupils in Reading and Writing.	Quality first teaching and small group tuition have both been proven to have a positive impact on outcomes.	On-going monitoring of teaching and learning of PPG children. Outcomes of PPG children linked to PPG teachers' appraisal targets. Termly tracking of PPG children show they are making at least 'good' progress. Pupil Voice monitoring Clear entry and exit data.	Head SENCo Teacher	Termly and as interventions end.
PP pupils meet a wide range of life experiences that not only enrich their school days but that allow them to develop their resilience.	Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning.	Children's progress indicators, especially from low baseline are high and gap is diminished by Y6.	<ul style="list-style-type: none"> • Review PPG outcomes termly • Consideration of impact on writing specifically through follow up workshops. • Analysis annually of opportunities available to all KS2 pupils beyond national Curriculum and review of progress. 	Head	Termly
Total budgeted cost					£5700



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?
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 behaviours 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	Termly
Total budgeted cost					£5000



6. Review of expenditure				
Previous Academic Year		2016 / 2017		
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 oral language skills for pupils eligible for PP in Reception class.	Staff training on high quality feedback and on developing Oracy for the high attaining pupils in EYFS and reception Y1.	Percentage achieving Exp or Exc in Communication and Learning higher than in previous three years.	Small numbers of focus group children meant that the results seemed slightly underwhelming but the improvement in the class as a whole's speaking and listening skills was very positive.	£600
Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	100% achieved Expected with 66.7% achieving the Higher Standard. The average scaled score was 10.8 with a progress score of 6.9.	Employing good quality, experienced staff to run the sessions, although costing slightly more, definitely had an impact on the success of the focus group and of the class.	£5000



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
Improve oral language skills for pupils eligible for PP in Reception class.	Staff training on high quality feedback.	Pupils eligible for PP in Reception class made good progress by the end of the year so that 50% pupils eligible for PP (2 children) met age related expectations. The 1 child who didn't has a diagnosis of autism and he struggled to meet the required level.	Small numbers of focus group children meant that the results seemed slightly underwhelming but the improvement in the class as a whole's speaking and listening skills was very positive.	£400
Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	Just 1 pupil who achieved the Higher Standard in Reading, Maths and GPVS.	Employing good quality, experienced staff to run the sessions, although costing slightly more, definitely had an impact on the success of the focus group and of the class.	£3600

