

# Pupil premium strategy statement (primary)

1. Summary information					
School	Netley Abbey Junior School				
Academic Year	2016-17	Total PP budget	95484	Date of most recent PP Review	Sept 2016
Total number of pupils	322	Number of pupils eligible for PP	70	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	60%
% making progress in reading	70%	71%
% making progress in writing	75%	79%
% making progress in maths	75%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oracy, vocabulary and language skills on entry are lower for pupils eligible for PP than other pupils. This slows reading, GPaS and writing progress in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils
<b>C.</b>	The low emotional literacy of some PP children is effecting their resilience in class, and therefore having a detrimental effect on their academic progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance figures for PP children are below other pupils. This reduces their school hours and causes them to make less progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills and vocabulary for pupils eligible for PP in year 3	Pupils eligible for PP in year 3 make rapid progress by the end of the year so that all pupils eligible for PP make good progress towards ARE
<b>B.</b>	High ability children eligible for PP will achieve higher rates of progress across KS2	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across KS2.
<b>C.</b>	Emotional literacy and resilience of PP children will be addressed	Pupils eligible for PP make rapid progress and take part in sustained work
<b>D.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible

## 5. Planned expenditure

### Academic year

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.

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: Improve oral language skills and vocabulary for pupils eligible for PP in year 3	<ul style="list-style-type: none"> <li>• <b>Targeted teaching by Class Teacher to address language and vocabulary skills where needed</b></li> <li>• <b>No Nonsense Spelling to support introduction of new vocabulary, providing links with home.</b></li> <li>• <b>Lego Therapy implemented to targeted children to support oral language skills</b></li> <li>• <b>Speech and Language Support Assistant to target key children</b></li> </ul>	The EEF toolkit states that language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. Some studies even show slightly larger effects for pupils from disadvantaged backgrounds	<p>Ensure all classes have designated Targeted Teaching time. Staff training will support a clear focus for the sessions.</p> <p>INSET training (Jan 2017) to support high impact targeted teaching sessions.</p> <p>English lead to monitor No-Nonsense spelling sessions throughout the school to ensure high quality teaching.</p> <p>SENCO to monitor implementation and impact of Lego Therapy and SLSA sessions.</p>	<p>Pupil Premium Lead</p> <p>Lower School Teaching and Learning Leader</p>	
B: High ability children eligible for PP will achieve higher rates of progress across KS2	<ul style="list-style-type: none"> <li>• <b>Achievement for All Leader employed to implement, support and monitor progress and attainment of higher attaining pupils</b></li> <li>• <b>Identified children in year 6 will receive booster sessions to support them to achieve beyond ARE.</b></li> <li>• <b>School to subsidise Saturday Morning Challenge</b></li> </ul>	High ability children eligible for PP are making less progress than other high attaining pupils across KS2. Giving an experienced teacher the role of overseeing interventions will ensure progress is rapid.	<p>Timetabled release time for Achievement for All leader.</p> <p>Action planning of Achievement for All Leader will oversee impact of interventions and monitor the progress of higher attaining children eligible for PP.</p> <p>We will engage with parents and pupils before SATs booster classes begin, to address any concerns or questions about the additional sessions.</p>	<p>Achievement for All Leader</p> <p>Upper School Teaching and Learning Leader</p>	
C: Emotional literacy and resilience of PP children	<ul style="list-style-type: none"> <li>• <b>Children who are identified using</b></li> </ul>	EFF toolkit suggests that Nurture and ELSA Provisions that focus on character-related	Nurture Provision has been judged to have a positive impact on pupil	Nurture Group	

will be addressed	<p><b>Boxall Profile will receive Nurture Group provision</b></p> <ul style="list-style-type: none"> <li>• <b>SENCO to receive 'Thrive' training</b></li> <li>• <b>Identified children will be supported by a part time ELSA</b></li> <li>• <b>Primary Behaviour Service will deliver staff training on 'Growth Mindsets'</b></li> <li>• <b>The profile of 'Behaviour for Learning' skills will be addressed by SLT, using a whole school reward approach.</b></li> <li>• <b>On entry to year 3, children will take part in a 'Friends for Life' programme.</b></li> </ul>	<p>outcomes as well as attainment outcomes may be particularly important for children from disadvantaged backgrounds.</p> <p>Primary Behaviour Service will deliver staff training on 'Growth Mindset'. The EEF toolkit suggests that Meta-cognition and Self-regulation approaches or 'learning to learn' have consistently high levels of impact, with pupils making an average of eight months' additional progress.</p>	<p>behaviours. Boxall profiles will indicate impact.</p> <p>Pupil Premium lead will analyse the impact of interventions, monitoring them throughout the year.</p> <p>'Behaviour for Learning displays and approaches to be implemented and monitored by SLT.</p> <p>SENCO to deliver staff meeting to train staff to use 'Friends for Life' and monitor its implementation, progress and impact.</p>	<p>Pupil Premium Lead</p> <p>SENCO</p>	
D: Increased attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> <li>• <b>Parent Support Advisor to monitor the attendance of children eligible for PP and work with families to reduce absences</b></li> <li>• <b>Increase the capacity of the attendance officer</b></li> </ul>	<p>Attainment of PP children cannot be improved if they are not attending school. Absences are investigated initially by office staff, sending out clear guidelines and procedures. The Parent Support Advisor monitors PP children's absences, working with families to improve their attendance.</p>	<p>Parent Support Advisor and Pupil Premium Lead to collaborate to review attendance and the impact on attainment of children eligible for PP</p> <p>Increase the capacity of the attendance officer</p>	<p>Parent Support Advisor</p> <p>Pupil Premium Lead</p>	
<b>Total budgeted cost</b>					109733

6. Review of expenditure				
Previous Academic Year		2015-16		
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

<p><b>Key Priority 1 –</b> Outcomes for pupils – including disadvantaged, the most able and disabled pupils and those with SEN.</p>	<p>Raise attainment and achievement across the school for pupil premium pupils and sustain this over time.</p>	<p>Policy will be ratified and in place Network of Heads / teachers in place. Teachers aware of who PP are in class, aware of individual needs. PP register up to date. CTs to use targeted teaching time with record keeping in place.</p>	<p>Continued use of termly provision map to track progress of children eligible for Pupil Premium</p> <p>Liaise with Parent Support Advisor to monitor attendance and look for trends with progress.</p>	<p>£59690</p>
<p><b>Key Priority 2 –</b> Effectiveness of Leadership and Management</p>	<p>Achievement for all Leader - have the capacity to drive ambition for the school enabling children to be the 'Best that they can be'.</p>	<p>Network in place. Regular attendance of meetings.</p> <p>Staff using planning / intervention effectively</p> <p>CTs aware of PP pupils and obvious on planning / books</p>	<p>Monitor the progress of Pupil Premium children who have summer births and look for trends with progress.</p> <p>Monitor / evaluate PP provision and targeted teaching.</p> <p>Consider using PP case studies to track progress / attendance.</p>	<p>£9900</p>
<p><b>Key Priority 3 –</b> Personal development behaviour and welfare</p>	<p>Further develop BfL to improve achievement. Widen awareness of safety within the whole school community. Introduce Growth mindset / building learning power</p>	<p>Clear BfL ethos in place throughout whole school</p> <p>Implement ideas / ethos</p> <p>Chn to become more independent, resilient learners</p>		<p>£36400</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)