

# Pupil premium strategy statement (primary)

1. Summary information					
School	Netley Abbey Junior School				
Academic Year	2017-18	Total PP budget	£91, 200	Date of most recent PP Review	Sept 2017
Total number of pupils	322	Number of pupils eligible for PP	76	Date for next internal review of this strategy	January 2018

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	67%	73%
% making progress in reading	78%	82%
% making progress in writing	83%	94%
% making progress in maths	72%	80%

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	Pupils eligible for PP 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	2017-18				
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? £92, 768
A: Improve oral language skills and vocabulary for pupils eligible for PP	<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>English lead to attend 'World of Words' vocabulary course</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> <li>• <b>High quality text with enriched vocabulary to be collated for every year group</b></li> </ul>	<p>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> <p>At KS1, children eligible for Pupil Premium achieved below those not eligible in reading and writing. Catch up and accelerated progress needed.</p>	<p>Ensure all year groups have designated Targeted Teaching time. Staff training will support a clear focus for the sessions.</p> <p>English lead to monitor No-Nonsense spelling sessions throughout the school to ensure high quality teaching.</p> <p>English lead to feedback knowledge to all staff and monitor its use in class.</p> <p>SENDCO to monitor implementation and impact of Lego Therapy and SLSA sessions.</p> <p>SLT to focus on the use of vocabulary during observations and how pupils eligible for Pupil Premium are supported to further their oral language skills and vocabulary.</p>	<p>Pupil Premium Lead</p> <p>English Lead</p> <p>English Lead</p> <p>SENDCO/LSA</p> <p>SLT</p>	<p>January 2018</p> <p>£22, 205</p>
B: High ability children eligible for PP will achieve higher rates of progress across KS2	<ul style="list-style-type: none"> <li>• <b>Pupil Premium Leader 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> <li>• <b>Specific extra-curricular activities to run throughout the year specifically aimed at</b></li> </ul>	<p>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>	<p>Timetabled release for Pupil Premium Leader.</p> <p>Action planning of Pupil Premium 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>	<p>November 2017</p> <p>£4900</p>

	<b>higher attaining pupils eligible for pupil premium to develop their deeper thinking skills (eg. Philosophy Club, Media Club, 'Let's Think in English')</b>		Lead for higher achieving children to use pupil voice to monitor the impact of Saturday Morning Challenge and other extra-curricular activities		
C: Emotional literacy and resilience of PP children will be addressed	<ul style="list-style-type: none"> <li>• <b>Children who are identified using Boxall Profile will receive Nurture Group provision</b></li> <li>• <b>SENCO to train staff to deliver 'Thrive' assessment for all pupils</b></li> <li>• <b>Identified children will be supported by a part time ELSA</b></li> <li>• <b>Growth Mindset 'Class Dojo' extra-curricular provision</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>EFF toolkit suggests that Nurture and ELSA Provisions that focus on character-related outcomes as well as attainment outcomes may be particularly important for children from disadvantaged backgrounds.</p> <p>The school will continue to focus on the ethos surrounding 'a 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. They also summarised that FSM-eligible pupils who were involved in the professional development intervention gained a better understanding of the malleability of intelligence.</p>	<p>Nurture Provision has been judged to have a positive impact on pupil behaviours. Boxall profiles will indicate impact.</p> <p>Pupil Premium lead will analyse the impact of interventions, monitoring them throughout the year.</p> <p>Pupil premium lead to invite pupils individually and use pupil voice to monitor impact.</p> <p>'Behaviour for Learning displays and approaches to be implemented and monitored by SLT.</p> <p>SENCO to ensure the 'Friends for Life' programme is continued in year 3 and monitor its implementation, progress and impact.</p>	<p>Nurture Staff/ SENDCO</p> <p>Pupil Premium Lead</p> <p>Pupil Premium Lead</p> <p>SLT</p> <p>SENDCO</p>	<p>January 2017</p> <p>£53, 791</p>
D: Increased attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> <li>• <b>Home School Liaison Link 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. HSLL to monitor PP children's absences, working with families to improve their attendance.</p>	<p>HSLL 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>RB</p> <p>Pupil Premium Lead</p>	<p>January 2017</p> <p>£11, 872</p>
<b>Total budgeted cost</b>					

## 6. Review of expenditure

Previous Academic Year

2016-17

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>A: Improve oral language skills and vocabulary for pupils eligible for PP in year 3</p>	<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>	<p>The majority of year 3 pupils eligible for pupil premium made expected progress in reading and writing (87% Reading, 93% Writing).</p> <p>All classes used designated Targeted Teaching time to teach core skills, filling gaps and extending learning where needed. Staff training allowed us to set smart targets to ensure teaching was focused.</p> <p>INSET training (Jan 2017) supported high impact targeted teaching sessions.</p> <p>No-Nonsense spelling sessions throughout the school took place regularly to ensure high quality teaching.</p> <p>Speech and Language assessment programme purchased and used to screen all Pupil Premium children. Feedback was given to class teachers with strategies provided. Opportunity for small group-work sessions was provided and progress tracked.</p> <p>Children are responding positively with increased confidence in class following their Lego Therapy sessions. Children have improved their positional language and are more confident to speak aloud in class, as well as improving focus and concentration skills.</p> <p>Guided reading resources were purchased to ensure exposure to higher-order vocabulary.</p>	<p>The most effective teaching practices will be used throughout a year group to ensure targeted teaching has the most impact.</p> <p>Continue to monitor targeted teaching planning and sessions</p> <p>English lead to monitor effectiveness of No-Nonsense Spelling programme</p>	<p>£33,042</p>

<p>B: High ability children eligible for PP will achieve higher rates of progress across KS2</p>	<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>	<p>Timetabled release time for Pupil Premium Leader.</p> <p>SENCO and DHT monitored impact of interventions and the progress of higher attaining children eligible for PP. These children all had targeted teaching for identified subject areas.</p> <p>LINK and SATs information evening allowed high engagement with parents to address any concerns or questions about the additional sessions.</p> <p>All children eligible for pupil premium took part in additional booster sessions during or after school.</p> <p>SLT released to review impact and hold progress review meetings every term with teaching staff</p>	<p>Monitor and collate this as part of Higher Attainers register</p> <p>Engage parents with reading using HSLL</p> <p>Invite PP parents directly using HSLL as a liaison</p> <p>Continue to run sessions in school time for those who cannot attend after school.</p>	<p>£9, 455</p>
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<p>C: Emotional literacy and resilience of PP children will be addressed</p>	<ul style="list-style-type: none"> <li>• <b>Children who are identified using Boxall Profile will receive Nurture Group provision</b></li> <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>Children have successfully transitioned back to class following nurture provision intervention. Progress is tracked through Boxall Profiles and has shown progress for all children.</p> <p>Interventions were monitored for impact by the SENCO and DHT and changes made to ensure greater impact.</p> <p>SENCO trailed ‘Thrive’ approach with one year group successfully.</p> <p>‘Behaviour for Learning’ and ‘Growth Mindset’ approaches showed greater resilience and independence during lessons.</p> <p>SENCO trained staff to use ‘Friends for Life’ programme and monitored its implementation, progress and impact.</p> <p>Lunchtime Play Leader appointed to offer structured activities for children, which equipped them with improved teamwork and social skills, thus supporting harmonious relationships at lunchtimes and in the classroom.</p> <p>Continued additional hours for SENDCO to fulfil a full-time role</p>	<p>Breakfast Club introduced for post-nurture group children and will enable them to experience further success.</p> <p>Continue to monitor PP and SEN intervention impact on the same spreadsheet for cross analysis.</p> <p>This will be extended to assess the whole school and address needs.</p> <p>Skyscraper whole school rewards to continue with a greater focus each week. Values to continue each fortnight, repeating the themes from last year in order to embed them further.</p> <p>‘Friends for Life’ to be repeated each year during year 3 to introduce the ideas surrounding a Growth Mindset.</p> <p>Play Leader to continue running these activities at lunchtimes.</p>	<p>£52, 195</p>
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<p>D: Increased attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>• <b>Parent Support Advisor (PSA) 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>PSA 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>HSL to continue this further to track and support parents where needed.</p>	<p>£10, 961</p>
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## 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)