



Skegby Junior Academy

Pupil premium strategy statement:

2018-19

1. Summary information					
School	Skegby Junior Academy				
Academic Year	2018/19	Total PP budget	£110,880	Date of most recent PP Review	Oct 2018
Total number of pupils	174	Number of pupils eligible for PP	84 (48.3%)	Date for next internal review of this strategy	July 2019
2. Current attainment (2017 out-turn results)					
Year 6	<i>Pupils eligible for PP (your school)</i>		<i>All pupils (your school)</i>		
% achieving in reading, writing and maths	41%		51%		
% achieving age related standards in reading	55%		62%		
% achieving age related standards in writing	55%		64%		
% achieving age related standards in maths	55%		64%		
progress in reading	-0.3				
progress in writing	0.5				
progress in maths	-1.4				
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Oral language skills in year 3 are low. Not all children have reached the required standard in phonics at KS1 and this slows reading progress in subsequent years.				

B.	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension at a higher order being challenging.	
C.	Poor comprehension skills / reasoning impact on mathematical understanding and attainment	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupils dietary, health and social + emotional welfare needs are not always met	
E.	Attendance is low for certain pupils	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	1. Improve oral language skills 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 expected or better progress.
	2. Phonological awareness improves Reading / Writing attainment and progress in Year 3.	All Year 3 children eligible for PP will meet the required standard for phonics. All Year 3 children eligible for PP will make expected or better progress in reading and writing.
	3. Attainment in RW across all KS2 improves. Progress across the KS is good or better than good.	% of pupils achieving ARS increases. Pupil make expected or better than expected progress
B.	Pupils develop a wide vocabulary and language skills which are reflected in their RW	End of Year KS results for reading /writing in KS2 improve. Internal tracking data for RW shows good or better than good progress.
C.	Improved comprehension skills and reasoning in maths.	End of Year KS results for maths in KS2 improve. Internal tracking data for M shows good or better than good progress.
D.	Pupils' health, dietary and social+ emotional needs are addressed.	Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc) Pupils are more emotionally prepared for learning- progress is made and needs met
E.	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.

5. Planned expenditure					
Academic year	2018-19				
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.					
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 Review	Costing :
A:1 Improve oral language skills for pupils eligible for PP in Year 3.	Provide learning areas for small group work and 1-1 support with TAs.	KS1 data shows around 30% of children are operating at KS1 or EYFS. The learning environment and curriculum needs changing/adapting to accommodate the needs of these pupils.	Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA	PM HN Half termly	£6,016
A:2 Phonological awareness improves Reading / Writing attainment and progress in Year 3.	TA to carry out a range of phonic interventions across Y3 (2 x 15 mins sessions daily).	Number of pupils in Y3 not passed Phonics screen.	Half termly screening. Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA	PM HN Every half term, in line with screening.	£1,518
A3 Attainment in RW across KS2 improves Progress across the KS is good or better than good.	Teachers and TAs carry out intervention groups targeting RW. TAs support pupils with R W interventions in 1:1 and group work.	Significant number of pupils below ARS in R and W. Internal tracking analysis shows number of pupils need to develop skills in writing. Specific needs identified for number of pupils.	Tracking pupil progress Data Monitoring intervention groups SLT action plan for Y4 boys' writing.	PM SD HN Every half term, in line with data drops.	£8,557
Total budgeted cost					£16,091

<p>B. Pupils develop a wide vocabulary and language skills which are reflected in their RW.</p>	<p>Wide variety of enrichment opportunities and first hand experiences planned throughout the curriculum across all year groups.</p> <p>Subsidising the cost of school visits to widen the experiences and aspirations of all pupils.</p> <p>Weekly 90 mins session of Forest Schools providing children with the opportunity to learn key life skills and real life experiences to use in their writing.</p> <p>Wide range of play opportunities at lunch, role play, games etc.</p>	<p>Many pupils lack first hand experiences. Many pupils have not travelled beyond the locality or accessed cultural/sporting opportunities.</p> <p>Widen vocabulary and enhance reading and writing through understanding a range of different experiences and contexts</p> <p>Broaden and enriches pupils' experiences and vocabulary.</p> <p>Enrichment and Employability strand developed throughout KS2</p>	<p>100% of all PP pupils attend trips throughout the year beyond the locality</p> <p>All pupils have the opportunity to attend a residential.</p>	<p>SLT to monitor external opportunities in each Yr. QA by PM.</p>	<p>£22,590</p>
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Total budgeted cost					£22,590
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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	Costs
<p>B. Pupils develop a wide vocabulary and language skills which are reflected in their RW – Y5 and Y6.</p>	<p>SENCO to deliver weekly interventions in Y5 reading and writing.</p> <p>Part time teacher employed to work with small groups in Y6.</p>	<p>Attainment shows a significant number of pupils are below ARS in reading and writing. Internal tracking shows progress last academic year was below expected in reading and writing.</p>	<p>End of Year results for reading and writing in Y5/6 improve. Internal tracking data for Y5/6 reading and writing shows good or better than good progress.</p> <p>Intervention groups run by SENCO-monitored by SLT for impact and effectiveness.</p> <p>Small groups led by part time Y6 teacher and monitored by SLT for impact and effectiveness.</p>	<p>Y6 teachers SENCO QA by SLT</p>	<p>£12,216</p>

<p>C. Improved comprehension skills and reasoning in maths.</p>	<p>SENCO to deliver weekly interventions in Y5 maths.</p>	<p>Attainment shows a significant number of pupils are below ARS in maths. Internal tracking shows progress last academic year was below expected in reading and writing.</p>	<p>End of Year results for maths in Y5 improve. Internal tracking data for Y5 Maths shows good or better than good progress. Intervention groups run by SENCO-monitored by SLT for impact and effectiveness.</p>	<p>SENCO QA by SLT</p>	<p>£788</p>
<p>C. Improved comprehension skills and reasoning in maths.</p>	<p>Teachers and TAs carry out intervention groups targeting maths. TAs support pupils with M interventions in 1:1 and group work. Part time teacher employed to work with small groups in Y6. SLT Y5 maths intervention</p>	<p>Significant number of pupils below ARS in maths, especially girls. Internal tracking analysis shows number of pupils need to develop language of reasoning and comprehension/ problem solving Specific needs identified for number of pupils.</p>	<p>End of Year results for maths in KS2 improve. Internal tracking data for Maths shows good or better than good progress. Intervention groups run by experienced Teacher and TAs-monitored by SLT for impact and effectiveness.</p>	<p>SLT QA by PM</p>	<p>£16,878</p>
<p>C. Improved progress for high attaining Y6 pupils in maths.</p>	<p>Weekly small group sessions in maths for high-attaining pupils with experienced teachers and TAs, in addition to standard lessons. SATs boosters.</p>	<p>Provide extra support to maintain high attainment for groups of pupils.</p>	<p>Gap analysis from tests used to plan groups. Impact overseen by SLT.</p>	<p>SLT QA by PM</p>	<p>£3,000</p>
<p>C. Improved progress for Y6 girls in maths.</p>	<p>Weekly small group sessions in maths for high-attaining pupils with experienced teachers and TAs, in addition to standard lessons. SATs boosters.</p>	<p>Provide extra support to increase attainment for groups of girls.</p>	<p>SLT to analyse data and write action plan. Internal tracking data for Maths shows good or better than good progress. Intervention groups run by experienced Teacher and TAs-monitored by SLT for impact and effectiveness.</p>	<p>SLT QA by PM</p>	<p>£6,000</p>

A3. Attainment in R across all KS2 improves. Progress across the KS is good or better than good.	Daily 1:1 or small group sessions in reading /inference with TA in addition to existing sessions.	Internal tracking data shows many pupils are below ARE in reading –opportunities for reading often lacking at home. Plan to provide additional support to ensure gaps filled. Children targeted for lunchtime reading club.	1:1/small group provision monitored. Internal tracking data to show accelerated progress in reading with % of pupils at ARE increasing.	SLT QA by PM	£7,118
Total budgeted cost					£46,000

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?
E. Pupils attendance and behaviour improves to maintain progress and attainment	Part time (2.5 days) non-teaching SENCO employed. Role to include the support of pupils with behaviour issues -	Poor attendance impacts on attainment and progress. Pupils value support and consistent approach to challenging absence.	SLT to monitor behaviour weekly. Behaviour of individuals improves. Attendance of individuals improves	SLT	£8,660
D. Pupils' health, dietary and social+ emotional needs are addressed.	Individual pupils referred to subsidised breakfast club, providing extra assistance to track and monitor attendance and identify pupils in need for targeted support. Programme of attendance incentives and rewards.	Poor behaviour impacts on behaviour and progress. Pupils in need of targeted and early behaviour in conjunction with families. Lack of reading and homework support at home. Low confidence and poor social skills leading to children not able to interact appropriately with others.	Monitor data showing improvements in attainment and progress. Offer sessions during 1-1 meetings with parents.	SLT QA by PM	£10,511
D. Pupils' health, dietary and social+ emotional needs are addressed.	Part time (2.5 days) non-teaching SENCO employed. Role to include the support of individual and groups of pupils, parents and families. Support given to access Early Help/School Nurse/ signposting to other agencies. Timetabled to provide targeted /counselling support for pupils. Provides workshops for families/adult learning- various themes (TA to coordinate).	High % of pupils who need emotional and social support due to family circumstances and personal issues. Pupils are more emotionally prepared for learning- needs are met Behaviour and learning behaviour improves as well as attendance.	Line managed by SLT – monitoring of internal tracking data – progress targeted pupils. Class teacher liaison. Programme of events to involve families – uptake and exit surveys. Numbers of families supported by School Nurse/ referrals to Early Help.	SLT QA by PM	£7275
Total budgeted cost					£8,660
TOTAL					£111,556
Total budgeted cost					£18,215

