**Limpsfield Junior School Pupil Premium Strategy 2016-17**

***Reviewed September 2017***

The Government believes that Pupil Premium is the best way to address the current underlying inequalities between children eligible for frees school meals (FSM) and children who are not. It is also used to support pupils who have been adopted, who are ‘looked after’ or who have parents in the armed forces. At Limpsfield Junior School our strategy is to support pupils within their cohorts rather than create individual budgets for each child. We feel that this strategy significantly enhances our capacity to support children with barriers to their learning.

**Our Key Objectives:**

* **To increase the attendance of FSM pupils with a particular focus on those below 90% and classed as persistent absence**
* **To increase the number of pupils achieving an Expected Standard or higher in reading, writing and maths, at the end of key stage 2, so that the school is at least in line with other\* pupils nationally**
* **To ensure the early identification and appropriate provision for children at risk of not achieving a key stage 2 outcome in line with their key stage 1 outcome**
* **Improving the quality of teaching for all pupils**
* **Identifying and supporting pupils to overcome barriers to learning with a particular focus on those who are disadvantaged and those who have multiple barriers to learning**
* **Ensuring that disadvantaged pupils are provided with meaningful learning experiences that allow them to fully engage with the curriculum, including school trips and residential**

\*other- children who do not receive free school meals

**The Pupil Premium budget for the 2016/2017 financial year was £135,540**

**The funding was used to provide the following additional support for disadvantaged pupils.**

* Provided targeted support from teaching assistants and teachers including a focus on the development of reading
* Provide speech and language support from a designated teaching assistant
* Provide a range of intervention programmes to accelerate progress based upon pupil needs
* After school tuition groups for target pupils
* Purchase resources for tuition groups
* Fund lunchtime and after school activities to support social and emotional well being
* Part fund a bilingual teaching assistant to support pupils and families
* Part fund a lunchtime play leader to ensure that children are provided with purposeful and active lunchtimes
* Part fund a locality based attendance officer to support good attendance
* Part fund a school based attendance team to support good attendance
* Provide financial support for trips and residential visits
* Provide wider opportunities for pupils to take part in sporting, art and musical activities to support an enriched curriculum
* Additional clinical phycologist time to support pupils and families with complex needs

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| **PUPIL PREMIUM ACTION PLAN 2016-17** | | | | | | |
| **Key Priority:**  **1. To diminish the difference in outcomes between disadvantaged pupils and other pupils within the school and nationally in all areas- with a particular focus on core subjects.**  **2. To ensure that disadvantaged pupils are ready for the next stage of their education and have the best life chances.** | | | **Lead people accountable for the plan:**  **Governors**  **Martin Moss (HT)**  **Vicki Grayson (DHT)**  **Lynne Rowe (School Manager)** | | | **Finance- The pupil premium forecasted income for the 2016-2017 financial year is:**  **£135540**  **The percentage of the school population recognised as disadvantaged for this academic year is:**  **45%** |
| **Barriers to Learning** | * Low self esteem * Motivation to learn (positive learning behaviours) * Low attendance * Multiple vulnerabilities including SEND, EAL, New Arrivals * Parental engagement with school to support learning * Parents financial ability to access the wider curriculum * The wide range of ability levels within classrooms and across school | | | | | |
| **Success Criteria** | | **Action** | | **Estimated Cost** | ***Review September 2017*** | |
| Progress for identified pupils will accelerate as a result of improved self-perceptions, attitude to learning and robust social and emotional support structures | | * Employment of a school Inclusion Teaching Assistant with the intention of developing the role to Learning Mentor * Training of the Inclusion Teaching Assistant to deliver targeted intervention programmes for identified pupils- a particular focus on SEMH * Resources for the delivery of effective intervention programmes | | **£8,121**  **£500**  **£300** | ***School Inclusion TA role embedded in school across 2016/2017 academic year. Successfully employed as a Learning Mentor in July 2017***  ***Training with educational psychologist to deliver friends intervention. Further training in Lego Therapy***  ***Resources purchased including the development of a sensory room***  ***Impact monitored through review of pupil premium outcomes document and pupil progress action plans and monitoring*** | |
| Progress for identified pupil will accelerate as a result of improved self-perceptions and attitude to learning | | * Use of Educational Psychologist to model and deliver the Friends for Life programme alongside school staff | | **£1,000** | ***Friends for life training delivered with LM and SENCo***  ***Target group of children successfully completed the programme***  ***Learning Mentor is now accredited to deliver programme.***  ***Impact evident through progress made by individual pupils- particular focus on vulnerable pupils in Y6*** | |
| The gap to national will diminish for identified Y6 pupils as a result of targeted teaching | | * The Y6 cohort of 60 pupils will be split into 3 classes of 20 pupils each to support targeted teaching and learning * Targeted Y6 pupils will attend after school booster groups | | **£23,197**  **£2,850** | ***Internal and external quality assurance has identified the impact of this model.***  ***Booster groups effectively targeted identified pupils supporting an increase at expected standard at the end of Y6***  ***Impact evident through the Y6 outcomes*** | |
| The gap to national will diminish for identified Y5 pupils as a result of targeted teaching | | * Targeted Y5 pupils will attend after school booster groups | | **£475** | ***Booster groups used during the second half of the academic year***  ***Impact evident on pupil progress meeting action plans and improved attitudes to learning*** | |
| Identified SEND barriers to learning for disadvantaged pupils will be diminished as a result of appropriate support | | * Part funding of a Speech and Language Teaching Assistant * Part funding of the Teaching Assistant team across school to deliver in class and targeted support | | **£3,931**  **£42,606** | ***Development of a specialist Speech and Language TA with external validation of quality of provision***  ***Impact for identified pupils through intervention progress***  ***Some changes in Teaching Assistant team requiring training and support. Model of support focussed on ensuring gaps don’t widen for identified pupils (narrowing the gaps) as well as specialist provision (dyslexia, reading etc.)***  ***Provision maps outline support for identified pupils***  ***Successful development of pre-teaching during the summer term.***  ***Impact measured through pupil progress meeting action plans, intervention tracking and quality assurance*** | |
| The EAL/New Arrivals barriers for learning for disadvantaged pupils will be diminished as a result of appropriate support | | * The part funding of Bi-lingual Teaching Assistants to support pupils and families- a particular focus is on supporting the disadvantaged Roma community through the employment of a specific Bi-lingual Teaching Assistant * The part funding of a Teaching Assistant to deliver Wave 3 support for disadvantaged pupils who are new to English and have limited experience of formal education | | **£15,780**  **£3931** | ***Employment of Roma BI-Lingual TA, resigned April 2017 which the school was unable to replace***  ***Support provided from local MAT through the use of a member of their staff***  ***Specialist TA in place to provide support, external validation of the quality of provision***  ***Impact evident through academic and pastoral outcomes*** | |
| The attendance gap for disadvantaged pupils will diminish as a result of effective attendance support | | * The part funding of the school based attendance team to track and identify target pupils * The part funding of a locality based attendance officer to engage with outreach work with families * The use of prizes and incentives to support improved attendance | | **£10,584**  **£3,000**  **£400** | ***School based team includes a member of the office staff, an identified lead and the Learning Mentor***  ***Attendance tracking is very thorough including persistent absence***  ***Locality based attendance officer ensures school is able to safeguard children, support parents/carers and provides a broader understanding of family needs***  ***Incentives and prizes used through whole school strategy to target improved attendance***  ***Impact evident in 2016/2017 attendance report*** | |
| Parents will be better placed to support their children through bespoke support for themselves and their children | | * The part funding of a HLTA to regularly meet with identified parents/carers and provide them with resources and advice so that they can support home learning- including parents/carers of identified HA disadvantaged pupils * The part funding of a HLTA to mentor and support identified pupils in close liaison with the class teacher | | **£8,453**  **£6,100** | ***Support based on early identification of pupils at KS1 achieving EXS pupils at risk of not achieving EXS at KS2***  ***Support provided by experienced HLTA to a target group in Y3/4***  ***High level of engagement from parents/carers***  ***Impact evident through Pupil Progress Action Plans*** | |
| Learning Behaviours for disadvantaged pupils will improve as a result of Play Based Therapy interventions | | * Identified staff will be trained in and deliver Lego based therapy intervention * Purchasing of resources for intervention | | **£200**  **£100** | ***Learning Mentor trained in Lego therapy. Resources purchased. Embedded as an intervention to support identified pupils.***  ***Impact evident in engagement of identified pupils with school*** | |
| Disadvantaged pupils will be better prepared for learning as a result of a structured provision at lunchtime | | * The part funding of a lunchtime play leader to co-ordinate purposeful and active lunchtime provision * The part funding of Teaching Assistants to cover lunchtimes to support a structured provision which results in positive learning behaviours * The training and delivery of structured lunchtime provision by Y6 pupils for younger pupils * The part purchasing of equipment for lunchtimes * The funding of a lunchtime cooking club * The funding of a lunchtime recorder club | | **£4,050**  **£2,850**  **£100**  **£500**  **£100**  **£50** | ***Children more actively engaged at lunchtimes with a variety of activities on offer.***  ***Teaching assistant cover at lunchtimes has resulted in improved learning behaviours due to better conflict resolution.***  ***Y6 play leaders supported Y6 pupil development and improved lunchtime experience for Y3/Y4.***  ***Lunchtime equipment was purchased.***  ***Lunchtime cooking club moved during Spring 1 to after school.***  ***Recorder club in place supporting pupil’s interest in music.***  ***Impact evident in positive, active play at lunchtimes***  ***Tracked through behaviour reports and through quality assurance*** | |
| Disadvantaged pupils will develop self-esteem, social skills and empathy for others as a result of targeted after school provision | | * The funding of an after school cooking club aimed at developing self-esteem and life skills * The funding of a Water Aid after school club aimed at developing empathy for others * The funding and support of a school based scout troop | | **£100**  **£100**  **£400** | ***Very popular clubs. After school cooking club has put on a number of staff meals and water aid club raised money for charity.***  ***Impact is evident through improved self-esteem and development of life skills*** | |
| Disadvantaged pupils will have full access to all areas of the curriculum and wider opportunities | | * School trips, residential and extra activities are evaluated for cost implication to parents/carers and funding support provided where identified | | **£1,500** | ***Funding was used to support a variety of trips, visitors and experiences across all four year groups. Financial support was also provided to children attending the Y5 and Y6 residential***  ***This has impacted on children’s ability to make sense of the broader curriculum by providing real experiences*** | |
| Reading outcomes for disadvantaged pupils will improve as a result of more pupils reading for pleasure | | * Purchasing of appropriate texts led by need and by pupil choices * Purchasing of reading prizes for specific reading interventions | | **£1,000**  **£200** | ***Reading books were purchased across school.***  ***Reading prizes were purchased to support reading interventions***  ***Impact evident through a narrowing of the gap in regards to pupil outcomes*** | |
|  | |  | | **Total £142,478** |  | |