

1. Summary information

School	Stamshaw Junior School				
Academic Year	2019/20	Total PP budget	£ 135,960	Date of most recent PP Review	September 2019
Total number of pupils	204	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Feb. 2019

We have high aspirations and ambitions for our children, we believe that there are no limits to what our children can achieve, and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge; alongside your dedication and commitment to learning that make the difference between success and failure. At Stamshaw Junior, we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto "Be kind. Do Your Best. Achieve Together." reflects our high expectations of the whole school community. The school is located in an area of high social deprivation and we have a high percentage of pupils eligible for pupil premium, which brings some complex challenges. Staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe that no "one size fits all" so it is essential that we are identifying individual barriers in order to provide personalised, targeted support so that our pupils can flourish.

2. Current attainment End of KS2 2018.2019 (last year's cohort)

	<i>Disadvantaged Pupils (28 pupils)</i>	<i>National Average (All)</i>
% working at ARE or above in reading, writing and maths	21.4% (6 pupils)	64.8%
% working at ARE in reading	35.7% (10 pupils)	73.1%
% working at GDS in reading	10.7% (3 pupils)	26.9%
% working at ARE in writing	35.7% (10 pupils)	78.4%
% working at GDS in writing	0	20.1%
% working at ARE in maths	42.9% (12 pupils)	78.6%
% working at GDS in maths	0	

Progress rate in Reading	-4.74 (-4.79)	0
Progress rate in Writing	-7.37 (-7.83)	0
Progress rate in Maths	-6.06 (-5.45)	0

Attendance data		
2018-2019	<i>Disadvantaged Pupils</i>	<i>Whole School</i>
Attendance	93.75	94.8

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.	The number of pupils with social, cultural and emotional barriers to their learning
B.	Ensuring teaching consistency ensures accelerated progress for all pupil premium pupils
C.	High level of PP pupils with speech and language requirements
D.	High percentage of SEND and underachieving PP pupils with a range of complex needs
E.	
F.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Compared to IMD scores at National Lower Super Output Area Level, Stamshaw Junior School's level of deprivation ranks between 20-30% most deprived neighbourhoods in the country
B.	Although work on attendance has had some success, this is an ongoing barrier that we need to continue to focus on
C.	Some poor parental engagement in their children's learning
D.	Current reputation of the school within the city is low
E.	
F.	
G.	

4. Desired outcomes 2019.2020

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All teaching to be good or better in whole class teaching and interventions, and assessment is used by staff to target and close the gap	<ul style="list-style-type: none"> • All teaching and interventions are recorded as good or better in triangulated learning walks • Attainment of pupil premium pupils is closer to national at the end of KS2 • Gaps in attainment between pupil premium and non-pupil premium (National) pupils are narrowed or closed • There is an increased percentage of pupil premium pupils working above national standard (GDS)
B.	To improve outcomes for pupil premium pupils by the end of KS2 in Reading, Writing & Maths.	<ul style="list-style-type: none"> • Diminish the difference from 42% in R,W & M for Pupil premium pupils compared to National Other • Diminish the difference from 36% in Reading for Pupil premium pupils compared to National Other • Diminish the difference from 41% in Writing for Pupil premium pupils compared to National Other • Diminish the difference from 34% in Maths for Pupil premium pupils compared to National Other
C.	Improved monitoring and targeting of pupil premium pupils for attendance	<ul style="list-style-type: none"> • Attendance of pupil premium pupils is in line with or better than national benchmarks • There is a reduction in persistent absentees
D.	There is effective support in place to support pupils' social, emotional and mental health needs	<ul style="list-style-type: none"> • Pastoral care and provision maps reflect the support in place to meet the pupils' identified needs • Monitoring and tracking shows impact of support • Behaviour and exclusion data show impact of effective pastoral care
E.	There is effective support in place to support pupils' speech and language needs	<ul style="list-style-type: none"> • Improved support and provision for speech and language needs • Monitoring and tracking shows impact of support • Language development is evident in the pupils' conversation and books
F.	Increased parental engagement for disadvantaged pupils	<ul style="list-style-type: none"> • Evidence of parents engaging more effectively with learning and as a result, the targeted pupils make good progress • Increased attendance of parents at parents' evening; curriculum events/ workshops
G.	Improve the reputation of the school.	<ul style="list-style-type: none"> • Appointment of a new Headteacher, new senior leadership team and an established staff.

5. Planned expenditure

Academic year

2019/20

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	When will you review implementation?
All teaching to be good or better	Triangulated Learning walks by SLT & SMT	Research shows that within school variance can have a negative effective on progress, especially for disadvantaged pupils	<ul style="list-style-type: none"> • SLT quality assurance of triangulated judgements • Improving monitoring and evaluation • Regular informal learning walks, book looks, lesson visits, intervention visits • Head of Inclusion (HoI) reviews • Release time for Phase Leaders to support improved learning and teaching • Addressing in school variance through consistent implementation of practice and expectations • Ensuring quality first teaching addresses individual needs and feedback for growth • Planning addresses the gaps and high expectations • Close analysis of PP data to provide timely and effective interventions • Appraisal cycle for all staff • Implement Power Maths to develop the maths fluency, problem solving and reasoning • 	RJ/ SC NB/ JS	Termly at Pupil Progress Meetings
	Improve robustness of assessment data and the use of gap analysis to close the gaps	Previous Trust school evidence has shown that lesson study has been very effective in developing teachers' practice			Data analysis of target pupils across the school
	Leadership release time	EEF Feedback +8			Annual review of PPG spend
	Peer to Peer support within school; and beyond to other Trust schools where appropriate				
	Lesson study and Peer drop ins (summer term)				

<p>To improve outcomes for pupil premium pupils by the end of KS2 in Reading, Writing & Maths.</p>	<p>Effective first quality teaching (EPIC)</p> <p>Small group & 1 to 1 after school tuition</p> <p>SATS Support for Year 6</p>	<ul style="list-style-type: none"> • highly focused lesson design with sharp objectives • high demands of pupil involvement and engagement with their learning • high levels of interaction for all pupils • appropriate use of teacher questioning, modelling and explaining • an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups • an expectation that pupils will accept responsibility for their own learning and work independently • regular use of encouragement and authentic praise to engage and motivate pupils. <p>Evidence indicates that tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>NOTE: Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p> <p>Maximising learning time through after school and holiday provision EEF Extending school time +2</p>	<ul style="list-style-type: none"> • Improved termly data analysis of gaps • Book looks demonstrate the conferencing process • Timetabled sessions for additional groups • Learning time extended through boosters and Easter school • Development of maths and English skills through 1:1 and small group targeted support for core subjects 	<p>Termly at Pupil Progress Meetings</p> <p>Data analysis of target pupils</p> <p>Data analysis of KS2 data when released</p> <p>Annual review of PPG spend</p>
<p style="text-align: right;">Total budgeted cost</p>				<p>£ 21,658</p>

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?
To improve outcomes for pupil premium pupils by the end of KS2 in Reading, Writing & Maths.	Additional TAs so that each year group has additional adult support for targeted intervention	<p>Evidence suggests that TAs can have a positive impact on academic achievement.</p> <p>NOTE: However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.</p> <p>Maximising learning time through additional adult support to plug gaps</p> <p>All provision is recorded in one place and provides costed plans as required, especially for PP pupils</p> <p>Diminish the difference for pupils for all core subjects</p> <p>EEF small group tuition +4 EEF 1:1 tuition +5</p>	<ul style="list-style-type: none"> • SLT quality assurance of triangulated judgements • Improving monitoring and evaluation • Regular informal learning walks, book looks, lesson visits, intervention visits • Head of Inclusion (Hol) reviews • Appraisal cycle • Following pupil progress meetings, pupils are targeted to attend booster sessions at lunchtime and after school to accelerate progress in core subjects • Ongoing assessment and end of KS2 results 	SC	Termly at Pupil Progress Meetings
	Development of Provision Map Writer to track provision (3 yr subscription purchased with 18-19 PPG)				Data analysis of target pupils
Triangulated Learning walks for interventions	Data analysis of KS2 data when released				
To increase rates of progress and to close any gaps between pupils premium and non-pupil premium pupils	Annual review of PPG spend				
	EP time for CPD and tailored support for individuals	<p>High number of PP pupils present with complex needs</p> <p>EP runs assessments and ensures that the correct provision is in place</p>	<ul style="list-style-type: none"> • Identified and targeted EP intervention • CPD for TAs from EP regarding specific needs • Hol report 	SC	<p>Annual review of PPG spend</p> <p>Renewal of 3 year SLA</p>
	Marvellous Me app purchased and disseminated			RJ	Annual review of PPG spend

To increase engagement of parents in children's learning	Coffee mornings and surgeries for parents around curriculum areas and specific needs	Celebrating successes with parents encourages greater interaction between school and home	<ul style="list-style-type: none"> • The number of replies from parents on the Marvellous Me app • Increased attendance at parents' evening increases • Parents attend curriculum/ coffee morning sessions 		
	Set up a School Facebook account, increasing parental information	Targeting/ supporting parents has a greater impact on engagement of them and pupils			
There is effective support in place to support pupils' social, emotional and mental health needs	High quality pastoral support from pastoral team (HoI & ELSAs)	Clear identification and support for pupils with SEMH needs, especially for pupils with 'invisible' needs (such as developmental trauma)	<ul style="list-style-type: none"> • ELSA team developed to support in an increasing pastoral role • Targeted support identified and recorded on Provision Map writer • Purchase of Boxall Profile online to support identification of SEMH needs 	SC	Annual review of PPG spend Renewal of the SLA
	MABS SLA: To advise and support working with pupils with SEMH	Targeting/ supporting parents has a greater impact on engagement of them and pupils			
	CPoMS: Clear and concise record keeping for pupils and families with more complex needs	MABS has a proven track record in working with families and staff to support specific pupils and their families EEF Behaviour interventions +3			

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There is effective support in place to support pupils' speech and language needs	Use of Speech & Language software for assessment of language needs	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	<ul style="list-style-type: none"> Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: Targeted reading aloud and discussing books with young children; Explicitly extending pupils' spoken vocabulary; The use of structured questioning to develop reading comprehension <p>TAs trained to provide SaLT and language based interventions for targeted pupils</p>		<p>Termly Pupil progress meetings</p> <p>Annual review of PPG spend</p>
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Total budgeted cost £ 106,064

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?
To develop a love for reading across the school	Designated librarian time	Evidence of reading materials and library location identified the pupils needed access to a purposeful space and challenging high quality text; including reading and accessing a wider range of texts Many pupils do not have access to these reading material at home	<ul style="list-style-type: none"> Purchase and use of Junior Librarian to support the tracking of books Purchase of Bug Club for online: more pupils engaging with reading at home Reading text allocation by class teachers on Bug Club Relocation of library space Purchase of new texts Improved involvement with the Portsmouth School Library Service 	JS KP/ ME	Annual review of PPG spend
	Development of the library area				Data at termly Pupil Progress meetings
	Subscription to Bug Club for all pupils				Renewal of annual subscriptions

Breakfast club set up and developed	School to set up and run a Breakfast Club	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year	<ul style="list-style-type: none"> • Increased number of pupils attending for breakfast • Attendance monitored and improved for targeted pupils • Reduction in number of late marks for targeted pupils • Increased social interaction and development of pupils' social skills for targeted pupils 	RJ/ SC MB/ SB/ JD	Annual review of PPG spend Data at termly Pupil Progress meetings Attendance meetings
Improved monitoring and targeting of pupil premium pupils for attendance	Use of the SIMs manager to monitor the attendance of target groups	Impact of this role will be a year by year increase in attendance	<ul style="list-style-type: none"> • Continued contact from SIMS manager regarding attendance of pupils • Regular formal meetings monthly but ongoing informal conversation week by week • Attendance spreadsheet highlight PP eligible PP pupils 	SB	Annual review of PPG spend Data at termly Pupil Progress meetings Attendance meetings
	Identify incentives for supporting individual pupils with lower attendance rates (especially those who are persistent absentees)	Although there was a reduction in PA data for 18-19, this needs to improve to be more in line with National attendance data			
All pupils experience a range of high quality experiences both within and beyond the school day	Curriculum maps to include a range of educational trips/visitors	This helps the curriculum and learning come alive! The children learn more through first hand experiences.	<ul style="list-style-type: none"> • Questionnaires and feedback from pupils, staff and parents • Curriculum map to include a range of educational visitors and trips • Subsidised provision for targeted pupils 		Annual review of PPG spend Data at termly Pupil Progress meetings Attendance meetings
	Subsidised provision for targeted pupils- extended school provision, trips and residential trips	Children are able to see and do more around the local area, which enriches the curriculum and helps to develop cultural and community awareness			
		This aids writing, speaking and listening and extends children's imaginative thinking.			
Total budgeted cost					£ 13,700

Total PPG received	£ 135,960
Total PPG expenditure PPG remaining	£ 141,422 (£-5462)



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