

1. Summary information					
School	Chandag Junior School				
Academic Year	2018-19	Total PP budget	£23, 760	Date of most recent PP Review	September 2018
Total number of pupils	266	Number of pupils eligible for PP	14	Date for next internal review of this strategy	September 2019

2. Rationale	
<ul style="list-style-type: none"> • In order to address the challenge of ‘diminishing differences’ in achievement for socially disadvantaged pupils the school will publish on www.chandagjuniorschool.org.uk information specifying how we have used their Pupil Premium Grant. • All activities funded by the pupil premium grants are aimed at every area of the children’s development, and are targeted to accelerate progress over time, swiftly move children’s attainment to their age related expectation or beyond, and rapidly reduce the possibility of those children falling behind their peers. • We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are effectively assessed and addressed. • In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. • We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. • Pupil premium funding is allocated following a needs analysis which will identify priority year groups or individual children. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. • Our pupil premium cohort is made up of children with a range of attainment and needs therefore interventions will take account of this range. 	

3. Attainment at end of key stage 2018 (Y6)				
	All pupils	National Average	Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading, writing and maths	62%	64%	75% (non-SEN)	70% (non-SEN)
making progress in reading (based in inherited end of KS 1 data)	-1.75	0.03	-2.7	-1.7
making progress in writing (based in inherited end of KS 1 data)	-2.2	0.03	-4.6	-1.9
making progress in maths (based in inherited end of KS 1 data)	-3.1	0.03	-7.2	-2.6

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Greater numbers of pupils are entering Y3 with prior needs in speech and language needing support from SALT which includes some PP children.
B.	Some PP children have greater SEMH needs.
C.	Differences in attainment and progress for PP children in Maths, Reading, Writing and GPS is diminished within the Key Stage and by end of Key Stage 2 (unless additional needs contribute to inhibiting this).

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Regular reading support and engagement with this at home is not happening for a proportion of pupils affecting standards in literacy attainment and progress.
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2. Desired outcomes

	<i>Desired outcomes</i>	<i>Strategy and how they will be measured</i>	<i>Impact measure & outcome (see detail below) (RAG; R=not achieved, A=partially achieved, G=fully achieved)</i>
A.	Speech and language skills improve and are evident in reading progress, attainment and fluency and speaking in class.	Strategy: SLIP timetabled sessions following SLIP IEPs, Social Communication intervention groups led by SEN HLTA. Read, Write, Inc intervention put in place Measure: SLIP IEP reviews x3 year; HLTA report x6 year; data tracking	<i>Impact measure & outcome to be reviewed September 2019</i>
B.	PP children with SMEH will feel less anxious; will be more ready to learn through accessing differing support through intervention mechanisms and/or nurture sessions.	Strategy: Renewed practitioner licenses for THRIVE trained staff to better support SEMH needs; resources purchased to facilitate THRIVE strategies and activities including the online license and practitioner training annual costs. Measure: Thrive data reviews 6x year.	<i>Impact measure & outcome to be reviewed September 2019</i>

		<p>Strategy: Forest School sessions sourced for all Pods to have regular sessions every term – enhance physical and outdoor experiences, self-esteem and well-being enhanced; social skills developed.</p> <p>Measure: Rainbow scoring 3x year</p>	
C.	Progress and attainment data shows the differences diminishing in each year group and being eliminated by end of KS2 (unless additional needs contribute to inhibiting this) in Maths, Reading, Writing and GPS.	<p>Strategy: QfT in class practice; TA/Teacher led booster in class; additional three-way split in identified year group.</p> <p>Measure: Summative assessment 3x year; ongoing formative assessment; pupil progress meetings; SLT monitoring of quality of teaching.</p>	<i>Impact measure & outcome to be reviewed September 2019</i>
D.	Greater engagement of children reading regularly in school and at home leading to increased rates of progress across the school.	<p>Strategy: Reading booster intervention; whole school reading incentive.</p> <p>Measure: Summative assessment 3x year; ongoing formative assessment; pupil progress meetings; SLT monitoring of quality of teaching; Reading Age tests 3x year; parental surveys 3x year.</p>	<i>Impact measure & outcome to be reviewed September 2019</i>

3. 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	When will you review implementation?	End of year RAG rating <i>Impact measure & outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
All above desired outcomes to be influenced	<p>SLT driven focus on Quality First Teaching – Teaching to improve Learning.</p> <p>Clear Performance Management (PM) objectives linked to above and PP progress and attainment.</p> <p>Maths and English CLT RAPs</p>	<p>SLT observations along with external LA reviews demonstrated that there were inconsistencies amongst standards of teaching and learning.</p> <p>Progress and attainment of PP children takes to end of KS2 to properly “close” and more accountability must happen with KS2.</p>	<p>Individual assessment, pod peer assessment and out of pod peer assessment against criteria to be addressed – given to SLT to monitor and customise to individuals as year progresses.</p> <p>Out of school collaboration to be investigated for our teachers to extend this with other professionals.</p> <p>Interim and final PM review meetings</p>	<p>Teachers</p> <p>TD(HT)</p>	<p>PM objectives set Term 2, mid-point review Term 4, final review Term 6.</p> <p>PPM meetings termly</p>	<p>Partially EFFECTIVE. Quality of teaching monitoring by Curriculum Leaders and SLT. Evidence: <i>Monitoring records; PM objectives and reviews; Hodder scales; Pupil Progress meetings.</i></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?	End of year RAG rating <i>Impact measure & outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE

A	Increased SALT visits to school to target the necessary individual needs;	Increased need for SALT specialist supporting new intake.	Weekly visits from SALT to support speech and language needs in pupils.	SALT and SENCO	Termly	EFFECTIVE. Weekly visits (increased SALT time bought into school), three pupils discharged as a result of improved results and progress with Speech and Language targets. Evidence: SALT learning support reviews.
A,B	Booster and/or intervention sessions put in place through QfT in Pods, intervention.	Extra sessions focusing on Literacy reading/spelling and phonics/Numeracy skills for identified pupils behind AREs.	Termly monitoring of data	All teachers	Termly	Partially EFFECTIVE. Targeted pupils outlined on Pod Provision mapping and Teacher and TA support given. Evidence: Pod Provision mapping; in school data tracking; Action: SIP 19/20 reflects identified barriers and plans to minimise difference again this year; increased TA support in afternoon sessions to close gaps.

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?	End of year RAG rating <i>Impact measure & outcome</i>		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
B	Thrive and Nurture Social Group	Supporting the SEMH needs of pupils (a growing need in our school) through either 1:1/2:1/small group:1	Social skills development and understanding social situations and interactions with others Self-esteem and self-confidence boosting The Quiet Room x3 days a week	SENCO Thrive practitioners	At scheduled THRIVE review intervals.	EFFECTIVE. Two trained practitioners, timetabled sessions for children, review scores improved for vast majority of children. Evidence: Thrive records, children's verbal feedback to staff, and teachers' reports on children's engagement in lessons, attainment Appendix B. EFFECTIVE. Alleviated many anxieties, improved self-esteem, children engaged positively and felt more relaxed and able to re-focus on learning. Evidence: FRT records, children's verbal feedback to staff, teachers' reports on children's engagement in lessons, attainment Appendix B.		

						Actions 19/20: Continue with implementation of measured scale for impact on wellbeing.
C	Enrichment (extra-curricular)	Boosts self-esteem, well-being and gives wider opportunities.	Offered to all PP families if deemed eligible or appropriate.	Jo Savory	Termly	EFFECTIVE. Pupils were able to go on the extra-curricular activities provided at school and were able to thrive in doing so as well as overcome personal barriers. Children's engagement excellent, verbal feedback pre and post sessions of trips/clubs/tuition positive. Evidence: <i>photographic evidence, teacher feedback; observations and reports.</i> Actions: SIP reflects continuation.
D	Data tracking in reading across the school and recognition of diminishing engagement with reading.	Increased opportunities for children reading in school; increased opportunities for children reading individually in school.	Timetabled sessions for reading practise and interventions.	All teachers Literacy CLT SENCO	Termly	Partially EFFECTIVE. Although reading practices in the school adjusted within school year, end of KS2 outcomes dropped from previous year and school now further addressing this outcome on the school SEF and SIP. Evidence: <i>end of KS2 Reading outcomes; English monitoring and review of whole school practice and alterations made in year.</i> Actions: SIP reflects continuation of effective monitoring and responsiveness.