

1. Summary information					
School	Chandag Junior School				
Academic Year	2017-2018	Total PP budget	£24,660	Date of most recent PP Review	Sept 2018
Total number of pupils	269	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Sept 2019

2. 2018 progress & attainment – whole school			
	2016	2017	2018
% reaching or exceeding EXS in reading, writing and maths	54	57	62
Value added progress in reading	-0.9	-1.4	-1.8
Value added progress in writing	-4.0	-3.4	-2.2
Value added progress in maths	-3.2	-4.8	-3.1

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> )		
A.	The <b>social and emotional health and well-being</b> needs of children which affects <b>engagement</b> in learning experiences and own <b>self-esteem</b> .	
B.	Attainment of PP children is in line with non PP children and is at least as good as non-PP in their national curriculum learning year group. <b>Note:</b> <i>in order that the data is not influenced by SEN factors in addition to deprivation factors, where specified children with SEN are removed from the data in both sets for comparison.</i>	
C.	Frequency of home reading experiences affecting reading and writing skills; language skills and vocabulary; comprehension.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance of PP children at least matches that of the non PP children in the school target of 97.5%	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children become more engaged in their learning experiences <b>across the curriculum</b> which helps raise their own progress and attainment outcomes.	Progress and attainment increases; greater engagement and participation in lesson experiences. Rainbow Scale increasingly positive.
B.	The gap is minimised/eradicated in Maths, reading and writing progress and attainment of PP children and non-PP children.	The difference is diminished in Maths, reading and writing across the school.
C.	Improvement in children's language, reading and writing and comprehension skills.	AREs show progress in-year across the school.

D.	Attendance of PP children at least matches that of the non PP children.	Attendance target 97.5% is achieved
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### 5. Planned expenditure

Academic year	2017 - 2018
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The 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. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice? (Reference EEF Toolkit 2017)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	End of 2018 RAG rating – impact and outcome		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
See A above	Thrive provision Nurture/ Quiet Room	EEF Behaviour Interventions +3 months EEF Social & Emotional learning +4 months EEF 1:1 Tuition +5 months	Thrive Review data Rainbow Scale; Change Tracker	JS CS	6 weekly 3 x termly	<p><b>EFFECTIVE.</b> Two trained practitioners, timetabled sessions for children, review scores improved for vast majority of children. <i>Evidence: Thrive records, children’s verbal feedback to staff, and teachers’ reports on children’s engagement in lessons, attainment Appendix B.</i></p> <p><b>EFFECTIVE.</b> Alleviated many anxieties, improved self-esteem, children engaged positively and felt more relaxed and able to re-focus on learning. <i>Evidence: FRT records, children’s verbal feedback to staff, teachers’ reports on children’s engagement in lessons, attainment Appendix B.</i></p> <p><b>Actions 18/19:</b></p> <ul style="list-style-type: none"> <li>• Continue with implementation of measured scale for impact on wellbeing.</li> <li>• Include Thrive provision in SIP with identified lead professionals.</li> </ul>		

<b>See B, C above</b>	Maths booster; Spelling support; Reading booster	EEF Phonics +4 months EEF Reading Comprehension Strategies +5 months EEF Digital Instruction +4 months EEF 1:1 Tuition +5 months	Tracking of data analysis Pupil Progress meetings	JS, AD	Termly reviews	<p><b>EFFECTIVE:</b> Maths and reading: Outcomes for PP children across the school at the end of 2018 ref <i>attainment Appendix A</i>.</p> <p><b>Evidence:</b> <i>attainment Appendix A</i>.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>SIP 18/19 reflects identified barriers and plans to minimise difference again this year.</li> </ul>		
<b>Total budgeted cost</b>					£18,200			
<b>ii. Other approaches</b>								
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 2018 RAG rating – impact and outcome		
						EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
<b>See A above</b>	Forest School Outdoor Learning	EEF Outdoor Adventure Learning +4 months EEF Collaborative Learning +5 months	Thrive Review data Rainbow Scale; Change Tracker	JS, CS, HM,SS	6 weekly 3 x termly	<p><b>EFFECTIVE.</b> FSOL trained practitioners, timetabled sessions for children, children’s engagement excellent, verbal feedback pre and post sessions positive, FSOL teachers’ feedback always positive and no reports of concerns or inappropriate behaviours.</p> <p><b>Evidence:</b> <i>FSOL staff, children’s verbal feedback to staff, and teachers’ reports on children’s engagement in lessons, attainment Appendix B line 3. Summer 2018 CIS take up FS on CJS site with FSOL practitioner.</i></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>SIP reflects continuation.</li> </ul>		
<b>See D above</b>	Monitoring of attendance Breakfast Club	Lost days impact on pupil overall achievement and progress.	Daily monitoring of attendance by office admin staff	TD	Weekly/Monthly/ Termly	<p><b>EFFECTIVE.</b> Attendance at BC good and ensured timely attendance at school in vast majority of cases, and improved preparation of children for learning.</p> <p><b>Evidence:</b> <i>Attendance records for children, reduction in welfare reports for lateness and missed meals before school. Attainment outcome Appendix A line 3.</i></p>		

						<b>Actions:</b> <ul style="list-style-type: none"> <li>Currently no attendance concerns but review during year.</li> </ul>
<b>See A above</b>	Enrichment activities	EEF Outdoor Adventure Learning +4 months EEF Collaborative Learning +5 months EEF Sports Participation +2 months EEF Arts Participation +2 months	Thrive Review data Rainbow Scale; Change Tracker	JS, HM,SS	Termly	<b>EFFECTIVE.</b> Children's engagement excellent, verbal feedback pre and post sessions of trips/clubs/tuition positive. <b>Evidence:</b> <i>Thrive records, children's verbal feedback to staff, and teachers' reports on children's engagement in lessons, attainment Appendix B.</i>  <b>Actions:</b> <ul style="list-style-type: none"> <li>SIP reflects continuation.</li> </ul>
<b>Total budgeted cost</b>					£6, 400	

## Appendix A

SUP = Data has been suppressed for the purposes of anonymity and data confidentiality

<b>% REACHING OR EXCEEDING EXPECTED STANDARD - <u>Y6</u> CHILDREN AT END OF KEY STAGE 2017/2018</b>							
Ref	Group of children		Group count	Reading	Writing	Mathematics	GPS
1	EXCLUDING SEN CHILDREN	Non-pupil premium (excluding SEN)	SUP	81	96	81	83
2		PP (excluding SEN)	SUP	75	100	100	100
3		Difference excluding SEN (- or +)			- 6	+ 4	+ 19
4	INCLUDING SEN CHILDREN	Non-pupil premium (including SEN)	SUP	75	86	75	76
5		PP (including SEN)	SUP	57	71	57	57
6		Difference including SEN (- or +)			- 18	- 15	- 18
7	All Y6 children		SUP	73	85	73	74

## Appendix B

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<b>% REACHING OR EXCEEDING EXPECTED STANDARD - <u>ALL</u> CHILDREN AT CJS 2017/2018</b>																	
Ref	Group of children		Group count			Reading			Writing			Mathematics			GPS		
			Y3	Y4	Y5	Y3	Y4	Y5	Y3	Y4	Y5	Y3	Y4	Y5	Y3	Y4	Y5
1	EXCLUDING SEN CHILDREN	Non-pupil premium (excluding SEN)	SUP	SUP	SUP	96	78	70	89	67	72	94	98	71	70	83	67
2		PP (excluding SEN)	SUP	SUP	SUP	100	0	50	0	50	50	100	50	100	0	0	50
3		Difference excluding SEN (- or +)					+4	-78	-20	-89	-17	-22	+6	-48	+29	-70	-83
4	INCLUDING SEN CHILDREN	Non-pupil premium (including SEN)	SUP	SUP	SUP	92	76	67	83	63	61	92	96	71	64	81	59
5		PP (including SEN)	SUP	SUP	SUP	83	50	0	67	50	33	83	50	67	67	0	33
6		Difference including SEN (- or +)					-9	-26	-67	-16	-13	-28	-9	-46	-4	+3	-81