

Pupil premium strategy statement CHANDAG JUNIOR SCHOOL

1. Summary information					
School	Chandag Junior School				
Academic Year	2017-2018	Total PP budget	£24,660	Date of most recent PP Review	Sept 2017
Total number of pupils	269	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	40%	59%
% making progress in reading	+5%	-1%
% making progress in writing	-19%	-16%
% making progress in maths	-21%	-19%

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 social and emotional health and well-being needs of children which affects engagement in learning experiences and own self-esteem .
B.	Attainment of PP children is in line with non PP children in being at least as good as non-PP in their national curriculum learning year group.
C.	Frequency of home reading experiences affecting reading and writing skills; language skills and vocabulary; comprehension.
External barriers (<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 across the curriculum which helps raise their own progress and attainment outcomes.	Progress and attainment increases; greater engagement and participation in lesson experiences. Rainbow Scale.
B.	The gap is minimised/eradicated in Maths, reading and writing progress and attainment of PP children and non-PP children.	The gap is minimised/eradicated in Maths, reading and writing.
C.	Improvement in their language, reading and writing and comprehension skills.	AREs show progress in year.
D.	Attendance of PP children at least matches that of the non PP children.	Attendance target 97.5%

5. Planned expenditure		
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Academic year	2017 - 2018				
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?
See A above	Thrive provision Nurture/ Quiet Room	EEF Behaviour Interventions +3 months EEF Social & Emotional learning +4 months	Thrive Review data Rainbow Scale; Change Tracker	JS CS	6 weekly 3 x termly
See B, C above	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
Total budgeted cost					£18,200
ii. 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?
See A above	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
See D above	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
See A above	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
Total budgeted cost					£6, 400