

# Banks Lane Junior School

## Pupil Premium Strategy Statement 2017 - 2018

1. Summary Information				
Total Pupil Premium Budget:	£87180	Date of most recent Pupil Premium review	October 2017	
Total number of pupils	354	Number of pupils eligible for Pupil Premium	62	Date for next internal review of this strategy
2. Current Attainment				
	Pupils eligible for PP		Pupils not eligible for PP (national average)	
% reaching the expected standard in R, W and M	KS2: 47% (NA: 47%)		67%	
% making the expected standard in reading (R)	School average: 64% (NA: 53%)	KS2: 53%	72%	
% making the expected standard in writing (W)	School average: 65.25% (NA: 64%)	KS2: 58%	79%	
% reading the expected standard in maths (M)	School average: 66% (NA: 58%)	KS2: 47%	76%	
Progress in Reading - KS1 to KS2	-1.9		Not published	
Progress in Writing - KS1 to KS2	-3.4		Not published	
Progress in Maths - KS1 to KS2	-2.1		Not published	
3. Barriers for future attainment (for pupils eligible for PP including high ability)				
In-school barriers				
A	Reading- fluency, enjoyment, engagement, stamina, age related reading			
B	Writing- fluency, structure, stamina, enjoyment, age related writing			
C	Maths- fluency, reasoning, retention of procedure			
External barriers				
D	Attendance- incentives, monitoring, letters/meetings of concern			
E	Deprivation- access to school uniform, breakfast, lunch, trips, extra-curricular clubs			
F	Self-esteem- mentor support, access to extra-curricular activities			

4. Outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>	<i>Intended impact on achievement?</i>
D/E/F	Children to be 'school ready' and able to participate in all aspects of school life	<ul style="list-style-type: none"> <li>Subsidised breakfast club</li> <li>Subsidised residential costs</li> <li>Uniform provided</li> <li>Providing milk</li> <li>Subsidised music tuition</li> <li>Free after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance</li> <li>Raise in self-esteem and confidence</li> <li>Ready to learn</li> </ul>
D	To improve attendance of PP children	<ul style="list-style-type: none"> <li>Rewards and incentives- given in assembly</li> <li>HT parent meetings with children attending less than 85%</li> <li>Letters of concern sent home</li> <li>Individualised incentives put in place</li> </ul>	<ul style="list-style-type: none"> <li>Pupil attendance is high and children are in school to engage and learn</li> </ul>

		<ul style="list-style-type: none"> <li>Rewards put in place with those attending at 98%</li> </ul>	
<b>F</b>	Mentoring	<ul style="list-style-type: none"> <li>Staff to 'check in' with vulnerable PP children</li> <li>Staff to organise 1-1 activities and small group activities</li> </ul>	<ul style="list-style-type: none"> <li>Pupil attendance is high and children are in school to engage and learn</li> <li>Raise in self-esteem</li> <li>Management of emotions</li> </ul>
<b>A/F/I</b>	To improve reading- fluency, enjoyment, engagement, stamina, age related reading	<ul style="list-style-type: none"> <li>Book shop visits</li> <li>Author visits</li> <li>Daily 1-1 reading with PP children</li> <li>Reading morning</li> <li>Phonics screening and teaching</li> <li>1-1 and small group intervention support</li> <li>BRP</li> <li>Salford reading test</li> <li>Monitoring- home school diaries</li> <li>Monitoring reading bands</li> <li>Observations</li> <li>Assessment tracking</li> <li>Pupil Voice</li> <li>Reciprocal reading extra groups</li> </ul>	<ul style="list-style-type: none"> <li>Regular reading</li> <li>Reading at age-expected level or diminishing the gap</li> <li>Increased stamina</li> <li>Increased fluency</li> <li>Increased engagement</li> <li>Increased enjoyment</li> </ul>
<b>B</b>	Writing- fluency, structure, stamina, enjoyment, age related writing	<ul style="list-style-type: none"> <li>Green and blue R&amp;R tasks</li> <li>Differentiated marking ladders</li> <li>Differentiated task</li> <li>Use of STS</li> <li>Big writing</li> <li>Marking PP books first</li> <li>1-1 and small group intervention support</li> <li>Writing workshops</li> <li>Monitoring</li> <li>Observations</li> <li>Assessment tracking</li> <li>Grammar morning tasks</li> </ul>	<ul style="list-style-type: none"> <li>Increased stamina</li> <li>Increased fluency</li> <li>Improved structure</li> <li>Writing at age-expected level or diminishing the gap</li> <li>Regular writing</li> </ul>
<b>C</b>	Maths- fluency, reasoning, retention of procedure	<ul style="list-style-type: none"> <li>Green and blue R&amp;R tasks</li> <li>Problem solving questions in maths</li> <li>Problem solving/deepen it tasks</li> <li>Differentiated tasks</li> <li>Use of STS</li> <li>Marking PP books first</li> <li>Interactive theatre groups in maths</li> <li>Improving teaching and learning in maths (maths specialist)</li> <li>1-1 and small group intervention support</li> <li>Monitoring</li> <li>Observations</li> <li>Assessment tracking</li> <li>Maths mornings</li> <li>Big maths- regularly revisiting procedure</li> </ul>	<ul style="list-style-type: none"> <li>Increased fluency</li> <li>Maths at age-expected level or diminishing the gap</li> <li>Regular problem solving</li> </ul>

		<ul style="list-style-type: none"> <li>• TT rockstars</li> <li>• Times table incentives and rewards</li> <li>• Maths morning tasks</li> </ul>	
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### 5. Planned expenditure

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	Who for?	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
<p>Diminishing the difference for Pupil Premium Pupils</p> <p>Closing the gap between Pupil Premium Pupils and non-Pupil Premium children in reading, writing and maths</p>	Pupil Premium Champion	ALL (inc pupils working at greater depth)	<ul style="list-style-type: none"> <li>• To monitor all PP pupils, including children who are working at greater depth to ensure that pupils have the opportunity to accelerate progress in English and Maths</li> <li>• To lead and co-ordinate support needed for disadvantaged children who are tracking below ARE/making slow progress towards ARE's.</li> </ul>	<ul style="list-style-type: none"> <li>• DHT and MLT monitoring books (English, Maths, diaries)</li> <li>• Liaising with English and Maths coordinators</li> <li>• Data analysis</li> <li>• Pupil progress meetings</li> <li>• Organising outside companies to work with pupils</li> <li>• DHT to lead pupil progress reviews to effectively track the attainment and progress of PP children</li> </ul>	Nicola Windas	Reviewed each term
To raise the standards of quality first teaching for all pupils in school and ensure that all staff have the expertise needed to support disadvantaged pupils within the main teaching sessions.	DHT (Adrian Bassett)  Maths specialist (Sharon Scott)	ALL	<ul style="list-style-type: none"> <li>• To ensure consistent implementation of practice and expectations across the school.</li> <li>• To share best practice</li> <li>• Coach, mentor and develop best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Book monitoring</li> <li>• Lesson focus study</li> <li>• Shared practice</li> <li>• Lesson observations</li> <li>• Team teaching</li> <li>• Lesson modelling</li> <li>• Assessment tracking grids</li> </ul>	Adrian Bassett Sharon Scott	Reviewed each half term  Monitoring each half term
Quality marking and feedback	All staff	ALL (inc pupils working at greater depth)	<ul style="list-style-type: none"> <li>• Children have the opportunity to deepen their learning and understanding</li> <li>• Differentiated activities- to provide challenge at all ability levels</li> <li>• Use of traffic lights- children can self-assess and self-select their tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Children refer to the STS within their learning</li> <li>• R&amp;R (green and blue) evidence in books</li> <li>• Staff training led by DHT</li> <li>• Book monitoring led by DHT</li> </ul>	All staff Monitored by: Adrian Bassett, Sharon Scott, Nicola Windas, Jo Harvey	Reviewed each term
To accelerate progress for PP pupils to achieve or work towards their PAG	Teaching Assistant hours	ALL	<ul style="list-style-type: none"> <li>• Children who are self-assessed or teacher assessed as 'red' requiring further input or support</li> <li>• Phonic and early reading support- some children are reading below the ARE</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings- strategies put in place for PP children</li> <li>• Interventions put in place following pupil progress reviews</li> <li>• TA's to record when and how they are supporting children- to show evidence</li> </ul>	Adrian Bassett YGL Class teachers SLT MLT	Reviewed each half term

				of progress <ul style="list-style-type: none"> <li>Assessment tracking grids</li> <li>TA folder monitoring</li> <li>Monitoring (SLT and MLT)</li> </ul>		
<b>Total budgeted cost</b>						£75877

<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>		<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implement action?</b>
Children make accelerated progress (interventions)	Intervention groups for reading, writing and maths	Y6 pupils	<ul style="list-style-type: none"> <li>To ensure children at risk of underperforming are making accelerated progress before KS2 Sats in reading</li> <li>To increase % of children achieving at greater depth in maths</li> <li>To increase % of pupils meeting ARE in writing</li> </ul>	<ul style="list-style-type: none"> <li>DHT and year 6 team to identify children who are at risk of underperforming</li> <li>DHT to teach focused intervention groups for target children (lower ability reading and writing, higher ability maths)</li> </ul>	Adrian Bassett	Half termly
Individualised support at all levels. (Boosters)	After school small group work led by teachers to support children not making expected progress	Y6 pupils	<ul style="list-style-type: none"> <li>To ensure that children make at least expected progress.</li> <li>To ensure Year 6 children are well equipped for tackling the SATS assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Individualised academic support at all levels- progress identified through termly assessment</li> <li>Assessment tracking grids</li> </ul>	Adrian Bassett Emily Russell	Half termly
Children make at least expected progress in reading	Teaching Assistant hours for BRP	Y6 pupils	<ul style="list-style-type: none"> <li>To increase confidence in reading.</li> <li>To ensure progress is evidenced- entry and exit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Assessment- entry and exit results</li> <li>Timetable</li> <li>BRP trained staff</li> </ul>	Teaching Assistants	Reviewed termly
Improved attendance of specific pupils. Reduction in the number of persistent late pupils.	Subsidised Breakfast Club places	ALL	<ul style="list-style-type: none"> <li>Improved attendance figures.</li> <li>Targeted rewards</li> <li>Introduction of rewards for children attending at 98%</li> </ul>	<ul style="list-style-type: none"> <li>Analyse attendance figures</li> <li>Rewards and certificates provided and presented in assembly</li> <li>Letters of concern sent out for children attending below 90%</li> <li>HT parent meetings- meeting pupil attending below 85%</li> </ul>	Lynne Heys Ed Milner	Reviewed each half term
Build self-esteem and management of emotions	Lunchtime supervision for targeted children. Sports coach lunchtime interventions.	ALL	<ul style="list-style-type: none"> <li>Vulnerable children accessing high quality sports provision in addition to PE lesson in school.</li> </ul>	<ul style="list-style-type: none"> <li>Trained staff</li> <li>High PP participation rate</li> <li>PP given place in club first</li> </ul>	Paul McCoy Debbie Cockburn	Reviewed each term
<b>Total budgeted cost</b>						£4740

<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action /</b>		<b>What is the evidence and rationale</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>

	<b>approach</b>		<b>for this choice?</b>	<b>well?</b>		<b>implement action?</b>
To raise self-esteem and improve progress.	Confidence building/emotional support - 1:1 sessions led by teaching assistants	ALL	<ul style="list-style-type: none"> <li>Support for pupils with additional needs: emotional, social and behavioural.</li> <li>Reduce barriers to learning and ensure targeted pupils make increased progress.</li> </ul>	<ul style="list-style-type: none"> <li>Regular clubs- art, nature, gardening, Lego, reading, board games club</li> <li>Well resourced</li> <li>Small group- OA led</li> </ul>	Teaching Assistants	Each half term
Mentoring	Confidence building/emotional support - 1:1 sessions led by teaching assistants	Some vulnerable groups	<ul style="list-style-type: none"> <li>Support for pupils with additional needs: emotional, social and behavioural</li> </ul>	<ul style="list-style-type: none"> <li>Regular clubs- art, nature, gardening, Lego, reading, board games club</li> <li>Well resourced</li> <li>Small group- OA led</li> </ul>	Teaching Assistants	Each term
To provide disadvantaged children with unique opportunities to enrich their school experiences.	Cookery enrichment	ALL	<ul style="list-style-type: none"> <li>Children taught practical skills. Maths and English learning can be related to a real life context.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to attend regular training</li> <li>Well-supported (2-12 ratio)</li> </ul>	Laura Wyatt	Reviewed each term
To ensure all pupils have access to school visits to enrich their curriculum and remove the potential cost barrier	School visits support	ALL	<ul style="list-style-type: none"> <li>All children have access to educational visits, including residential which support their learning in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>100% attendance from PP children, where possible</li> </ul>	Gill Collins Ed Milner	Each term
To ensure all pupils have access to the wider curriculum	Music tuition	ALL	<ul style="list-style-type: none"> <li>All pupils have access to provision which is linked to their strengths, thus motivating pupils to learn and enjoy music.</li> </ul>	<ul style="list-style-type: none"> <li>PP children attending music clubs where possible</li> </ul>	Liza Austin Strange	Each term
<b>Total budgeted cost</b>						£6835