



Pupil Premium Grant Strategy Statement

Funding & Provision for 2017/2018 academic year

The Pupil Premium is an allocation of funding provided to schools to:

- Raise the attainment of disadvantaged pupils of all abilities to reach their potential
- Support children with parents in the Regular Armed Forces
- Support children in care defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority

The Pupil Premium Grant (PPG) per pupil for 2017 to 2018 is as follows:

Disadvantaged Pupils	PPG per Pupil
Pupils in Year Groups Reception to Year 6 recorded as disadvantaged	£1,320 x 98 Total £129,360
Children in Care (CIC)	£1,900 x 4 Total £7,600
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900 x 4 Total £7,600
Pupils in Year Groups Reception to Year 11 recorded as 'Ever 6 Service Child' or in receipt of a child pension from the Ministry of Defence	£300 x 0

PPG for Joy Lane Primary School for Academic Year September 2017 to August 2018	
Total number of pupils on roll (September 2017)	550
Total number of disadvantaged pupils (September 2017)	93
Predicted total number of disadvantaged pupils (TBC in January 2018 Census)	106
Total Amount of Predicted PPG Funding for Academic Year September 2017 to August 2018	£144,560

School Context

At Joy Lane Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those who are **Pupil Premium**. We respect the unique contribution which every individual can make to our school community.

'A Love of Learning, for Life, for All.'

Our Teaching Staff encourage children to be independent and confident by making their learning fun, engaging, enjoyable, challenging and satisfying. High standards and aspirations are expected in all areas of School life. In order to do this we engage in a range of strategies to ensure challenge at an appropriate level and provide support to overcome barriers to learning. The strategies employed ensure that all disadvantaged pupils, regardless of their ability, are given appropriate support to move them on in their next steps of learning. 19.25% of our pupils are disadvantaged pupils, two-thirds of whom (12.5%) are in Key Stage 2.

Barriers to learning and to future attainment (for our pupils eligible for PPG)

We have identified the following as main barriers to learning and to future attainment for our PPG pupils.

- poor parental engagement in the child's learning
- low attainment on entry – both into Reception year and for our mobile pupils
- poor attendance / punctuality
- lack of exposure to high quality language, both spoken and written
- low parental aspirations and expectations of attainment
- narrow experience of life outside school and limited opportunities
- poor emotional wellbeing
- a significant number of disadvantaged pupils also have specific educational needs and these needs are a barrier to their learning

How strategies are identified

When making decisions on how to use our pupil premium funding grant effectively we have made use of a range of research, most prominently the Education Endowment Foundation's Teaching (The Sutton Trust) and its next steps with the Pupil Premium. In addition we work collaboratively to investigate practice in other schools and evaluate the effectiveness of our previous years' spending. Our strategies aim to deploy staff effectively to meet individual learning needs and are, where possible, data driven in response to evidence. We have chosen these strategies known to have an impact on learning.

Effective strategies used include:

- Access to quality first teaching
- Effective deployment of staff
- Mastery learning
- One to one tuition
- Oral language interventions
- Parental involvement
- Reading comprehension strategies
- Small group tuition (5+ months extra progress for targeted children).
- Social and emotional learning
- Feedback and implementation of designated response time for pupils to marking which has a high impact on learning (8+ months extra progress for all children).
- Growth mindset philosophy to enable children to become resilient in their learning.
- Smaller Class Sizes (extra/sets and adults) for English and Maths lessons. (3+ months progress for all classes affected).

How need is identified and outcomes evaluated

We have embedded a robust system of assessment and monitoring based on termly pupil progress meetings that include all members of teaching and support staff to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and appropriate strategies are put in place. All disadvantaged pupils are highlighted in each pupil progress meeting, even if they are on-track in their learning, to ensure that they remain a constant focus.

On entry, all pupils are screened using 'infant speech and language link' which supports us in planning appropriate interventions to address low language levels in Year R.

Our Wellbeing Team (F.L.O.) work closely with parents to help mitigate the adverse effects of external factors and increase parental aspirations and engagement.

For each pupil premium grant eligible pupil we individually evaluate the provision provided and resulting impact, including for our most able.

Extra support through intervention programmes that have been identified in discussion with the Inclusion Team and PPM, and subsequently organised across the school. We provide small focussed learning opportunities for pupils and groups that who need additional support in developing core and basic skills. We have a range of wider

opportunities and extended services provision including some funded play therapy, counselling, swimming sessions and social skills coaching.

Extra resources and personnel across our Inclusion Team in order to ensure specific and targeted support for individuals and groups.

Funding has also been allocated in order to create smaller English and Maths Classes to ensure greater impact on learning. Priority has been given to targeted small group and individual tuition to improve English and Maths by employing additional Teachers and Teaching Assistants. This includes degree educated Teaching Assistants as well as TAs trained in Better Reading Partnership and Phonics led by trained by Teaching Assistants.

This document will be reviewed and evaluated at the end of the academic year to inform the provision for the following year.

At Joy Lane Primary School, the leadership team, teachers and teaching assistants all make regular use of data (analysed at pupil progress meetings) to identify all children who are at risk of underachievement and specifically focus on the progress of pupils entitled to the Pupil Premium Grant. They closely monitor the effectiveness of any chosen strategy or intervention through the termly pupil progress meetings. The leadership team agree priorities for closing gaps, analyse their effectiveness and report these to governors.

The impact report below is a comprehensive summary of the impact of provision. Data is held in to show impact for each individual eligible pupil.

The Governing Body receive regular reports on the progress of all our children including our disadvantaged pupils to monitor the impact of how the Pupil Premium is spent.

Proposed Provision for 2017 to 2018

Objective	Provision
To provide specific and high quality Teacher and TA -led interventions for targeted PPG Pupils.	Targeted interventions as identified from data and pupil progress analysis. Year 3 and Year 4 to be the main focus of support for Reading and Writing. Whole School Target is Reading.
To provide targeted intervention groups across all Year Groups for identified PPG Pupils to accelerate progress and raise attainment following reviews at Pupil Progress Meetings.	Teachers and Teaching Assistants to provide focused interventions for PPG Pupils across all Classes as follows: Year R <ul style="list-style-type: none"> • Individual language screening • Individual speech screening • Speech and Language intervention following Speech links screening for all • Listening and Attention focus • Additional Phonics groups • Clever Hands and Clever Fingers to improve fine motor control • Lego Therapy to aid effective communication and promote language • Social skills intervention • Fizzy to aid gross motor skills • Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day • Managing feelings group to ensure children can focus on learning Year 1 <ul style="list-style-type: none"> • Speech and Language intervention following Speech links screening for all • Listening and Attention focus • Additional Phonics groups • Reinforcement of Phonics in preparation for Phonics Screening • Clever Hands and Clever Fingers to improve fine motor control • Lego Therapy to aid effective communication and promote language • Social skills intervention

- Fizzy to aid gross motor skills
- Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day
- Managing feelings group to ensure children can focus on learning
- 1:1 support to help children with specific difficulties
- Support from STLS
- Access to the sensory room for pupils who require a heightened sensory diet
- Work alongside external agencies and professionals to ensure children receive the support they require
- Well-being support for children and families

Year 2

- Focus on those PPG Pupils retaking Phonics Screening
- Preparation for SATs for PPG Pupils through booster groups
- Guided reading groups with a focus for PP children
- PP children selected for Better Reading Partnership
- 1:1 and small group Speech and Language intervention
- Clever Hands and Clever Fingers to improve fine motor control
- Lego Therapy to aid effective communication and promote language
- Social skills interventions including sanctuary play
- Fizzy to aid gross motor skills
- Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day
- Managing feelings group to ensure children can focus on learning
- 1:1 support to help children with specific difficulties
- Well-being support for children and families

Year 3/4/5

- Targeted interventions as identified in Pupil Progress Meetings
- Guided reading groups with a focus for PP children
- PP children selected for Better Reading Partnership
- 1:1 and small group Speech and Language intervention
- Write from the Start handwriting programme to improve pencil control
- Lego Therapy to aid effective communication and promote language
- Social skills interventions including sanctuary play
- Fizzy to aid gross motor skills
- Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day
- Support from STLS
- The Nest to support children working towards the year 1 curriculum
- Access to the sensory room for pupils who require a heightened sensory diet
- Work alongside external agencies and professionals to ensure children receive the support they require
- Managing feelings group to ensure children can focus on learning
- 1:1 support to help children with specific difficulties
- Well-being support for children and families

Year 6

- Specific Mathematics Support for PPG Pupils
- Targeted Writing interventions
- Targeted reading interventions
- Targeted interventions in support of SATs
- Teacher-led booster sessions
- Preparation for Transition to Secondary School Targeted interventions as identified in Pupil Progress Meetings

	<ul style="list-style-type: none"> • Guided reading groups with a focus for PP children • PP children selected for Better Reading Partnership • 1:1 and small group Speech and Language intervention • Write from the Start handwriting programme to improve pencil control • Lego Therapy to aid effective communication and promote language • Social skills interventions including sanctuary play • Fizzy to aid gross motor skills • Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day • Support from STLS • Managing feelings group to ensure children can focus on learning • 1:1 support to help children with specific difficulties • Well-being support for children and families <p>Across relevant Year Groups:</p> <ul style="list-style-type: none"> • Targeted interventions as identified in Pupil Progress Meetings
To provide targeted Speech & Language Support for PPG Pupils	Trained Teaching Assistant to provide focused Speech & Language Support. The duration of each duration is dependent on the progress of children and their area of challenge. Each child will be assessed individually using the advice and guidance from Junior links/ universal SALT.
To provide Reading Recovery Programme for PPG Pupils	SENCO to co-ordinate and provide a range of programmes to support and raise attainment in Reading for PPG Pupils. (Two Children) Adults will receive in-school training for BRP.
To enable all pupils to access enrichment opportunities	Various enrichment opportunities to be partly funded for PPG Pupils such as After School Clubs; School trips and the Year 5 and Year 6 Residential Trips as identified by the FLO and SENCO.
To provide enhanced family pastoral support to improve attendance and provide emotional support	Two Family Liaison Officers 5 days a week to support PPG Children with attendance, social difficulties and emotional difficulties to promote engagement with their learning and thereby accelerate progress. (21/106 children to be allocated to FLO are disadvantaged pupils)
To provide support with attendance of persistent absentees	Annual Purchase of 'Telephone Call' System to tackle Persistent absenteeism.
To facilitate a smooth Transition process to Secondary Education for vulnerable PPG pupils	SENCO and FLO support to prepare vulnerable PPG Pupils for Transition. Supported attendance at 'Transition Days' at designated Secondary Schools to facilitate a smooth transition process and minimise emotional stress.
	Total expenditure £144,560

***Please note that planned expenditure exceeds Pupil Premium funding received - the difference will be met from the School budget.**

Pupil Profile of PP Children In 2017 to 2018 (106/550 x100 = 19.3%)

Number of PP in the Year Group	% PP Children out of the Year Group	% PP Children out of the Whole School	Family Liaison Officer Support – Number of children
Year R 16/82 How many children in Year R in total?	20%	$16/550 \times 100 = 2.9$	0
Year 1 17/89 How many children in Year 1	19%	$17/550 \times 100 = 3.1$	4
Year 2 7/84 How many children in Year 2?	8%	$7/550 \times 100 = 1.3$	1
Year 3 18/82 How many children in Year 3?	22%	$18/550 \times 100 = 3.3$	3
Year 4 15/92 How many children in Year 4?	16%	$15/550 \times 100 = 2.7$	5
Year 5 18/59 How many children in Year 5?	31%	$18/550 \times 100 = 3.3$	5
Year 6 15/60 How Many children in Year 6?	25%	$15/550 \times 100 = 2.7$	3

Projected costs of running interventions using the Pupil Premium funding.

All costings are based on the following: TA	= £15
HLTA	= £18
Teacher	= £43
SEND teacher	= £48

Intervention type	Projected cost
Language	£6,312.00
Speech	£4,212.00
Sensory Circuits	£5,557.50
Clever hands/fingers	£2,559.48
Fizzy	£4,224.87
Better Reading Partnership	£7,800.00
Lego intervention	£3899.88
Phonics (KS2)	£4,875.00
Phonics (KS1)	£5,460.00
Reading Recovery	£3,159.00
Sanctuary break (Indoor)	£2,047.50
Sanctuary break (outdoor)	£5,005.00
Sanctuary lunch (outdoor)	£6,240.00
Well-being support	£8,073.00
Year R speech screenings	£2,340.00
Guided Reading groups (yr 1-6)	£12,187.50
The Nest	£12,285.00
Year 6 Booster groups	£21,937.50
Teacher led booster groups (yr6)	£25,155.00
Transition planning and preparation	£384.00
Attendance monitoring	£583.00
	£144,296.73