

Chellaston Junior School

Pupil Premium Action Plan 2015-2016

Key Barriers to Learning for PP children at CJS:

1. Attainment of PP children

- The acquisition of basic skills in Reading, Writing and Maths to enable pupils to make good progress and achieve the expected standard

2. Engagement of PP children

- Engagement of PP children in all school activities can be below non-PP

3. Support with learning at home, behaviour, care and guidance

- Safeguarding concerns and social care involvement
- Lack of parental support for learning at home

Key Aims for 2015-2016

TOTAL BUDGET: £126,000 approximately

• Raise Attainment of Pupil Premium children

- Raise the attainment of Pupil Premium children across the school and by the end of Year 6, to continue to reduce the difference between CJS Pupil Premium and Non-Pupil premium children Nationally, in terms of attainment and progress, through the continued development of high quality teaching and learning.
- Raise the attainment of Pupil premium children across the school through targeted intervention from Y3-Y6
- Target Support for PP through TA support in class, to scaffold learning dialogue.

• Raise the engagement of PP children

- Further raise the engagement of Pupil Premium children in breakfast clubs and extra-curricular activities

- **Provide further care, guidance and support for all**
- Provide Pupil Premium with the support and guidance they need with reading and homework
- Improve the engagement of some Pupil Premium parents to further support learning at home
- Develop further self-esteem of Pupil Premium children through Lunch Club

1. Raising Attainment

Total Budget: £110,000

- Attainment of PP children in Reading, Writing and Maths to be within 10% of National Non-PP by end of Year 6
- Progress of PP children from KS1-2 to be at or close to National by the end of Year 6
- Attainment of PP children in Reading, Writing, and Maths to be at least in line with National for Y3,4 and 5
- Progress of PP children in Reading, Writing and Maths to be in line with Non-PP at CJS in all Year Groups (above 3.0)

Action	When/ Who	Cost	Success Criteria	Monitoring and Evaluation	Notes/Update
Maintain high quality teaching from Year 3-Y6	All T staff Autumn-Summer		Further develop the use of Learning Lenses to focus all on the ways we can develop our teaching. To use this to focus on learning walks, lesson observations. To ensure 100% good teaching and at least 20 % outstanding practice	JE/SLT to feedback to staff and Governors on quality of teaching each half term.	Quality of teaching summary reflects 100% good teaching and 22% outstanding practice. Feedback from initial coaching is very positive and, in light of research (John Dumford etc) Peer Coaching will help develop more practice towards outstanding
Teaching to target PP and provide the right scaffold	All T staff Autumn Term	Teacher budget	All teachers to ensure the focus is on PP. Teacher and TA to work together and focus on Reading and Maths in line with the test	JE/SLT to do Learning Walks and book review to show evidence of teacher	Evidence from pupil books and learning walks is that good progress is being made across all year groups. However,

and support			analysis from Y3-4 2016: Comprehension, Arithmetic and Mastery. These areas provide guidance on which questions/areas that middle ability pupils found tricky.	scaffold and marking have a clear impact on pupil progress.	the KS2 SATs showed that about 10 pupils fell just below the expected (SS of 95-99). Further analysis of tests across Y3-6 to target middle attainers and PP.
Intervention Teaching Y3-6	Intervention Staff	£54,000	Small Year 3 and 4 Intervention Group for Literacy and Numeracy to include 30% PP. Additional Intervention Teacher for Year 5 and 6 to facilitate 3 smaller lower ability groups.	JE/SLT to do Learning Walks and Book Review to gather evidence of the focus and support for lower groups, while upper groups show challenge.	Pupil Progress across each year is generally good for PP. Progress is above Non PP. Attainment at KS2 shows a wider gap than National in Reading and Maths. Progress across KS2 for PP pupils is slightly better than for all pupils at CJS.
Y6 Booster Groups	Teaching staff	£1,000	8 sessions to focus on Reading and Maths. Led by Y6 and senior staff. Target 50% PP	Attendance at sessions to be recorded and pupil engagement assessed.	Groups were generally well attended, but KS2 Results below the target. Plan earlier - Jan 2017.
PP afternoon Groups for Year 3 and Year 4	PP staff	£12,000	Groups to target basic skills in Maths (Times Tables), Reading and Writing. 2 afternoons per week for Year 3 and 4	Learning Walks and Book Review by JE and SLT.	Groups did not start in September due to staffing. New member of staff. With support and mentoring, good progress was made in provision and impact.
Lexia	Autumn-Summer JDR/CH	£4,000 Programme and TA time	Target 60 children across the school for regular Lexia, phonics based reading programme. 8 sessions per week. Target 30% PP. Accelerate reading progress beyond their chronological age.	JDR and CH to review progress through reading age tests at start and end of programme.	Some pupils show rapid increase in RA beyond the chronological age, but frequency of use is variable.
TA support in Class	Autumn-Summer	£43,000	Qualified TA to support in each class 2.5 mornings per week. 9 Class TAs for 5 mornings per week. SEND TAs also support 1:1 pupils, including PP.	Learning Walk to focus on impact of TAs through scaffold, questioning and allowing independence.	The research on TA role is challenging. However, Learning Walks show that TAs at CJS provide good quality support and scaffold to help pupils achieve success.
PP Mentoring	All T staff Autumn Term Lunchtime/ Assembly Time	In T budget	Staff to trial mentoring approach during assembly times on Wed/Thurs pm. Small group to focus on Reading, Homework and Spelling	Staff to gather feedback and feedback to SLT at Year Group Meetings.	Mentoring was not consistent across the school. Further sharing of good practice and consistency of approach needed.
Summer School	Summer 2016 3 Teachers 3 TAs	NIL	Target all PP children Y3-5 to focus on Literacy/Maths and art/sport/self-esteem activities	Each staff member to keep record of levels of attendance and engagement	Due to work on the boilers, pupils were not allowed on school premises for H and S reasons.

2. Raise Engagement and Attendance

Total Budget: £9,500

Action	When/ Who	Cost/Budget	Success Criteria	Monitoring and Evaluation	Notes/Update
Raise attendance at Breakfast Club and target any poor attenders	MS/KD	£3,000	Invite all PP and all Year 3 to Br Club. Good attendance at Br Club for all vulnerable pupils. Attendance to include 75% PP Healthy start to the day and smooth transition into school	KD to keep attendance registers and feedback to MS on numbers of attendees and engagement.	Attendance at Br Club is higher on Tues and Thurs due to Soccerstars. Attendance good for Lexia and School Council days. 50% of PP attended Breakfast Club, but we need to target more PP and invite on a regular basis and regularly monitor/feedback to MS
Continue Multi-Skills x2 per week	MS/KD Soccerstars	£500 (Split with PE and Sport Premium)	Numbers at Br Club are always raised on Tues/Thurs. Activity and healthy start to the day for pupils.	KD to keep attendance registers and feedback to MS on numbers of attendees and engagement.	This has worked well and attendance is up on these days. Now we need to target more PP and vulnerable
Continue to fund Uniform and PE Kit for PP	MS	£3,000	All PP families to be offered specific uniform and PE kit. Up to £50 per child. Target to reach 60 PP children	MS to send letters out and order form and monitor uptake. Inform FD re budget.	Worked well for the new intake. All pupils look smart in correct uniform. Positive feedback from pupils and parents. Uptake was less than 75% , so we plan to target those who need it most to remove barriers to full participation, with specific items such as games fleece as needed.
Out of hours learning	MS	£1,000	Target all PP who do not receive intervention teaching or support in school.	MS to send out letters and monitor.	Take-up is fair and there have been many cases of very positive impact on self-esteem and confidence, via pupil and parent feedback. We now need to extend this to PP pupils making good progress and not in lit/num intervention. Target 50% PP for 1 term.
Ed Visits Subsidy	MS	£2,000	Offer all PP 50% subsidy on school trips to ensure that all PP can access trips and subsequent learning. Aim for 100% PP attending trips, to include PGL and Y6 Activity Week.	MS to keep a record of all subsidies and inform FD re budget.	This works very well and is much needed for trips and PGL. We now have no pupils who do not attend on day of trips due to concerns of cost. Feedback from parents is very positive and shows the value of continuing this support.
Maintain high attendance of	MS/JDR/JE	Office and Learning Mentor staff	Attendance of PP to be in line with that of Non-PP at CJS and above	Target any persistent absentees and engage parents. To be	Attendance for PP 2015-2016 was 95.58 This is close to the National for all pupils,

PP			National. Target specific issues with low attenders	reviewed each half term and parents to be engaged.	but we need to target over 96.5% and be close to Non PP children at CJS and well above National
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3. Care, Guidance and Support

Total Budget: £11,000

Action	When/Who	Cost/Budget	Success Criteria	Monitoring and Evaluation	Notes/Update
Reading and Homework Clubs for Y3-Y6	1 TA x 5 lunchtimes Plus Y5/6 Homework Helpers	2.5 hours of TA time per week. (This is significantly increased from 2015-2016 which was 2.5 hours per week) £1,000 (£2,000 total)	All pupils to attend Homework Club, Reading and Bug Club, to ensure they read regularly, get peer support from Year 5/6 and keep on track with spellings, times-tables and homework. PP children to attend in line with other pupils. Target 50% PP	TAs to keep register of attendance at homework club and feedback to SLT.	1 Reading and Homework Club is not sufficient. The club is very busy and we need at least 3 sessions per year group to provide further support for Reading and Homework.
Continue Lunch Club	2 TAs 5x per week 12.30-1.20	7.5 hours of TA time per week £2,000 (£4,000 total)	The success of Lunch Club to build self-esteem, cope with lunchtimes and build teamwork. Focus specific pupils due to behavioural and emotional issues. To discuss with parents, target specific PP. Target 50% PP	JDR to liaise with staff and observe sessions. Monitor PP attendance at sessions and review each half term.	This club needs 2 members of staff. The pupils love going and it helps to manage tricky behaviour at lunch time. Feedback from pupils is very strong about the benefits to self-esteem.
Raise Parental Engagement	Parent Workshops on Curriculum, Maths, Literacy, Assessment, SEND, E Safety	NIL	ALL parents to attend 1 parent workshop. Target to achieve 50 % attendance of PP parents at workshops.	JEm to monitor attendance and gather feedback on the success of the sessions.	Parent workshops worked very well and were received very well. Feedback from parents is very positive, but we need to target more parents of vulnerable pupils.
Develop Plans for Adopted Children	Y3 and Y4 staff/JDR and JE	Staff Meeting time before school	Staff to have access to research and training on adoption and attachment.	JE to oversee plans for adopted children.	Y3 child trialled. Detailed discussions and Action Plan agreed. Further staff training needed on attachment to develop plans for other children
Learning Mentor Support	JDR Autumn-Summer	£8,000	Continued high quality support for our vulnerable pupils with safeguarding concerns/social care involvement.	JE and PW to review the records for Safeguarding in line with Safeguarding audit.	Safeguarding is judged to be very effective. LM provides great support, detailed records, case studies and clear communication with all staff to target CP/PP children.
Provision Map	JE/SLT/MS/JDR	NIL	Review the Provision Map for each Year Group to ensure the funds and support is planned well. Review the	JE/SLT/MS to analyse Provision Map each term and adapt support	Provision Map is in place but all staff to be aware of provision and regular reviews, personal and flexible

			Provision Map each term	as required.	approach needed. Case studies to highlight success and identify support.
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