

Chellaston Junior School
Pupil Premium Action Plan 2017-2018

Key Barriers to Learning for PP children at CJS	Strategies for 2017-2018	Actions
<p>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.</p>	<p>a) Further improve the quality of teaching in every classroom, through focused CPD so that PP pupils can meet the expected standard or better and make accelerated progress from their individual starting points.</p>	<ul style="list-style-type: none"> • Raise the attainment and progress of Pupil Premium children across the school and by the end of Year 6, to sustain the small difference, or remove the gap, between CJS Pupil Premium and Non-Pupil premium children nationally through: <ul style="list-style-type: none"> - the continued development of high quality teaching, CPD and Peer Coaching - Further access to online Reading and Maths activities.
	<p>b) Provide targeted interventions for pupils that need it, to help them make accelerated progress to ensure they achieve at the expected standard or better.</p>	<ul style="list-style-type: none"> • Raise the attainment of Pupil premium children across the school through targeted teacher intervention from Y3-Y6 • Target Support for PP through TA support in class, to scaffold the learning dialogue. • Further develop a personalised approach to remove barriers on an individual basis where needed through staff mentoring • Use online reading program to accelerate progress
<p>2. Engagement, Attendance and Support at home for PP children *The attendance of PP children is below that for Non-PP. *Engagement of PP children in all school activities can be below non-PP. *Low aspirations of parents and pupils; low self-esteem and confidence of pupils; lack of support for learning at home.</p>	<p>a) Remove barriers to learning by providing further Care, Guidance and Support of PP children.</p>	<ul style="list-style-type: none"> • Further raise the engagement of Pupil Premium children in breakfast clubs and extra-curricular activities • Raise attendance of Pupil Premium children in line with Non-Pupil Premium at CJS, which is well above the National • Ensure all Pupil Premium children get the support and guidance they need with reading and homework • Improve the engagement of some Pupil Premium parents to further support learning at home. • Raise the aspirations and develop further self-esteem of all Pupil Premium children

1. a) Further improve the quality of teaching in every classroom, through focused CPD so that PP pupils can make accelerated progress from their individual starting points **Total Budget: £3,000**

- Attainment of PP children in Reading, Writing and Maths to be within 5% of National Non-PP by end of Year 6
- Attainment of PP children by end of Year 6 in Reading, Writing and Maths to be 75% at Expected and 20% at High
- Progress of PP children from KS1-2 to be at or close to 0 by the end of Year 6
- Attainment of PP children in Reading (75%), Writing (75%) and Maths (75%) to be above the 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)
- Attainment of PP children in Foundation subjects to be in line with non PP and above the National expected.

Action	When/Who	Cost	Success Criteria	Monitoring Steps	Impact Evaluation
Maintain high quality teaching from Year 3-Y6	All T staff Autumn- Summer	£500 TA budget to release Teaching Staff	Further develop teaching and learning focus all on the ways we can develop our learning and teaching.	SLT to do learning walks, lesson observations (Autumn Term) and peer coaching (Spring Term). To ensure 100% Good teaching and at least 30% outstanding practice	Learning Walks reflect that we maintain 100% good teaching. Outstanding practice is maintained at between 20-30%
Peer Coaching	Spring Term	£500 from TA budget	Staff Training led by MF and SB on effective coaching, from research and positive feedback at CJS. SLT to agree teams and pairs.	Coaching Pairs to feedback to SLT re learning points and share good practice.	Chellaston Collaboration is implemented, but Homefields had to postpone due to tragic circumstances.
Teaching to target PP and provide the right scaffold and support	All T staff Autumn Term	£500 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 analysis from Y3-4 2016: Comprehension, Arithmetic and Mastery. These areas provide guidance on areas that middle attainers found tricky.	JE/SLT to do Learning Walks and book review to show evidence of teacher scaffold and marking have a clear impact on pupil progress.	Learning Walks and Book Reviews during the Autumn Term reflect that marking is effective and having impact for PP children.

Action	When/Who	Cost	Success Criteria	Monitoring Steps	Impact Evaluation
Continue to develop skills curriculum	MF/KB and all Teaching staff Autumn 2017-Summer 2018	£500 for Theme Days and cover (Total Cost £2,500)	Ensure that all pupils, including PP, have a rich curriculum experience and achieve high standards in Foundation subjects. Theme Days to celebrate achievements.	MF/KB to review attainment in KPIs in F subjects for PP and feedback to Governors.	Attainment in F subjects to be analysed Summer Term 2018.
Bug Club	Autumn-Summer 2018 CO	£500 (Total cost £2,500)	Online Reading Books for all pupils to supplement reading scheme and raise engagement in reading at home and school. 3x lunchtime sessions for those pupils not accessing at home.	CO to gather feedback from pupils, parents and staff. Feedback to SLT and Governors.	Bug Club is being used consistently across the school. Pupil interviews have taken place Autumn Term and are planned for Summer Term
Mathletics	Autumn-Summer 2018	£500 (Total cost £2,500)	Online Maths activities to include arithmetic, times-tables and Mastery.	Maths Team to gather feedback on Maths Games, engagement and impact on pupil progress. Report to Governors.	Further staff training has been implemented (Jan 2018) and we have re-launched the focus on Mathletics. To be reviewed in Summer Term.

1. b) Provide targeted interventions for pupils that need it, to help them make accelerated progress to ensure they achieve at the expected standard or better. Total Budget £113,000

Action	When/Who	Cost/Budget	Success Criteria	Monitoring Steps	Impact Evaluation
Intervention Teaching Y5 and 6	Intervention Teaching Staff	£35,000	Additional Intervention Teacher for Year 5 and 6 to facilitate 3 smaller lower ability groups. (Target 75% PP)	JE/SLT to do Learning Walks and book review to gather evidence of the focus and support and challenge for all ability groups of PP.	Learning Walks clearly demonstrate the impact of quality teaching in smaller groups. All PP are engaged and doing well.
Intervention TAs Year 3 and 4	Intervention Teaching Assistants	£15,000	2 TAs for 5 mornings per week to target support for Year 3 and 4 for most vulnerable children. (Target 75% PP)	JE/SLT to do Learning Walks and Pupil Progress Reviews.	New TAs have now been appointed
PP Phonics afternoon groups for Year 3 and Y4	PP staff	£3,000	Groups to target those children who failed to pass the Y1 phonics screening. 1 afternoon per week. (Target 75%)	Monitor progress in reading through data, Learning Walks and Book Review by JE and SLT.	Phonics groups are taking place with well-trained staff. Progress to be reviewed Summer Term.
Lexia	Autumn-Summer JDR/CH	£4,000 Programme and TA time	Target 60 children across the school for regular Lexia, phonics based reading programme. 4 sessions per week. Target 30% PP. Accelerate RA beyond their chronological age.	JDR and CH to review progress through reading age tests at start and end of programme.	Lexia access and progress has been reviewed. Some Y5/6 pupils need further access. Staff awareness has renewed the focus on these pupils.
Year 6 Booster Classes	Teaching staff Spring Term 2018	£1,000	Target 3 Reading and 3 Maths groups at Expected. 2 groups at GPS. Start in February (Feedback from Mock SATs in Jan) x 9 weeks	Track pupils in Booster Groups. Target 50% PP, Record end of KS2 tests.	SB has liaised with all teaching staff and staffed 8 Booster Groups for Y6.
TA support in Class	Autumn-Summer	£50,000	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. Focus on 50% PP.	Learning Walk to focus on impact of TAs through scaffold, questioning and allowing independence.	Teachers and TAs trained on INSET. Further training for TAs is needed on noise levels, questioning, scaffold and developing independence.
PP Mentoring	All T staff Autumn Term Lunchtime/ Assembly Time	16 Staff 1 session each week. £5,000	All PP children to receive regular mentoring from staff to focus on specific areas relevant for them, in light of that week of learning: homework, spelling, specific issues etc.	T staff to keep records of mentoring sessions and share with SLT at Year Group Meetings.	The plan has been discussed with year groups and is being implemented.

2. Remove barriers to learning by providing further Care, Guidance and Support of PP children.

Total Budget: £23,000

Action	When/Who	Cost/Budget	Success Criteria	Monitoring Steps	Impact Evaluation
Raise attendance at Breakfast Club and Target any poor attenders	MS/KD	£5,000	Target all PP children from Year 3-6, with specific pupils discussed with parents. Attendance to aim for for 75% of PP children across the week. 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 registers show about 50% of PP attended B Club so far. We need to promote again to all PP parents.
Multi-Skills x2 per week	MS/KD Soccerstars	£1,000	2 hours of lunchtime activities to target Year 3 and 4. All PP children to	100% attendance ensured by MDS at lunchtime	This works very well and is maintained to give 100% of all PP in Y3 and 4.
Continue to fund Uniform and PE Kit	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.	PP children have access to uniform. Children look smart and this works well.
Buddy Classes	YS/KB Spring Term	Nil	Y3/5 and Y4/6 to meet and share theme work and reading, to develop teamwork and engagement.	JC/KB to gather feedback from pupils	Some buddy classes have linked up. Further work planned for Book Day.
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.	A number of PP children access this subsidy. To be reviewed for all year groups
Support Learning at home	MS	£1,000	Offer a stationery pack for all PP to use at home		This still needs to be sorted.
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 participation, including Y6 trips.	MS to keep a record of all subsidies and inform FD re budget.	Subsidy works very well across all year groups and ensures that all pupils access all visits.
Raise attendance of PP to 97%	MS/JDR/JE	Office and Learning Mentor staff	Attendance of PP to be within 0.5% of Non-PP at CJS and 1% above National. Target specific issues with low attenders.	JDR/MS/JE to target any persistent absentees and engage parents. Review each half term.	Attendance monitored in Dec 2017 for PP: Y3 –97.59%, Y4-95.14%, Y5 –97.01%, Y6 –94.02%
Reading, Bug Club and Homework Clubs for Y3-Y6	Teaching Staff to run Reading and Homework Clubs	16 hours of Teacher time per week.	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. PP children to attend in line with other pupils. (Target 75% PP)	TAs to keep register of attendance at homework club and feedback to SLT.	The clubs are being run by teachers at lunchtimes to try to support those pupils who do not get that support at home.

Action	When/Who	Cost/Budget	Success Criteria	Monitoring Steps	Impact Evaluation
Continue Lunch Club	2 TAs 5x per week 12.30-1.20 Target 50% PP	7.5 hours of TA time per week £2,000	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	JDR to liaise with staff and observe sessions. Monitor PP attendance at sessions and review each half term.	The club works really for those children who need it during the lunchtime. PP attendance is less than of 50%at present.
Raise Parental Engagement	Coffee Mornings each term	T and Staff cost in budget. iPads to be available to read on Bug Club or do Mathletics.	ALL PP parents to attend 1 parents' workshop per term. Target to achieve 75% attendance of PP parents at Friday Family Learning Coffee mornings. Children and parents to enjoy activities, have fun, read together, do Bug Club, Mathletics and build confidence.	SLT/JDR to monitor attendance and gather feedback on the success of the sessions.	Autumn Coffee Mornings were very well attended, but PP attendance was at about 50%
Further Develop Plans for Adopted Children	Y5 and Y6 staff/JDR and JE	Staff Meeting time before school	Termly meetings with parents of adopted children, to include all the barriers/concerns/behaviour at home, Parents' Evening with teaching staff.	JE to oversee plans for adopted children.	Review Meetings for Child 1 and Child are working well and both are making good progress socially and academically.
Learning Mentor Support	JDR Autumn-Summer	£8,000	Continued high quality support for our vulnerable pupils with safeguarding concerns/social care involvement. Target 30% PP	JE and PW to review the records for Safeguarding.	PW has reviewed Safeguarding processes and reports that support is meticulous.
Case Studies	All Year Groups Autumn 2016	NIL Staff Time	All classes/groups to gather books/analysis for PP Case Studies to show success stories.	SLT/JDR/CH to review case studies from each year and report to JE.	Case Studies to be updated in Summer Term 2018.
Provision Map	JE/SLT/MS/JDR	NIL	Further develop the Provision Map for each Year Group and explore links between groups e.g., PP, SEND, Safeguarding, Attendance, Clubs etc. Ensure that the Provision Map is meeting the needs of the PP children.	JE/SLT/MS to analyse Provision Map each term and adapt support as required.	Review of Provision Map each term is needed to ensure that the right children are getting the right support.