WCEJS Pupil premium strategy statement

Summary information					
School	**Wendover C of E Junior School**				
Academic Year	2016/17	**Total PP budget**	£43,000	**Date of most recent PP Review**	n/a
Total number of pupils	345	**Number of pupils eligible for PP**	47	**Date for next internal review of this strategy**	Sep 2017
Pupil Premium Champion: Jenny Bartlett			**Linked Governor: Sylvia Oram**		
Rationale					
1. To ensure that the difference between vulnerable pupils and all other pupils is diminishing					
2. To increase the percentage of vulnerable pupils making expected and more than expected progress in Reading, Writing and Maths					
3. To increase the percentage of vulnerable pupils in each year group achieving at or above ARE in Reading, Writing and Maths					
4. To ensure that, through early intervention, barriers to learning are identified and swiftly addressed					

Attainment and Achievement 2015/16

KS2		Attainment (National %)		Progress – Scaled Score		
		All Pupils	**Disadvantaged**		**All Pupils**	**Disadvantaged**
READING	Expected Level	74% (66%)	43%	**READING**	1.26	2.70
	High	36% (19%)	29%			
WRITING	Expected Level	63% (74%)	14%	**WRITING**	-3.73	-6.01
	High	13% (15%)	14%			
MATHS	Expected Level	85% (70%)	71%	**MATHS**	0.51	2.33
	High	21% (17%)	14%			
Grammar, Punctuation & Spelling	Expected Level	87% (72%)	43%			
	High	33% (22%)	14%			

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Literacy skills (reading and writing) tend to be poorer for our vulnerable pupils, slowing progress across all subjects.
B.	Self-esteem and confidence (often arising from social and emotional needs and complex life experiences) tend to be lower for our vulnerable pupils, leading to lower resilience and lower achievement.
C.	Concentration and focus tend to be poorer (learning behaviour).
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Lack of parental engagement is an issue .eg. lower attendance at Parent Consultation Evenings, lower attendance in school and less engagement in Extended Learning.

1. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved literacy skills will enable all vulnerable pupils to access the curriculum, enjoy reading and begin to improve their writing.	Reading Ages increase Visible progress in writing More vulnerable pupils become OTS/M for Reading and Writing
B.	Pupils become more confident and believe in themselves.	More vulnerable pupils participate in class and in school activities
C.	Pupils try hard in lessons and show good learning behaviour.	Fewer behaviour incidents recorded for these pupils on the school system Improvements seen in Learning Codes reported on School Reports
D.	Parents engage more willingly with their children's education.	Extended Learning completed Parent Evenings attended SEND reviews attended (where relevant) Attendance improves

Planned expenditure 2016/17

i. Quality of teaching for all

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?
Improved writing skills in English and across the Curriculum	Talk for Writing Staff training from English Leader	Our Ofsted report highlighted the need to improve writing Talk for Writing has had success elsewhere.	Training from English leader Learning Walks Lesson Observations Book audits	English Leader	Termly
Clear differentiated challenge for all pupils	Clear levels of differentiation in lessons with pupils encouraged to move to higher levels of challenge as soon as they are confident	Allowing pupils to choose their initial level of challenge promotes independence and reflection. Initial success promotes confidence. The next level of challenge requires pupils to really grapple with the task and grows their confidence.	Staff Training Moderation Learning walks & observations Pupil interviews	AHT (Learning)	Termly
Improved learning behaviour and confidence as a learner	Growth mindset approach	The work of Carol Dweck shows that children with a fixed mindset: • Avoid failure • Avoid challenge • Stick to what they know • Take feedback and criticism personally • Don't believe they can change or improve Children with a growth mindset: • Desire continuous learning • Confront uncertainties • Embrace challenge • Do not fear failure • Put in lots of effort • Understand that feedback is about current capabilities We would like all our children, but especially our vulnerable pupils, to have a growth mindset.	Training from AHT Whole School Focus Shared Displays Education through assemblies	AHT (Learning)	Annually
				Total budgeted cost	£10,000

ii. Targeted support					
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?**
Accelerate reading progress	Reading comprehension 1:1 Reading focus	Some of the pupils need targeted support to catch up. They do not read at home and lack confidence and enjoyment in reading.	Monitoring of sessions Pupil data – reading ages Reading record	SENCo	Jun 2017
Improve ability to manage emotions and maintain positive outlook	Support from LSA Allocated 1:1 emotional first aid sessions	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.	Monitoring of behaviour Pupil Interviews Review of objectives for sessions	SENCo	June 2017
Individual children with low attainment and self-esteem will receive personalised programmes	Pupil profile Personalised programme with allocated mentor	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.		Jun 2017
				Total budgeted cost	£25,000

iii. 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?**
Increase attendance rates	Attendance contracts, monitoring and meetings and engagement of external agencies as appropriate	The link between low attendance and low attainment / progress is well-documented. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough understanding about existing absence issues. SENDCo/headteacher will collaborate to ensure new provision and standard school processes work smoothly together.	SENDCo	Termly
			Total budgeted cost		£10,000