



Pupil Premium Report 2016 - 2017

1. Summary information					
School	Shottermill Junior School				
Academic Year	2016/17	Total PP budget for financial year 2016 - 2017	£64,120	Date of most recent PP Review	n/a
Total number of pupils	277	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Jan 2018

2. Current attainment Year 6 SATS (Ever 6)	Expected Standard		Higher Standard	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	38%	67%	0%	11%
% achieving in reading	63%	77%	13%	29%
% achieving in writing	63%	81%	0%	21%
% achieving in maths	50%	80%	0%	27%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Social and emotional wellbeing of pupils is a barrier to learning.
B.	Specific learning difficulties e.g. dyslexia preventing good progress.
C.	Slower progress and development in Maths, particularly for girls.
External barriers	
D.	Attendance rates for pupils eligible for PP are 86.64% (below the target for all children of 96.7%). This reduces their school hours and causes them to fall behind on average.
E.	Providing a literacy rich environment at home such as regularly sharing books and encouraging / supporting homework.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Support the social and emotional wellbeing of pupils so that they are able to access learning effectively.	Inclusion Team are aware of the pupils who need support and provide programmes that ensure children are 'ready to learn'.
B.	Improve the monitoring of children who are eligible for the Pupil Premium Grant and target support more effectively to address the specific learning difficulties that they have.	Children's barriers to learning have been correctly identified and support has been carefully planned and implemented. The Pupil Premium Monitoring Overview tool is an effective method to help track the provision offered.
C.	Continue to bridge the achievement gap between those eligible and not-eligible for the Pupil Premium Grant. Ensure that PP pupils achieve well in Maths and More Able pupils make as much progress as 'other' pupils.	<p>Ensure that a higher % of pupils (year on year) achieve the expected standard / higher standard in KS2 SATs across Reading, Writing and Maths combined.</p> <p>Ensure that the progress of pupils eligible for the Pupil Premium Grant matches the progress of those not eligible.</p> <p>Ensure that More Able pupils eligible for the Pupil Premium Grant make as much progress as 'other' pupils identified in this group across all year groups and across the wider curriculum.</p>
D.	Increased attendance rates for pupils eligible for PP.	The attendance of children eligible for the Pupil Premium Grant is improved so that it is above 96%
E.	Further support parents at home with encouraging their children's language development.	Children are fluent readers who are able to use an increasingly varied range of vocabulary in their writing. Their comprehension skills are developed.

Planned expenditure = £70,033

Academic year

2017/18

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.

Quality of teaching for all (other children not entitled to the Pupil Premium will be included in the actions below)

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?	Cost
Improve outcomes in Maths of identified Year 6 pupils.	Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.	Children will benefit from being in a small group and their needs can be immediately met. The pace of learning can be slower to accommodate addressing misconceptions. Children are not missed because of being in a larger class.	Monitoring of lessons will be undertaken by Maths Leader and SLT. Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.	JZ JH SM KB	This will be reviewed through half-termly pupil progress meetings.	Based on JZ 2 hours/4 days per week, Sept 2017 to April 2018: £8,613
Improve outcomes in Reading of identified Year 6 pupils.	Additional Guided Reading support in a small group led by an intervention teacher 4 times a week. This will be on top of the usual English lesson.	Children will benefit from being in a small group and their needs can be immediately met. The pace of learning can be slower to accommodate addressing misconceptions. Children are not missed because of being in a larger class.	Monitoring of lessons will be undertaken by English Leader and SLT. Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.	JZ AT SM KB	This will be reviewed through half-termly pupil progress meetings.	Based on JZ 1 hour/4 days per week, Sept 2017 to April 2018: £4,306
Improve outcomes for Year 3 pupils in Writing.	Small group intervention teaching delivered 4 times a week in Writing lessons by a specialist teacher.	Children will benefit from being in a small group and their needs can be immediately met. The pace will be slower to break down tasks into simple achievable steps with a high degree of modelling and support. The lesson will be differentiated to accommodate greater visual and practical approaches that build language and vocabulary skills.	Monitoring of lessons will be undertaken by English Leader and SLT. Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.	LM AT SM SLT	This will be reviewed through half-termly pupil progress meetings.	Based on LM 1 hour/4 days per week, Sept 2017 to July 2018: £6,897

Improve outcomes for Year 3 pupils in Maths.	Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.	Children will benefit from being in a small group and their needs can be immediately met. The pace will be slower to break down tasks into simple achievable steps with a high degree of modelling and support. The lesson will be differentiated to accommodate greater visual and practical approaches and developing secure understanding of number and counting / times tables.	Monitoring of lessons will be undertaken by Maths Leader and SLT. Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.	LM JH SM SLT	This will be reviewed through half-termly pupil progress meetings.	Based on LM 1 hour/4 days per week, Sept 2017 to July 2018: £6,897
Improve outcomes for Year 4 pupils in Maths.	Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher. Groups selected will run for approximately 1 term and be fluid to accommodate needs of children who have made limited progress from KS1.	Children will benefit from being in a small group and their needs can be immediately met. Some children will be continued to be targeted from Year 3 sessions. These sessions are focussed on building pupils' confidence.	Monitoring of lessons will be undertaken by Maths Leader and SLT. Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.	LM JH SM SLT	This will be reviewed through half-termly pupil progress meetings.	Based on LM 1 hour/4 days per week, Sept 2017 to July 2018: £6,897

Total budgeted cost: £33,610

i. Targeted support

ii.

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?	Cost
Improve understanding of number and arithmetic skills for identified pupils in order to close the attainment gap.	Provision of LSAs to deliver the Number Sense Maths Intervention success@arithmetic to identified pupils.	Children who have specific gaps in understanding of number, calculation and arithmetic will receive dedicated small group intervention to address specific learning needs.	Monitoring by Linda Storey, Maths Leader and Inclusion Leader to ensure that this intervention is being delivered according to the training provided.	JH SLT	Analysis report to be created by Dec 2017	Based on LSA cost per hour S3 Max: £14.50 per hr/ 3 times a wk/ 38wks a year for 9 children £14,877 Training Linda Storey: £2,425 Resources box £345

Improve outcomes for pupils whose progress has slowed and children are not reaching their potential.	1:1 or 1:2 tuition for identified pupils in Year 6 in Reading, Writing and Maths who are working just below ARE or who have not made enough progress from KS1. Some pupils will be higher attaining pupils.	Children will benefit from targeted support by an experienced teacher who will be able to spot and address misconceptions during their individually tailored sessions. These sessions are focussed on building pupils' confidence.	Parent will be notified by letter if their child is accessing this support. Monitoring of sessions will be undertaken by SLT. Class Teachers will review	Yr 6 Class Teachers SLT	This will be reviewed through half-termly pupil progress meetings.	Based on total cost of Pat Clake for Sept 2017 – July 2018: Approx £4,000
Improve outcomes for identified pupils, include more able.	Year 6 booster classes will be delivered by Class Teachers either after school or during available afternoon sessions. Some pupil groups will be for higher attaining pupils.	Children will benefit from targeted support by their own Class Teacher who will be able to address misconceptions that have been identified through class sessions / assessments.	Parent will be notified by letter if their child is accessing this support. Monitoring of sessions will be undertaken by SLT.	Yr 6 Class Teachers SLT	This will be reviewed through half-termly pupil progress meetings.	Based on Booster Classes for CR/LK Sept 2017 – Jul 2018: Approx £3,000
					Total budgeted cost	£24,647
iii. Other approaches						iv.
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?	Costs
Improve attendance of pupils in this group	Use of HSLW to support families who are requiring additional support. Monitor attendance of pupil premium children on a regular basis (at least termly). Invitation only Breakfast Club will be offered to pupils who struggle coming into school in the morning.	Children who attend school regularly will not have gaps in their learning. They will also be able to attend other intervention and support groups put in place to help them catch up.	Attendance of this group will be recorded in HT monitoring reports as well as through the pupil premium provision management tool.	KB VG SM	Attendance will be reviewed at least termly if not sooner	Based on HSLW for Sept 2017 – Jul 2018: £9,000 Cost of Breakfast Club for Sept 2017 – Jul 2018 NC: £1100 plus other expenses (food) £100

<p>Support the social and emotional wellbeing of identified pupils so that they are able to access learning effectively.</p>	<p>Targeted children will be provided with access to 1:1 ELSA sessions or 1:1 HSLW sessions to discuss their worries and help develop coping strategies to deal with anxiety.</p> <p>Invitation only Breakfast Club will be offered to pupils who need a settled start to the school day with a key adult to discuss concerns with.</p>	<p>Children will work with key adults to help manage their feelings and develop emotional literacy to help express their worries.</p> <p>Children will build resilience to dealing with anxiety and will be better placed to learn in school as a result.</p>	<p>Attendance of this group will be recorded in HT monitoring reports as well as through the pupil premium provision management tool.</p> <p>Case studies will be written to report on how well strategies have worked with individuals.</p>	<p>VN NC JT</p>	<p>Termly</p>	<p>Based on 10 children x 1 hour of ELSA support</p> <p>£145</p> <p>(+Retrain LSA costs £ TBC)</p>
<p>Support the social and emotional wellbeing of identified pupils so that they are able to access learning effectively.</p> <p>Support the additional needs and requirements that children may have as a result of being a Young Carer.</p>	<p>Disadvantaged pupils also identified as Young Carers will be offered support through JT our Young Carers Champion.</p> <p>At least once a half-term, they will meet together as a support group with JT overseeing this.</p>	<p>Children who care for another person will have extra provision and assistance to deal with all aspects of school life.</p> <p>They will be offered additional assistance with homework, participating in extra-curricular events and will have a key adult to check in with when there are problems.</p> <p>Children will benefit emotionally from knowing that other children may be in similar situations to them.</p>	<p>Case studies will be written to report on how well strategies have worked with individuals.</p> <p>The HSLW will oversee with JT the monitoring of this group. The Young Carers Policy will underpin the work that we do with individuals.</p> <p>Information will be shared with the Governors to explain how effectively we are supporting this group in school.</p>	<p>VN JT</p>	<p>Termly</p>	<p>Based on 1 hour of JT x 6 half terms (£14.5/hr x 6)</p> <p>£87</p>
<p>Ensure that all children have access to wider school activities through providing assistance with the associated costs.</p>	<p>Provide financial assistance to children eligible for FSM and Pupil Premium when requested by parents to help ensure full participation with educational trips and activities.</p> <p>Provide assistance with transportation to and from activities such as inter-school sports.</p> <p>Pupils eligible for FSM will be directed to apply for the Surrey Arts programme of free music tuition.</p> <p>Free places at fee paying clubs will be commissioned and offered to</p>	<p>Children who access a wide range of activities develop a wider skills set and can develop their talents. They will grow and develop in the same way that their peers do.</p> <p>There is evidence to support the theory that children who learn an instrument and learn to read music boost their reading development as a result.</p> <p>There is also evidence to suggest that children who access high quality after school clubs, develop important life</p>	<p>Discussions with pupils will help to evaluate the impact of assistance. The Pupil Premium Leader will create a survey to consider the impact of participation in extra-curricular activities as a result of this assistance.</p>	<p>SM EC LG</p>	<p>Ongoing</p>	<p>Based on £50 per PP child per residential. 3 residentials (Years 4, 5 and 6, PP children attending all residentials will be 33:</p> <p>£1,650</p>

	individuals as and when they become available.	experiences and social skills which promote healthy childhood development.				
Enable identified pupil premium children, particularly those who are more able, to have the opportunity to take part in inter-school quiz.						Based on 1 hour of SM time: £39 per hour
					Total budgeted cost	£12,121

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in Maths for Year 6 pupils working significantly below age related expectations.	Small group intervention teaching delivered 4 times a week in the morning by a teacher.	<p>12 children were targeted through this intervention, 3 of which were PP. None achieved the expected standard but gains were seen in the start and end data relating to curriculum expectations. One child did not benefit as much as they had considerable absence due to illness.</p> <p>This was a particularly expensive intervention with teaching provided through a supply agency. None of the children targeted met the expected standards in Maths so it is difficult to judge this to be good value for money.</p>	<p>Lessons started part way through the autumn term and there could have been an earlier start to this strategy. There was also change in the intervention teacher mid-year which was disruptive for pupils and teachers. Lessons were also sometimes missed for various reasons. The cost of this intervention was high as it was arranged through a supply teaching agency.</p> <p>This strategy should only be repeated if the quality of teaching is consistently secure and is delivered regularly. Also, appointing an intervention teacher rather than using a long-term supply would be a better approach.</p>	Based on Liz Moore total supply cost: £4,257
Improve outcomes in Writing of identified Year 6 pupils.	Writing Booster Classes run after school by class teachers once a week for approximately 10 weeks.	<p>2 out of the 3 PP pupils achieved the expected standard although only 1 of these children made adequate progress from KS1 starting point.</p> <p>Prolonged illness of one child negatively impacted the effectiveness of this intervention.</p>	<p>Good value for money.</p> <p>Continue with this approach next year.</p>	Based on Booster Classes CR/LK: £2,710
Improve outcomes in Maths of identified Year 6 pupils.	Maths Booster Classes run after school by class teachers once a week for approximately 10 weeks.	<p>3 out of 4 pupils achieved the expected standard although only 1 of these children made adequate progress from KS1 starting point.</p> <p>Prolonged illness of one child negatively impacted the effectiveness of this intervention.</p>	<p>Good value for money.</p> <p>Continue with this approach next year.</p>	Based on Booster Classes CR/LK: £2,710
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Help to close the attainment gap of pupils in readiness for Year 6 - in Maths and Writing.	One to one tuition delivered by qualified teacher using planned programme in the summer term when children were still in Year 5.	Gains were seen in improving confidence and misconceptions were addressed which boosted children's understanding in class. Children enjoyed going to these sessions and they were well received by parents also. 4 PP children received this support, 2 of which had High Prior attainment from KS1.	This is the last year that this intervention will run in this format.	Based on Pat Clake Summer Term 2017: £1916
Improve outcomes in Writing and Maths of identified Year 6 pupils.	One to one tuition delivered by qualified teacher using planned programme outside of normal lessons in Year 6.	4 PP children were targeted and for one pupil, this support continued from Year 5 sessions. Although these pupils did not achieve the expected standard, good progress was made for all but one child from their starting points. The one child who did not make adequate progress had a long period of absence due to illness and other circumstances which hampered progress.	Good value for money. Continue with this approach next year.	Based on Pat Clake time Autumn Term 2016 and Spring Term 2017: £2780
Improve outcomes in Maths of identified Year 6 pupils.	SLT support sessions by a qualified and experienced teacher delivered in the 6 weeks prior to SATs.	Of the children targeted, 1 was PP. This child was well supported and achieved the expected standard. 100% success rate.	Good value for money. Continue with this approach next year.	Based on 15 hours of Nerys time: £579

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Provide emotional support to individuals with a range of difficulties such as anxiety, behavioural needs and dealing with challenging home circumstances.	One to one ELSA sessions delivered by a qualified LSA / or one to one support sessions delivered by the HSLW. HT support was also provided through inter-agency working.	This support has proved highly successful in keeping children in school and accessing education. Attendance for individuals either improved or did not decline further as a result of the support provided. Almost all children supported achieved the expected standard across all subject areas.	Good value for money. Continue with this approach next year.	Based on 10 children x 1 hour of ELSA support £145.00

6. Additional detail

Our full strategy document for improving outcomes for pupils entitled to the Pupil Premium Grant can be found within our **School Development Plan**. Please also see **Progress and Attainment data for Year 6 Intervention Groups July 2017** for a pupil level breakdown of the data to support this report.