

Pupil premium strategy statement (primary)

1. Summary information					
School	Field Junior School				
Academic Year	2017-2018	Total PP budget (indicative)	£66,000	Date of most recent PP Review	Sept 2017
Total number of pupils	266	Number of pupils eligible for PP	52 (19.5%)	Date for next internal review of this strategy	December 2017
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Disadvantage is compounded by SEND and/or EAL.				
B.	Weak expressive language skills				
C.	Gaps in early learning				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Complex family issues including relationships, housing and financial limitations. This reduces access to extra-curricular and enrichment activities; social and emotional issues linked to complex needs.				
E.	Low aspiration and expectation from some families which leads to poor parental engagement. Some of these families also have limited access to rich language experiences and reduced literacy and numeracy skills.				
F.	Attendance for a small number of PPG children.				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Increased reading progress for children eligible for PP who are also recognised as having SEND.			Pupils eligible for PP that are also recognised as having SEND will make increased progress by the end of the year so that the gap between them and their peers is reduced.	
B.	Attendance, for the small group of children eligible for PP, will improve and be in line with the target of 96%.			Attendance data will highlight that the children concerned will have an increased attendance rate.	
C.	Families will feel supported by the school and have access to relevant services resulting in increased engagement with their child's learning.			More families will have access to the relevant support, attend workshops run by school staff and external professional support will be in place.	
D.	Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social/emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.			Children will have equal access to quality enrichment activities within the school environment resulting in enriched language and school engagement. This will also impact on the children's progress.	
E.	High and middle achieving vulnerable children at KS1 need to make increased progress and attainment across all subjects.			Children will make continued progress so that attainment is consistent year on year; by the end of the key stage pupils will make the expected progress steps and attainment linked to entry data.	

4. Planned expenditure

Academic year

2017-2018

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.

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?
<p>A.) Increased reading progress for children eligible for PP who are also recognised as having SEND.</p> <p>e.) High and middle achieving vulnerable children at KS1 need to make increased progress and attainment across all subjects</p>	<p>GAPS work linked to the class learning in English and maths.</p> <p>Provision files for teachers to take further ownership of interventions.</p> <p>Targeted staffing-EMA support in year 3 and beginner bilinguals (0.5 of time), year 6 boosters. INCo will be trained in all areas of SEND to ensure they are up to date on available support for all.</p> <p>INCO-to oversee provision, complete parent workshops (prep and delivery), complete book scrutiny, training of support staff, liaise with professionals, complete EHCM</p>	<p>Data has shown that the GAPS work during the past academic year had an impact on both progress and attainment as it bridged the children's learning at the point of delivery. Effective communication between staff is key to the success of this and moving learning on swiftly.</p> <p>The staff fed back that they needed greater input into the provision of their SEND children to move learning on quicker during "intervention" time. In line with the SEND CoP, the teachers will have control over the provision and how to use this time to support SEND learners, with support from external professionals and the INCo. This will mean learning profiles are supported by class practice and interventions and the two will link more closely.</p> <p>This will ensure that the children are given relevant support, including access to external professionals. Beginner bilingual children will be given access to a language rich environment and reading will be moved on swiftly to access writing opportunities. Year 6 children will be given overlearning opportunities through increased support staff so that they are prepared for secondary transfer.</p>	<p>Communication books for GAPS work. Regular monitoring of these books by class teachers and SLT to ensure learning is bridged.</p> <p>Class teachers and support staff are aware of vulnerable children. Half termly data analysis by teachers and SLT.</p> <p>PPM termly following data analysis-children and objectives to be covered identified and interventions put in place. Book scrutiny to include PPG children.</p> <p>Files to be set up to ensure effective communication between staff and evidence keeping. INCo to monitor files regularly and feedback to staff.</p> <p>INCo to attend SEN cluster groups. INCo to attend SEN updates from County. INCo to liaise with external professional staff. Class teachers link with EMA teacher to maximise learning opportunities.</p>	<p>Class teachers with INCo.</p> <p>Class teachers and INCo.</p> <p>Class teachers and INCo.</p>	<p>January 2018</p>

	documentation, attend TAF meetings, conduct pupil progress meetings with staff, liaise with vulnerable parents and families. (Equivalent of 1 day per week over the academic year.)				
<p>B.) Attendance, for the small group of children eligible for PP, will improve and be in line with the target of 96%</p> <p>D.) Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p>	<p>Enrichment activities to include:</p> <ul style="list-style-type: none"> • First Access Violin • Royal Opera House ballet events • Lion King musical (London) • Shakespeare company visit 	<p>By having access to enrichment activities and events children will foster a sense of belonging and therefore the desire to be in school will increase impacting on the small group of children for whom attendance is below the desired rate.</p> <p>Access to such enrichment opportunities will expose children to wider language development, capture imaginations ultimately impacting upon creative writing.</p> <p>Having a chance to test out a musical instrument will allow children to see if they like the discipline of learning an instrument without the expensive outgoings for families.</p> <p>Extensive scholarly research into music in education highlights that those involved with learning musical instruments attain better when exposed to such opportunities. It is also known to reduce stress which some of these children are under due to the complex nature of their families' circumstances.</p>	<p>Monitor the children selected for such events to ensure those vulnerable children have equal access.</p> <p>All year 3 to have access to violin lessons weekly.</p> <p>Monitoring of attendance and data ½ termly to look at progress and attainment.</p> <p>Pupil voice to identify views on enrichment opportunities.</p>	<p>SLT</p> <p>Class teachers</p> <p>SLT</p>	<p>January 2018</p>

<p>A.) Increased reading progress for children eligible for PP who are also recognised as having SEND.</p> <p>D.) Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p> <p>e.) High and middle achieving vulnerable children at KS1 need to make increased progress and attainment across all subjects</p>	<p>Reading resources:</p> <p>Increased reading resources for reading scheme to maximise interest levels in all children.</p> <p>Reading comprehension tasks suited to children with SEND that extend reading skills further.</p> <p>Phonic resources</p> <p>Personalised reading resources for individual children linked to external professional advice.</p> <p>Reading book club to foster reading for pleasure.</p> <p>Friday assembly "reading to" groups.</p> <p>Purchasing of talking books and ways to play them.</p>	<p>High quality texts that are age appropriate as well as reading level linked will maximise a love of reading.</p> <p>Children who feel that texts are exciting are more likely to engage with the texts and therefore increase reading skills.</p> <p>Challenging reading tasks that look similar to their peers will develop self confidence as they will not feel "different".</p> <p>Research highlights that children that are read to are better at both decoding and discussing texts that they have read. By providing talking books and opportunities to be read to we will be maximising the potential of all learners.</p>	<p>Resources selected based upon external professional advice.</p> <p>Sharing of resources with all staff and training where relevant.</p> <p>Book scrutiny will highlight the resources are being used and extending children's comprehension skills.</p> <p>Data (of progress and attainment ½ termly) will highlight children are making progress which will impact on attainment.</p> <p>Class teachers will use the resources to move learning on during class and group sessions. They will use their assessments to bridge gaps in learning.</p> <p>Attendance at the reading to group will be monitored to monitor full impact.</p> <p>PPM termly to identify and discuss needs of PPG children and actions put in place.</p>	<p>SLT Class teachers</p>	
Total budgeted cost					

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?
<p>A.) Increased reading progress for children eligible for PP who are also recognised as having SEND.</p> <p>D.) Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p> <p>e.) High and middle achieving vulnerable children at KS1 need to make increased progress and attainment across all subjects</p>	<p>Purchasing of resources for interventions to maximise learning and create personalised learning.</p> <p>Training and delivery of identified interventions to include:</p> <ul style="list-style-type: none"> *Lego talk *Precision teaching *Rainbow group *Cooking nurture group *Lego group for social skills *Lego group for pastoral support *Phonics *Maths manipulatives *Maths and English gaps groups *Before and after school interventions *Summer term boosters year 5 <p>Staff training to include:</p> <ul style="list-style-type: none"> *Maths games *Write Away Together *Marking strategies *Phonics *Encouraging independent learners 	<p>The use of PT with a group of SEND children last year saw increased word reading of HFW. The Herts EP service recognised the benefits of this approach and have encouraged schools to use it to maximise children's learning. It will be used with SEND learners to move reading and spelling on at a faster pace.</p> <p>Lego talk impacted on children's confidence and social skills during the last academic year although more formal monitoring is required for full impact measures. The NHS Speech Therapy Team recommend this for any children with SAL and communication difficulties.</p> <p>Maslow's Hierarchy of Need demonstrates that when children feel secure and nurtured learning will move on; the resources for the nurture based support groups will be paramount in achieving this.</p> <p>Moving children's learning on through the use of fluid interventions means that the teachers will be able to maximise learning for all. Groups can be interchangeable so that gaps in learning can be addressed swiftly. This has been the case in the past few years for the writing and maths groups-data highlights the success of such an approach. We will now use this for all interventions. Most of those attending before/after school tuition made accelerated progress.</p>	<ul style="list-style-type: none"> • Training to be logged. • Provision files show children working within groups and which strategies being used. • Consistent marking approach seen during book scrutiny. • Staff to record data for specific interventions in provision files. • Monitoring of provision files. • Class teachers to ensure children's reading/spelling of key words is moving on and links with class learning. • INCo to liaise with TAs delivering pastoral support on a regular basis. • Pastoral programme for nurture groups set up by INCo linking in work from external professionals. • Pupil voice questionnaires completed and information used to develop provision. • Parent voice questionnaires completed and information used to develop provision. • ½ termly data analysis of progress and attainment. • Termly PPMs to ensure targeted support. 	<p>Class teachers INCo SLT</p>	<p>January 2018</p>

<p>B.) Attendance, for the small group of children eligible for PP, will improve and be in line with the target of 96%.</p> <p>C.) Families will feel supported by the school and have access to relevant services resulting in increased engagement with their child's learning.</p> <p>D.) Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p>	<p>Emotional wellbeing based support:</p> <ul style="list-style-type: none"> *Family support workers * Play therapy *CBT through EP service *Rainbow and cooking group *Pastoral support from INCo *Pastoral support Lego group 	<p>During the last academic year the feedback on all emotional wellbeing support from children, parents and professionals was positive. Class teachers stated that children were accessing classroom learning more readily and attendance of those involved with such support was consistent.</p> <p>Maslow's hierarchy of need highlights the importance of such an approach.</p>	<p>LAWSEQ for pastoral groups.</p> <p>External professionals strategies for monitoring impact to feed into school monitoring.</p> <p>Discussion with children/parents/families to identify impact on support put in place.</p> <p>Data for children will improve as feeling of being more settled increases. (Book scrutiny/data analysis.) ½ termly</p> <p>Analysis of attendance.</p>	<p>INCo Head</p>	<p>January 2018</p>
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<p>A.) Increased reading progress for children eligible for PP who are also recognised as having SEND.</p> <p>D.) Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p>	<p>Personalised provision to ensure even access to all curriculum life. This may include:</p> <ul style="list-style-type: none"> *clubs *residential activities/non residential activities *Music lessons *Day trips *Personalised academic/social provision as required. 	<p>Enabling children to feel part of the whole school community is essential to foster good learning, attendance, self- esteem and ultimately support all learners to achieve their potential. Accessing these areas of school life has maximised learning for some children eligible for PP and as such will continue this year.</p>	<p>SLT to monitor vulnerable groups to ensure access to a wide range of events.</p> <p>Personalised learning to be set up where required in conjunction with external professionals and families. INCo to monitor and create in partnership with class teachers.</p> <p>Data analysis-1/2 termly.</p>	<p>SLT</p>	<p>January 2018</p>
Total budgeted cost					

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?
<p>A.) Increased reading progress for children eligible for PP who are also recognised as having SEND.</p> <p>B.) Attendance, for the small group of children eligible for PP, will improve and be in line with the target of 96%.</p> <p>C.) Families will feel supported by the school and have access to relevant services resulting in increased engagement with their child's learning.</p> <p>D.) Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs and foster a sense of belonging and community. This may include personalised provision for some children eligible for PP.</p>	<p>Parent partnership work</p> <ul style="list-style-type: none"> • Access to translation services. • Family support worker to focus on-attendance, housing issues, complex family issues, hard to reach families, health and wellbeing, access to public resources and any further needs as they arise. • Parent workshops-resources/professionals time for planning and delivery 	<p>Strong home-school links maximise children's learning potential so any strategies that support this will be highly beneficial to all children.</p> <p>By accessing translation services parents voices will be heard and we will be able to support all families. Serious case reviews highlight the need for this for children and parents.</p> <p>The SWHP family workers enabled housing issues to be addressed which supported increased attendance for some.</p> <p>Parent workshop feedback demonstrated that parents are keen to support their children but often do not know what strategies school is using; this support will enable them to provide relevant home support with increased confidence and skill, use resources that link with school learning and in a fun way. It will also help parents to identify the high expectations that we must all have for children to be at age related learning levels throughout their time at primary school.</p>	<p>Close linking with SWHP for family worker support.</p> <p>Parent workshops will focus on key areas identified in parent feedback and concerns linked to class learning.</p> <p>Use of translation service will require feedback to service providers.</p> <p>INCo and Headteacher will attend meetings with family support workers and monitor impact on families. Close working relationship with SWHP manager will enable any concerns to be addressed swiftly.</p> <p>Increased attendance for those linking with SWHP family worker.</p> <p>More families will have access to relevant support.</p>	<p>Head/INCO</p>	<p>January 2018</p>
Total budgeted cost					£66008

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

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

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

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.