



Pupil premium strategy statement Alver Valley Junior School

1. Summary information Update (September 2018-19)						
School	Alver Valley Junior School					
Academic Year	2018-2019	Total PP budget	£96,420 Of that: Ever 6 £93,720 Service £2,700 Post LAC £0 (Based on 71 pupils on PP statement July 2018)	Pupils eligible for PP Number and %		
Date of most recent PP Review	October 2018			Year 3	17/46	40%
Date for next internal review of this strategy	Nov 2019			Year 4	20/49	41%
NOR	163			Year 5	20/34	59%
		Year 6	13/34	38%		
		Total	70/163 October 2018	43%		

Attainment at end of milestones 2017-2018 cohort						
(Figures from Perspective Lite)		School PP (Dis) 2018 (25 pupils)	School other 2018 (9 pupils)		National FSM 2018	
End of KS2 % ARE + in RWM		40%	33%		50%	
End of KS2 % ARE + reading		52%	67%		64%	
End of KS2 % ARE + writing		68%	100%		67%	
End of KS2 % ARE + maths		44%	33%		64%	
Current attainment across Junior School 2017-2018 cohort						
(Figures from Hampshire Assessment Model)	<i>Pupils eligible for PP (school)</i>					
	End of previous yr Secure+	Nov	April	End of year	National All 2018	National FSM 2018
Y6 PP % working at ARE reading, writing and maths	36%				64%	50%
Y6 PP % working at ARE (including close to) in reading	71%				75%	64%

Y6 PP % working at ARE (including close to) in writing	36%				78%	67%
Y6 PP % working at ARE (including close to) in maths	57%				76%	64%
Y5 PP % achieving in reading, writing and maths	58%				64%	50%
Y5 PP % working at ARE (including close to) in reading	68%				75%	64%
Y5 PP % working at ARE (including close to) in writing	58%				78%	67%
Y5 PP % working at ARE (including close to) in maths	63%				76%	64%
Y4 PP % achieving in reading, writing and maths	10%				64%	50%
Y4 PP % working at ARE (including close to) in reading	30%				75%	64%
Y4 PP % working at ARE (including close to) in writing	15%				78%	67%
Y4 PP % working at ARE (including close to) in maths	55%				76%	64%
Y3 PP % achieving in reading, writing and maths	50%				64%	50%
Y3 PP % working at ARE (including close to) in reading	50%				75%	64%
Y3 PP % working at ARE (including close to) in writing	50%				78%	67%
Y3 PP % working at ARE (including close to) in maths	50%				76%	64%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

Poor oral language skills - expressive and receptive language that hinders pupils' ability to write, reason and explain (impacting reading, writing and maths).

Higher than National % of pupils with SEND needs (School SEND 28.6% National 12.2%) (EHCPs 3.6% including pending 5.4% National 1.5%)

External barriers *(issues which also require action outside school, such as low attendance rates)*

Historic lack of parental engagement and knowledge to support some pupils with learning at home.

Historically higher levels of absence for PP pupils. Deprivation rank index 8/422 schools 2018

Number of pupils who need additional support to develop positive learning behaviours including pupils with attachment needs and other environmental factors.

3. Planned expenditure

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	Success criteria	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Impact review
Improved attainment /accelerated progress for pupils	Additional teachers employed to provide small class sizes where progress needs to be accelerated and learning behaviours have been a barrier to learning historically.	Class will make accelerated progress towards ARE	Education Endowment Fund - As the size of class is reduced substantially, such as to fewer than 20 or even 15 pupils it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase,	PP Lead AHT KS2	Use of data Books Scrutiny Pupil conferencing	

			improving outcomes for pupils.			
SEN PP pupils with gaps in their learning will make accelerated progress	Deputy SENCO appointed and deployed to monitor curriculum provision for SEN pupils with a focus on PP SEN to ensure that provision matches need Deputy SENCo provides CPD for learning support assistants, then monitors the impact of interventions and actions accordingly	Data shows PP SEN pupils over the year start to close the gap Observation shows PP SEN pupils have appropriate challenge, resources and pre teaching in order that they can make progress	School has identified a need for in class provision for SEN to be strengthened in order for pupils to make accelerated progress (Behaviour data shows a high proportion of PP SEN pupils at wave 2+)	SENCO Deputy SENCo	Book scrutiny Pupil conferencing Scrolling back documents I E Ps	
Maths project	3 teachers from across the school are engaging in a school wide project to improve fluency in maths. Focus on pedagogy	PP pupils' attainment in maths will accelerate across the school through developing greater fluency in the fundamentals	Research based maths hub project with track record in working with schools to improve standards.	Maths Lead	Data analysis Book scrutiny planning	
ii. Targeted support/Other approaches						
Desired outcome	Chosen action / approach	Success criteria	What is the evidence and rationale?	Staff lead	Monitoring	Impact review

<p>All staff including class teachers, LSAs, English, maths, SEN Leaders, SLT, Pastoral & Attendance have a clear focus on PP pupils and strive for best outcomes for this group.</p>	<p>Ensure all staff have current lists All staff monitor and be aware of PP pupils they have responsibility for (highlight PP pupils on planning/pastoral meeting minutes) and report back to PP leader</p>	<p>All staff groups will know their PP pupils All staff groups will be accountable for PP pupils in their area of responsibility and communicate half termly with PP lead</p>	<p>Where staff have been more aware of PP pupils for example through identification on planning/work being marked first, to keep the PP profile high and improve outcomes as evidenced in other parts of the school</p>	<p>PP Lead</p>	<p>Half termly</p>	
<p>PP Leader will be aware of outcomes and barriers to learning for PP pupils so they can be addressed. Links to School improvement (1c 4c)</p>	<p>Data used to identify where children are making progress or not. Where Barriers to progress are identified, solutions are found using stakeholders in the school Initially ½ day per fortnight allocated</p>	<p>PP Lead fully aware of all aspects of PP pupils' outcomes and barriers to learning. Case studies will show accelerated progress where barriers have been identified and addressed. Lessons learnt will be shared and applied to other pupils</p>	<p>Ensuring best practice and high impact strategies are shared</p>	<p>PP Lead</p>	<p>See monitoring cycle</p>	

<p>Pupils' emotional gaps are identified and addressed to reduce barriers to learning.</p>	<p>Thrive Approach embedded across school to identify and address emotional needs of groups and individuals to improve inclusion of most vulnerable pupils.</p> <p>Ensure completion of Practitioner Initial training, ongoing training x 2 & Thrive subscription</p>	<p>Thrive assessments of groups and individuals show improvement in profiles and engagement in class.</p> <p>Years 1, 2 and 6 class trial will identify pupils who would benefit from the approach and inform a class action plan.</p>	<p>Thrive programme research based. Primary behaviour support and other network schools have shared evidence of impact when implemented at a whole school, small group and individual level.</p> <p>Initial school trial has shown positive impact for PP pupils (see case studies)</p>	<p>HoS Family Support Worker</p>	<p>Case studies, Assessments, Action plans and discussion with class teachers to focus on impact in class</p>	
<p>PP pupils will develop positive learning behaviours including greater self-esteem and confidence through access to the forest schools approach</p>	<p>Forest schools sessions in place for pupils identified through Thrive assessments or Pastoral team meetings</p>	<p>Forest schools observations/Thrive assessments show an improvement for pupils</p>	<p>Forest schools programmes have been successful at improving rate of progress in children's learning an</p>	<p>FS Level 3 Practitioners Family Support Worker</p>	<p>Observations through Forest School Thrive assessments</p>	
<p>Accelerate Reading fluency Attainment</p>	<p>Rapid Reader</p>	<p>Improvement in reading fluency attainment, more in line with pupils' chronological age</p>	<p>Rates of increased progress in school last year using this intervention:</p>	<p>SENCo Deputy SENCo</p>	<p>Entry and exit data (Salford testing)</p>	
<p>Adult employed to carry out Better reading partnership with Year 4</p>	<p>Better reading partnership intervention x 4 hours a week per school</p>	<p>PP pupils' attainment in reading will be accelerated.</p>	<p>Intervention has a nationally proven track record in raising attainment in schools</p>	<p>SENCo English Leader</p>	<p>Improvement in fluency and comprehension in reading</p>	

Love of reading	Employ a member of staff to open the library at lunch times to work with pupils, sharing books and stories, recommendations and providing a great environment for reading.	Build a love of reading into everyday school life. Children develop a greater love of reading through spending time in the library.	Raising the profile of the library will foster a greater love of books, and also develop a passion for reading	English Leader	Attitudes to reading improves from starting points	
Improvement in PP children's ability to secure basic mathematical concepts	Learning support assistants to use 1 st Class at Number intervention	Improvements in the ability of PP to apply basic mathematical concepts in their learning	Evidence from book scrutiny and data shows poor number skills and a need for pupils to develop fluency in the fundamentals.	Maths Lead SENCo Deputy SENCo	Sandwell entry and exit data Evidence of application in books Pupil conferencing	
PP pupils will attend school regularly and absence and Persistent Absentee(PA) rates will be in line with National figures	Attendance officer prioritises absence of PP children. All unexplained absence followed up with a home visit providing support and challenge	PP pupils will attend school regularly and absence and PA rates will be in line with National	Attendance data for the school has historically been below National. Although improvements have been made further work is needed particularly with the most vulnerable pupils with PA.	Attendance officer	Half termly attendance reports	

<p>To support families and pupils with any social and emotional needs pertinent to their situation</p>	<p>Alver Valley Service Family group, bespoke programme to support Service families</p>	<p>Our service families will feel supported during times of difficulty. The children will receive strategies to help them deal with life In-school while family members are away</p>	<p>Families have stated that this is a service they feel their children would benefit from. DFE guidance states SF funding should be used to support pupils' social and emotional wellbeing</p>	<p>Deputy SENCo</p>	<p>Service Family group up and running Children attending group regularly</p>	
<p>Improve positive learning behaviours</p>	<p>Pastoral team work with pupils, staff and home to develop positive learning behaviours using the six strands. PP identified on Pastoral Team meeting minutes</p>		<p>Where staff have been more aware of PP pupils the best outcomes have been realised with targeted support</p>	<p>HoS Pastoral Team</p>	<p>Minutes of pastoral meetings shared with PP lead</p>	
<p>Vulnerable pupils included at lunchtimes</p>	<p>Lunch clubs to support most vulnerable pupils with trained ELSA lead lunchtime club. Social Skills group led by Deputy SENCo supports vulnerable children Member of the pastoral team leads team games, developing social skills</p>	<p>Lunchtime provision supports PP pupils along with their peers to be included and enjoy lunchtimes</p>	<p>Education Endowment Fund Toolkit</p>	<p>Pastoral team Deputy SENCo</p>	<p>Pupil conferencing Case Studies Monitoring of behaviour points</p>	

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Monitoring Activity	Date	Focus	Impact	Next steps	Shared with