

Thames View Junior School-Pupil premium strategy statement (2017-2018)

1. Summary information					
School	Thames View Junior School				
Academic Year	2017	Total PP budget	£286,400	Date of most recent PP Review	February 17
Total number of pupils	442	Number of pupils eligible for PP	220	Date for next internal review of this strategy	September 18

2. Current attainment (progress measures for 2016/17 still unvalidated until Dec17)		
	<i>Pupils eligible for PP (60/110)</i>	<i>School and (National Data)</i>
% achieving in reading, writing and maths	64% 2017	51%- 2016 (53%) 72%- 2017 (pending)-(61%)
Reading Progress Score	-6.50 2016 -4.57 2017	-6.1 2016 (0) -4.10 2017
Writing Progress Score	-4.06 2016 -3.74 2017	-3.86 2016 -2.59 2017
Maths Progress Score	-3.90.2016 -4.96 2017	-3.42 2016 -3.74 2017

3. 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.	Number of Pupil Premium children with prior attainment 'middle' from KS1 achieving expected standard
B.	Number of Pupil Premium children with prior attainment 'higher' from KS1 achieving expected standard
C.	Number of Pupil Premium children with prior attainment 'higher' from KS1 achieving higher standard
D.	Pupil Premium achievement in Maths- widened from 2015-2016. Close gap.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	School in bottom 10% for deprivation nationally.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of attainment in KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as

		'other' pupils identified as high ability, by the end of Key Stage 2 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments.
B.	Higher rates of attainment leading to higher number of % children achieving expected progress from ks1.	Minus progress scores improving rapidly towards 0 at ks2 for all pupils
C.	Better progress scores in Maths at end of ks2 for PP children which closes the gap on their peers.	Children who are disadvantaged have rapidly closed gap (1.5) on peers in maths and improved attainment.
D.	Better Reading Partner Scheme in year 3/4 to support reluctant readers at home and close gap between LA and MA with PP	Children who are eligible for PP are able to access not only English curriculum but wider curriculum, leading to improved results.

5. 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?
A. Raise the attainment of high attaining Year 6 children and the number of children attaining above expected levels.	AHT to teach higher set maths x5 weekly. AHT and year 6 teachers to run booster groups after school from Dec 17 for all targeted children (Aut2 data) until May and June for writing..	This experienced teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in Reading and Mathematics and replaces work that previously would have been done in TA groups.	AHT will manage their team to best need the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly.	SLT, Head Teacher and Deputies	Half Termly (£4000)
B. Improve upon in results at ks2 2016-2017 for all children and increase % of children achieving ARE and higher standard both at year 6 and in years 3-5.	-Identify children half termly who need support in key areas and intervene quickly. Teachers to be given ample opportunity to observe each other and reflect on good practice in order to improve their own teaching and outcomes in their classrooms. -demonstration lessons (if necessary) across the Autumn term. -Programme revisions for SATS	By focusing on teaching of key skills and reflecting on good practice will help us to develop a longer term sustainable approach to improving results in the long term and throughout the school. Many different evidence sources, for example: suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects and it is suitable as an approach that we can embed across the school.	Staff meeting time set aside to follow up from the initial training Increased % of children on track and above track in end of year assessments (based on classroom testing). Higher number of points scored in Year 6 SATs in key Reading areas: inference, identifying themes, vocabulary and in Maths reasoning papers.	Headteacher , AHTS, curriculum leaders.	Half termly.
C. Improve results in Mathematics across the school for higher achieving pupils.	Using an employed maths expert, all staff have opportunity to plan and team teach alongside expert. Whole school training on how plan appropriately for higher achieving children.	Maths results, whilst improving show a decline in progress with a widened gap for disadvantaged children from 2015/2016 for progress. Attainment for higher standard for disadvantaged children remained at 16% in2017 and therefore demands focus.	AHT will manage their team to best need the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly.	AHT, Maths Leader and HT	Termly (£10,000)

Total budgeted cost					£11,000
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?
A. Use experienced teachers to deliver the most effective use of targeted support work	Additional Teachers in each year group and experienced school staff identified to lead smaller classes through banded approach ensuring 'quality first' teaching.	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers.	AHT for phase will manage their team to best need the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly.	HT and AHTs	Half Termly x4 additional teachers £150,000
B. SENCO, SSAs and support/interventions - teaching in all classes for Mathematics and English – Higher % of PP children achieving ARE	Additional Teaching assistant support and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up.	AHT in charge of phase will manage their team to best need the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly.	HT and AHT	Half Termly
C) Better Reading Partner Scheme in year 3/4 to support reluctant readers at home and close gap between LA and MA with PP	Training for SSAs in BRP to be delivered to targeted children	Some of the students need targeted support to catch up in order to meet ARE and access full curriculum.	AHT in charge of phase and English Leader will manage SSA to best support the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed half termly and new children can be identified for support.	AHT and English Lead	Half termly (£4000)
Total budgeted cost					£154,000
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?
A. Improved attainment in both LSK2 and UKS2 English and Mathematics	Trained TAs to run interventions each afternoon for targeted pupils	Research shows that trained TAs running planned interventions will add around 2 months to a child's learning ability. Interventions in Mathematics and English are targeted for PP children	Children identified for interventions by SENCO or class teachers who then monitor the success of their intervention	Class teacher SENCO	Half termly

B. Increased involvement in sports and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available	Though the impact of sports participation is thought to be low by EEF we feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at TVJ to access their learning in a calm and intelligent manner. We are sure that the role of sport in developing these core academic skills is significant and therefore we are keen to give as much opportunity to our children as possible.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	SLT	July 18 (10,000)
C. Access to educational visits for all	To ensure that all children are able to attend educational visits.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Business Manager	SBM	April 18 (£10,000)
D. Ensure sensitive, timely & appropriate pastoral care for Pupil premium pupils with SEMH	Ensure that all pupils who need access to additional pastoral support will be able to access nurture groups/ one to one counselling	Increasing % pupils needing SEMH needs and subsequently needing a nurturing environment for consideration and provision for these needs	Feedback from practitioners using the room & general school data	Inclusion Manager	Apr 18 (35,000 for Counsellor and Nurture lead)
E. Increased parental involvement by providing workshops	Half termly workshops literacy, maths & computing; incentivised attendance. PSA encouragement of certain parents	Need for increased parental involvement.	PSA tracking of attendance. Evaluation of workshops and feedback	SLT PSA	Apr'18
Total budgeted cost					£20,000

Use of the Pupil Premium Income in 2016-17

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. It is allocated to schools, based on the number of children who come from low-income families – this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible.

It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

Levels of deprivation at Thames View Junior School is considerably higher than nationally and the proportion of PP pupils is considerably higher. Furthermore, a significant proportion of other children in school live in families who are just above the threshold. Even if a pupil does not have a school dinner, it is vital for the school to know if they are entitled to a free school meal.

The government compares our results against national averages, rather than against similar schools. The results are mixed and indicate at the statistical level, that the results for Disadvantaged pupils at Thames View Junior School are slowly improving, but still need to improve to close the gap on the national average for non-disadvantaged pupils.

Schools have to decide how to use the money, in order to improve educational attainment of children from less privileged backgrounds. The pupil premium income makes a big difference to our school and it has the potential for a great impact on the attainment, and future life chances of pupils. This works especially where parents support their child through high attendance, good punctuality, encouraging a positive attitude and supporting homework.

How the money was spent

The Senior Management Team and Governors have to identify how we can use this money to raise the standards of disadvantaged pupils. In order to meet the needs of these and other vulnerable pupils.

Item/ Project	Cost	Objective	Impact of Funding
Employment of designated teacher in charge of Pupil Premium based on gaps in progress at KS2 last year (2015-2016)	£46000	<ul style="list-style-type: none"> • Full analysis of pupil premium spending • Improved outcomes for PP children • Improved tracking of PP children/funding <p>Succinct reports for SLT, Governors and Trustees</p>	<p>Gap between PP and Non PP children with internal data shows gaps are closing.</p> <p>Work still to be done with national data as although attainment rose for Disadvantaged children, the progress gap widened slightly from 2015-2016</p>
Streamed class approach across the school- smaller class sizes (5 classes instead of 4)	£150,000	<ul style="list-style-type: none"> • Able to stream children into ability pathways meaning smaller class sizes for children- PP children gap to close against peers <p>Better adult /children ratio in order to improve attainment and progress.</p>	<p>Results at end of KS2 rose significantly from 2015-2016</p>
2 one to one support staff to support children with SEN/BESD	£45,000	<p>Children are well supported in class so are therefore able to fully access the curriculum and other parts of the school day. Better engagement and outcomes. See social case studies</p>	<p>Children (1/2 PP) no longer need 121 support and are able to work independently within the classroom.</p>
Speech and Language Teacher	£30,000	<p>Children who are on speech and language programmes are able to be access weekly bespoke Speech and language programmes. Better outcomes for children in classrooms.</p>	<p>Children with Speech and Language are able to access more of the curriculum. More work still needs be done with regards to achievement as children who access S&L and are disadvantaged are still not achieving as well as peers.</p>

Lunch Time Club	£1000	Lunch time clubs supports children who find being out in the playground for an extended	Fall in negative behaviour at lunchtime.
Additional Educational Psychologist	£ 10,000	This support means we as a school are able to assess the needs of more children in a more timely fashion. Children are given a diagnosis and plans can be implemented quickly. Better and more efficient provision to be provided for children.	Children are assessed more frequently and can be given support in a more timely fashion.
Educational Welfare Officer employed to work with School Leadership to improve attendance	£1,500	EWO tracks progress, completes Home visits and supports PSA in meetings	Attendance at whole school level improved. Attendance for PP children in line with national averages 2016
Parent Support Advisor	£40,000	Support for parents Improved parental engagement in school events and school life. Improve home and life chances of children. Early intervention support	Attendance remains above national averages with PP and disadvantaged children attending well.
Trip subsidies	£6,000	Support for pupils and parents Improved participation for residential trips and allowing all children to have equal experiences and learning opportunities	Uptake on paid trips up to 98%
Reading Reward Vouchers	£5,000	<ul style="list-style-type: none"> All children who receive 100 logged reads will receive a £10 Waterstones voucher. Encourage reading at home- better outcomes for reading in school.	More children now reading at home. Reading results across the school improved 2016-2017. KS2- Reading data for disadvantaged children rose from 62% in 2016 to 77% (in line with national benchmark)

Extra-Curricular Clubs	£8,000	All clubs except cooking and art club will be run at no expense to parents. Increased numbers of children in clubs	Over 50% of total school population sign up to take part in extracurricular clubs.
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