



Sarisbury C of E Junior School Pupil premium strategy statement

1. Summary information					
School	Sarisbury C of E Junior School				
Academic Year	2018/19	Total PP budget	£58,360	Date of most recent PP Review	Sept 2018
Total number of pupils	367	Number of pupils eligible for PP	48 (6 service families)	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	25% (2/8)	64%
% making at least expected of progress in reading	50% (4/8)	80%
% making at least expected of progress in writing	63% (5/8)	83%
% making at least expected of progress in maths	50% (4/8)	81%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others	
B.	Progress in reading of children eligible for pupil premium funding is lower than national others.	
C.	Progress in maths of children eligible for pupil premium funding is lower than national others.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Unauthorised absence is higher in those pupils eligible for PP funding than the other pupils.	
E.	To ensure that all disadvantaged pupils have full access to the schools enrichment programme	

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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others</p> <p>Children will be closely tracked by teachers across the school for those who are at risk of not achieving the expected standard in Reading, Writing and maths. Teachers will be held accountable for this group through performance management cycles to ensure that children are attaining in line with starting points.</p>	<p>Pupils eligible for PP in across the school will make rapid progress in reading, writing and maths by the end of the year so that the proportion of pupils eligible for PP meet age related expectations is in line with 'other' pupils.</p> <p>Attainment from KS1 starting points is maintained and opportunities to accelerate progress are taken.</p> <p>To ensure that pupils attaining combined ARE in reading, writing and maths is in line school and national others.</p>
B.	<p>Progress in reading of children eligible for pupil premium funding is lower than national others.</p> <p>Children will be expected to make progress in reading from KS1 starting points to ensure that all children attain in line with expected progress. Teachers will identify opportunities to accelerate progress for disadvantaged pupils to ensure that the numbers achieving the expected standard can be increased in line with national others. Teachers will be held accountable for this group through performance management cycles to ensure that children are attaining in line with starting points.</p>	<p>Pupils eligible for PP in across the school will make rapid progress in reading by the end of the year so that the proportion of pupils eligible for PP meet age related expectations is in line with 'other' pupils.</p> <p>Attainment from KS1 starting points is maintained and opportunities to accelerate progress are taken. Taking into account the SEND profile of each year group.</p>
C.	<p>Progress in maths of children eligible for pupil premium funding is lower than national others.</p> <p>Children will be expected to make progress in reading from KS1 starting points to ensure that all children attain in line with expected progress. Teachers will identify opportunities to accelerate progress for disadvantaged pupils to ensure that the numbers achieving the expected standard can be increased in line with national others. Teachers will be held accountable for this group through performance management cycles to ensure that children are attaining in line with starting points.</p>	<p>Pupils eligible for PP in across the school will make rapid progress in maths by the end of the year so that the proportion of pupils eligible for PP meet age related expectations is in line with 'other' pupils.</p> <p>Attainment from KS1 starting points is maintained and opportunities to accelerate progress are taken. Taking into account the SEND profile of each year group.</p>



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D.	To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.	To ensure that disadvantaged pupils are attending school regularly and that attendance is in line with other pupils.
E.	To ensure that all disadvantaged pupils have full access to the schools enrichment programme	To ensure that all children across the school have equal opportunity in terms of extra-curricular enrichment opportunities to allow for other talents to be developed and foster a love of learning beyond the curriculum.

5. Planned expenditure					
Academic year	2018/2019				
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?

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<p>The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others</p> <p>The progress of disadvantaged pupils in reading matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The progress of disadvantaged pupils in maths matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p>	<p>Continued inclusion leadership to establish clear systems to summaries barriers to learning, identify learning gaps and challenge progress for disadvantaged pupils.</p> <p>Teachers given specific release time to target disadvantaged pupils, set learning targets and address misconceptions.</p> <p>Teachers are held accountable in performance management for the pupils who are not achieving the expected standard in reading, writing and maths (10% group)</p> <p>Additional release time for English and maths leaders to ensure quality of teaching and learning in core subjects especially for disadvantaged pupils.</p>	<p>Ensuring high expectation for all pupils and that pupils attainment and progress from Key stage 1 starting points is at least good.</p> <p>Ensuring that all staff are aware of the progress needs for all pupils especially those who are disadvantaged and that attainment for these pupils is challenged and accelerated.</p> <p>Ensuring that there is a detailed and systematic quality assurance system to monitor and evaluate the quality of teaching and learning in English and maths to meet the needs of disadvantaged learners.</p>	<p>LLP support and focused monitoring to evaluate provision for disadvantaged pupils.</p> <p>Monitoring and evaluation of outcomes for disadvantaged pupils by teachers, Assistant head and English and Maths leaders.</p> <p>Teacher release time to conference pupils, gathering of evidence from conferencing and pupils work to show where progress has been made against specific targets.</p> <p>Lesson observations and monitoring cycles to ensure that planning and lesson delivery targets disadvantaged pupils and that suitable challenge and support is given to these pupils.</p>	<p>Head teacher Assistant head English and maths leaders.</p>	<p>Termly review as part of whole school data monitoring.</p>
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To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.	Termly monitoring of attendance for all pupils with specific focus on those disadvantaged pupils.	To ensure that attendance for all pupils is good and that children attend school regularly.	Monitoring of pupil attendance with a detail record of non-attendance and reasons given is kept by the school. Children to in school, where no reason is given, are contacted daily.	Head teacher Assistant Head Admin Officer	Monthly attendance review
Total budgeted cost					42,000
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?
<p>The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others</p> <p>The progress of disadvantaged pupils in reading matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The progress of disadvantaged pupils in maths matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p>	<p>Tightly focused booster and intervention activities that directly relate to gaps in learning to accelerate progress.</p> <p>Additional resources to support reading and close learning gaps (catch up reading intervention and rapid reading)</p> <p>Booster group and intervention teaching for disadvantaged pupils in English and Maths (focused maths group for pupils at risk of not meeting the expected standard in Maths)</p> <p>1:1 teacher led pupil conferencing to identify gaps in pupils learning and to allow for the teacher to address these with pupils and parents.</p>	<p>For those pupils to have access to high quality intervention and catch up teaching so that progress can be accelerated.</p> <p>Progress will be closely monitored to ensure that learning gaps are closed rapidly. Intervention will be changed if the expected progress is not made.</p> <p>Teachers will be held accountable for the performance of disadvantaged pupils and ensuring that through pupil conferencing that gaps in learning are addressed.</p>	<p>Targeted intervention and 'catch up' programme delivered the same LSA throughout the year to build on class based misconceptions.</p> <p>Effective feedback from teachers to identify misconceptions and next steps in learning.</p> <p>Monitoring and work sampling to ensure that pupils learning gaps are begin addressed and that evidence of this being applied in lessons can be seen.</p>	Assistant Head Class teachers	Interventions are reviewed for effectiveness half termly.

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<p>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p>	<p>Family link worker to directly contact parents of pupils with low attendance to help overcome attendance barriers.</p> <p>Family link worker to contact home daily if a child with poor attendance is not in school</p> <p>Breakfast club places offered to those children with poor attendance to encourage regular attendance.</p> <p>Direct support with families to improve school attendance where necessary to support parents with family routines, where necessary early help is offered.</p>	<p>To raise awareness of the need for good attendance with parents and to support parents with getting children into school.</p> <p>Building relationships with parents and families to directly outline the impact of non-attendance and to support with ensuring that children attend school regularly.</p>	<p>Non-class based school family link worker to build effective and trusting relationships with children and parents to support families in overcoming barriers to good attendance.</p> <p>Pupils attending breakfast club that is funded by the school will have their attendance at the club monitored and withdrawn if they are not attending regularly.</p>	<p>Assistant Head Family link worker.</p>	
Total budgeted cost					11,100
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>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p>	<p>Continue to fund school run breakfast club places</p> <p>Continue to provide healthy snacks for pupils.</p>	<p>To ensure that all pupils are able to access learning as their basic needs are met.</p>	<p>Offer a limited number of school funded places to the school's breakfast club to ensure that children are fed before school and ready to learn.</p>	<p>Assistant Head Family link worker.</p>	<p>Termly.</p>



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<p>To ensure that all disadvantaged pupils have full access to the schools enrichment programme</p>	<p>All children eligible for pupil premium funding will be offered extra-curricular music and club activities (funded by the school)</p> <p>All children eligible for pupil premium funding will be offered funded places on all school residential trips.</p>	<p>To ensure equality of opportunity across all children in the school.</p>	<p>All children will be offered opportunities and school shares information with parents directly about supporting the cost of such opportunities.</p>	<p>Assistant head Head teacher Family link worker.</p>	
Total budgeted cost					8750
Full Budget Cost					£61,850

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6. Review of expenditure																									
Previous Academic Year		2017-2018																							
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																				
<p>The progress of disadvantaged pupils in reading matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The progress of disadvantaged pupils in maths matches or is improving towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey</p> <p>The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others</p>	<p>Continued inclusion leadership to establish clear systems to summaries barriers to learning, identify learning gaps and challenge progress for disadvantaged pupils.</p> <p>Development of disadvantaged pupil strategic group to challenge and lead pupil progress in reading, writing and maths across the school.</p> <p>Teachers given specific release time to target disadvantaged pupils, set learning targets and address misconceptions.</p>	<p>Pupil premium pupils on track or exceed progress from KS1 starting points</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>81%</td> <td>90%</td> <td>72%</td> </tr> <tr> <td>Yr 4</td> <td>60%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>Yr5</td> <td>70%</td> <td>70%</td> <td>50%</td> </tr> <tr> <td>Yr6</td> <td>63%</td> <td>75%</td> <td>50%</td> </tr> </tbody> </table> <p>Disadvantaged pupils attaining in line with 'others' in the school from Key Stage 1 starting points.</p> <p>Teachers and leadership of disadvantaged pupils allows for consistent and regular identification and monitoring of pupil's barriers to learning. Ensuring that disadvantaged pupils are able to achieving in line with their peers from key stage 1 starting points.</p>			Reading	Writing	Maths	Yr 3	81%	90%	72%	Yr 4	60%	80%	90%	Yr5	70%	70%	50%	Yr6	63%	75%	50%	<p>Teacher led 1:1 conferencing will continue to ensure that all disadvantaged pupils achieve in line with their key stage 1 starting points, however teachers will now only conference those children who are 'falling behind' to allow for additional quality time to address gaps in learning.</p> <p>Through whole school monitoring planning and lessons will be monitored to ensure that adequate challenge and support is offered to meet these children's needs.</p>	34,590
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<p>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p>	<p>Termly monitoring of attendance for all pupils with specific focus on those disadvantaged pupils.</p>	<p>Attendance data for disadvantaged pupils</p> <table border="1" data-bbox="822 300 1599 603"> <thead> <tr> <th></th> <th>Percentage attendance</th> <th>Authorised absence</th> <th>Unauthorised absence</th> </tr> </thead> <tbody> <tr> <td>2016/2017</td> <td>95.1%</td> <td>596</td> <td>95</td> </tr> <tr> <td>2017/2018</td> <td>93.8%</td> <td>860</td> <td>277</td> </tr> <tr> <td>2018/2019</td> <td>94%</td> <td>186</td> <td>83</td> </tr> </tbody> </table> <p>2016/2017 unauthorised absences – child 1 EF (21 absences) child 2 CM (20 absences)</p> <p>2017/2018 unauthorised absences – child 1 KC (111 absences) child 2 EF (39 absences) child 3 ST(32 absences)</p> <p>2018/2019 unauthorised absences – child 1 EF (33 absences) child 2 MP (10 absences) child 3 ST (10 absences)</p> <table border="1" data-bbox="822 963 1599 1230"> <thead> <tr> <th></th> <th>Attendance of 98% +</th> </tr> </thead> <tbody> <tr> <td>2016/2017</td> <td>43.5%</td> </tr> <tr> <td>2017/2018</td> <td>26%</td> </tr> <tr> <td>2018/2019</td> <td>46%</td> </tr> </tbody> </table>		Percentage attendance	Authorised absence	Unauthorised absence	2016/2017	95.1%	596	95	2017/2018	93.8%	860	277	2018/2019	94%	186	83		Attendance of 98% +	2016/2017	43.5%	2017/2018	26%	2018/2019	46%	<p>Although the attendance data shows a percentage dip in the attendance of disadvantaged groups this is a little misleading.</p> <p>Over the past 3 years the number of unauthorised absence days has increased, but the number of children having significant periods of time off school unauthorised has reduced. As a school there are now only 2 families who regularly take days off school unauthorised.</p> <p>This will continue to support attendance for the most vulnerable pupils.</p>
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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																				
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	Reading	Writing	Maths																							
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<p>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p>	<p>Family link worker to directly contact parents of pupils with low attendance to help overcome attendance barriers.</p> <p>Family link worker to contact home daily if a child with poor attendance is not in school</p> <p>Breakfast club places offered to those children with poor attendance to encourage regular attendance.</p>	<p>Breakfast club has been well attended by a number of children eligible for pupil premium and this has increased the attendance rates of disadvantaged pupils.</p> <p>4 children have taken up places – 1 of these families attend breakfast club to ensure that they have had breakfast before starting the school day.</p>		<p>10,400</p>
<p>That all pupils accessing the pupil premium have opportunities for extra-curricular provision that raise aspirations and impact positively on learning behaviours and personal development</p>	<p>In school additional sports sessions run by specialist coaches.</p>	<p>75% of children eligible for pupil premium attend extra-curricular clubs across the year. 35/47 children attended at least 1 extra-curricular club after school.</p>	<p>This has been a highly successful initiative and it will continue next year.</p>	<p>4874</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p>	<p>Continue to fund school run breakfast club places</p> <p>Continue to provide healthy snacks for pupils.</p>	<p>7 children regularly request a snack during the school day – these children often request a snack 5 days a week. Additional children request a snack on an adhoc basis.</p> <p>The school has funded 4 places in the schools breakfast club over the past year.</p>	<p>The school will continue to offer a healthy snack to those children who request one via the school ELSA.</p>	<p>1500</p>



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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.