



Working and learning together for success

Sarisbury C of E Junior School Pupil premium strategy statement 2019-2020

Total PP budget	£61,000	Review date	September 2020
Total number of pupils	367	Number of pupils eligible for PP	48 (6 service children)

Current attainment	Pupils eligible of PP (SJS)	Pupils not eligible for PP (national average)
% achieving ARE or above in reading, writing & maths (or equivalent)	5/8 62% 5/10 50% (including pupils with SEND)	65%
% making at least expected of progress in reading	70% (7/10)	73%
% making at least expected of progress in writing	90% (9/10)	78%
% making at least expected of progress in maths	80% (8/10)	79%

Objective	Summary of Key Strategies
<p>1, 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>	<ul style="list-style-type: none"> • Continued inclusion leadership to establish clear systems to summaries barriers to learning, identify learning gaps and challenge progress for disadvantaged pupils in reading. • Teachers are held accountable in performance management for the pupils who are not achieving the expected standard in reading, • Additional release time for English leaders to ensure quality of teaching and learning in core reading especially for disadvantaged pupils. • Further develop the school's approach to the assessment of reading. • Further develop the organisation of guided reading so that whole class model supports pupils eligible for PP funding. • Introduce and further develop strategies to provide children with access to a wider range of new vocabulary. • Use of Rapid reading intervention to support 'catch up' for children not making expected progress in reading. • Training additional LSA staff in 'catch up reading' interventions so that pupils not meeting the expected standard in reading can receive focused, targeted interventions. • LLP support and focused monitoring to evaluate provision for disadvantaged pupils. • Monitoring and evaluation of outcomes for disadvantaged pupils by teachers, Assistant head and English leaders. • Teacher release time to conference pupils, gathering of evidence from conferencing and pupils work to show where progress has been made against specific targets.

	<ul style="list-style-type: none"> 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. Work sampling to review vocabulary choices and how children apply this knowledge to written work.
Total budget cost	£3863.33

Objective	Summary of Key Strategies
<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>	<ul style="list-style-type: none"> Continued inclusion leadership to establish clear systems to summaries barriers to learning, identify learning gaps and challenge progress for disadvantaged pupils in reading. Teachers given specific release time to target disadvantaged pupils, set learning targets and address misconceptions. Teachers are held accountable in performance management for the pupils who are not achieving the expected standard in reading, writing and maths Further develop the focus on priority 1 and priority 2 conferencing including the involvement of parents in learning goals and outcomes. Additional conferencing time to be used to conference priority 1 and priority 2 children. All teachers to complete assessment windscreens to identify PP pupils who are priority 1 and priority 2 ahead of conferencing. LLP support and focused monitoring to evaluate provision for disadvantaged pupils. Monitoring and evaluation of outcomes for disadvantaged pupils by teachers, Assistant head and English leaders.
Total budget cost	£3413.33

Objective	Summary of Key Strategies
<p>To widen the vocabulary acquisition and comprehension skills for pupils eligible for pupil premium funding.</p> <p>Introduce and further develop strategies to provide children with access to a wider range of new vocabulary. To provide further opportunities for the teaching of written comprehension activities across the school – plan links across subjects that introduce a greater variety of texts.</p>	<ul style="list-style-type: none"> Teachers are held accountable in performance management for the pupils who are not achieving the expected standard in reading, Additional release time for English leaders to ensure quality of teaching and learning in core reading especially for disadvantaged pupils. Further develop the school's approach to the assessment of reading. Further develop the organisation of guided reading so that whole class model supports pupils eligible for PP funding. Introduce and further develop strategies to provide children with access to a wider range of new vocabulary. Purchasing of new resources to support wider pupil vocabulary. Monitoring and evaluation of outcomes for disadvantaged pupils by teachers, Assistant head and English leaders. Teacher release time to conference pupils, gathering of evidence from conferencing and pupils work to show where progress has been made against specific targets. Work sampling to review vocabulary choices and how children apply this knowledge to written work.
Total budget cost	£3414.33

Objective	Summary of Key Strategies
<p>To improve the attendance rates of pupils eligible for PP funding so that it is in line with the school others.</p> <p>To ensure that disadvantaged pupils are attending school regularly and that attendance is in line with other pupils.</p>	<ul style="list-style-type: none"> Family link worker to directly contact parents of pupils with low attendance to help overcome attendance barriers. Family link worker to contact home daily if a child with poor attendance is not in school Breakfast club places offered to those children with poor attendance to encourage regular attendance. Direct support with families to improve school attendance where necessary to support parents with family routines, where necessary early help is offered.

	<ul style="list-style-type: none"> • Termly monitoring of attendance for all pupils with specific focus on those disadvantaged pupils. • 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. • Continue to provide healthy snacks for pupils.
Total budget cost	£16,486.50

Objective	Summary of Key Strategies
<p>To ensure that all disadvantaged pupils have full access to the school's enrichment programme</p> <p>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.</p>	<ul style="list-style-type: none"> • All children eligible for pupil premium funding will be offered extra-curricular music and club activities (funded by the school) • All children eligible for pupil premium funding will be offered funded places on all school residential trips.
Total budget cost	£4860

Objective	Summary of Key Strategies
<p>To boost parental engagement with school for pupils eligible for the PP funding.</p>	<ul style="list-style-type: none"> • Family link worker to be on the school gate before and after school. • Family link worker to offer drop in sessions during parents evening to discuss any parental concerns. • Family link worker to attend local supervision groups to ensure up to date information to support families. • Family link worker to run coffee mornings with support of local agencies (school health ect) to boost parental engagement. • Teachers to contact parents of children eligible for PP finding to share 1:1 conferencing outcomes. • Open door policy to ensure that all parental concerns are heard.
Total budget cost	£9886.50

Review of strategies 2018-2019

Objective	Summary of Outcomes					
The percentage of children accessing pupil premium funding to meet the expected standard in the combined subjects is lower than national others	<ul style="list-style-type: none"> • Ofsted recognised that disadvantaged pupils make very strong progress. • Regular pupil conferencing between teachers and pupils allows pupils' needs to be promptly identified and addressed. • 1:1 pupil conferencing supports and guides disadvantaged pupils effectively. Targets are accurately identified. • Teachers adapt lessons quickly to help disadvantaged pupils achieve targets. • Disadvantaged pupils make very rapid and substantial progress towards achieving targets. 					
	cohort	Entry data	End year 3	End year 4	End year 5	End of year 6
	2018 (yr3 all)	6/11	4/10 40%			
	Yr 3 No SEND	4/7	4/7 57%			
	2017 (yr4 all)	7/11	6/11	5/10 50%		
	Yr 4 No SEND	5/9		5/9 56%		
	2016 (yr5 all)	6/11	55%	5/11	5/12 41%	

	Yr 5 No SEND	5/9			5/9 56%	
	2015 (yr6 all)	7/10	50%	54%	6/10	5/10 50%
	Yr 6 No SEND	6/8				5/8 62%
Pupils on track from KS1 starting points						
		Reading	Writing	Maths		
	Yr 3	9/10	8/10	8/10		
	Yr 4	8/10	7/10	8/10		
	Yr5	7/12	9/12	8/12		
	Yr6	7/10	9/10	8/10		
Total budget cost	£42,000					
	£5000					

Objective	Summary of Outcomes					
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	<ul style="list-style-type: none"> Ofsted recognised that disadvantaged pupils make very strong progress. Regular pupil conferencing between teachers and pupils allows pupils' needs to be promptly identified and addressed. 1:1 pupil conferencing supports and guides disadvantaged pupils effectively. Targets are accurately identified. Teachers adapt lessons quickly to help disadvantaged pupils achieve targets. Disadvantaged pupils make very rapid and substantial progress towards achieving targets. Use of 'catch up reading' intervention to allow pupils to make accelerated progress to close reading attainment gaps. Use of rapid reading intervention to allow pupils to make accelerated progress to close reading attainment gaps. 					
	cohort	Entry data	End year 3	End year 4	End year 5	End of year 6
	2018 (yr3 all)	7/11	7/10 70%			
	Yr 3 No SEND	6/7	6/7 86%			
	2017 (yr4 all)	8/11	9/11	6/10 60%		
	Yr 4 No SEND	7/9		6/9 67%		
	2016 (yr5 all)	7/11	55%	6/11	7/12 58%	
	Yr 5 No SEND	8/9			7/9 78%	
	2015 (yr6 all)	6/10	50%	46%	6/10	5/10 50%
	Yr 6 No SEND	7/8				5/8 62%
Total budget cost	£42,000					
	£5000					

Objective	Summary of Outcomes					
The progress of disadvantaged pupils in maths matches or is improving	<ul style="list-style-type: none"> Ofsted recognised that disadvantaged pupils make very strong progress. Regular pupil conferencing between teachers and pupils allows pupils' needs to be promptly identified and addressed. 1:1 pupil conferencing supports and guides disadvantaged pupils effectively. Targets are accurately identified. 					

towards that of other pupils nationally. That no child accessing the pupil premium falls below expected progress in their learning journey	<ul style="list-style-type: none"> Teachers adapt lessons quickly to help disadvantaged pupils achieve targets. Disadvantaged pupils make very rapid and substantial progress towards achieving targets. 'I see maths' training to support maths teaching and learning. Focused SIT team meetings to ensure that all pupils meet expected standard for maths. 					
	cohort	Entry data	End year 3	End year 4	End year 5	End of year 6
	2018 (yr3 all)	5/11	6/10 60%			
	Yr 3 No SEND	5/7	6/7 86%			
	2017 (yr4 all)	5/11	4/11	6/10 60%		
	Yr 4 No SEND	6/9		6/9 67%		
	2016 (yr5 all)	5/11	45%	2/11	7/12 58%	
	Yr 5 No SEND	6/9			6/9 67%	
	2015 (yr6 all)	6/10		37%	4/10	5/10 50%
Yr 6 No SEND	8/8				5/8 62%	
Total budget cost	£42,000					
	£5000					

Objective	Summary of Outcomes			
To improve the attendance rates of pupils eligible for PP funding so that it is in line with school others.	<ul style="list-style-type: none"> Home link worker has worked closely with families to support attendance – making agency referrals where necessary. 			
		Percentage attendance	Authorised absence	Unauthorised absence
	2017/2018	93.8%	860	277
	2018/2019	94%	186	83
	2019/2020	95.75%	2.89	1.27
	<ul style="list-style-type: none"> Places offered to 2 families at breakfast club to ensure attendance and arriving on time for school. 			
Total budget cost	£1500			
	£10,400			