

### St Stephens Junior school– Pupil Premium Action Plan 2017-18

Number of Pupils on Roll	407	Number of pupils eligible for PP budget (tbc)		Total PP budget (tbc)	£153,120
--------------------------	-----	---	--	-----------------------	----------

Current attainment based on SATS 2017

	<b>Pupil Premium children In school</b>	<b>Non Pupil Premium Children in school</b>	<b>National Non- Disadvantaged</b>
<b>% of pupils achieving the expected standard in reading, writing and maths.</b>	45.7%	75%	67.3%
<b>Percentage of pupils achieving the expected standard in Writing.</b>	77.1%	97.1%	81%
<b>Pupils achieving the expected standard in Maths.</b>	60%	86.8%	80.1%
<b>Pupils achieving the expected standard in Reading.</b>	48.6%	75%	76.7%
<b>Pupils achieving higher standard in Writing</b>	11.4%	23.5%	21%
<b>Pupils achieving higher standard in Maths</b>	5.7%	47%	27%
<b>Pupils achieving Higher standard in Reading</b>	17.1%	48.5%	25%
<b>Reading progress score</b>	-3.1%	-0.1	0.3
<b>Writing progress score</b>	0.7	0.1	0.2
<b>Maths Progress Score</b>	-3.4	0.7	0.3

## **Desired Outcomes**

Increase the attainment for those eligible for PP in reading across KS2 and close performance gap.

Increase the attainment of those eligible for PP in maths across KS2 and close the Gap.

Improve the levels of aspiration, confidence, resilience and independence of PP children in school.

Target	Planned Position	Planned actions and expenditure	Cost	Key questions
<p>Primary focus: to increase the level of attainment for PP children in reading across KS2.</p> <p>Secondary focus: close performance gap between PP and Non.</p>	<p>To increase the percentage of PP children achieving the expected standard in all year groups.</p> <p>To diminish the difference in attainment between PP and non-PP groups.</p> <p>To increase the progress scores of PP children.</p>	<ul style="list-style-type: none"> <li>• Invest in training for the teaching of reading so that inference and deduction sessions can be taught more effectively by all teaching staff on a more frequent basis.</li> <li>• Use data and teacher assessment to profile pupil premium children every term.</li> <li>• Regular learning walks involving full SMT to evaluate effectiveness of current provision.</li> <li>• Cost of TAs for small group work in guided reading across whole school.</li> <li>• Cost of TAs to run 'Switch on' reading scheme across all year groups.</li> <li>• Cost of TAs to run RWI program in year 3 and 4.</li> <li>• Continued use of the reading dog programme.</li> <li>• After school reading tuition for disadvantaged children.</li> <li>• Reduced class sizes to provided more focused teaching.</li> </ul>	<p>£49,600</p>	<p>Has the percentage of PP children achieving the expected standard met the national % for 'non'? If not, is the % of expected for PP within a 10% range of this?</p> <p>Has the proportion of PP to Non-achieving the expected standard increased compared to 2017?</p> <p>Has the percentage of PP children achieving the higher standard met the national for 'non'? If not is the PP% within a 5% range?</p> <p>Are steps in place for year groups where KS1 gap has not yet closed?</p> <p>Has the average scaled score of a disadvantaged child improved from 99.9?</p>

Target	Planned Position	Key Tasks	Cost	Key questions
<p>Primary focus: to increase the level of attainment for PP children in maths across KS2.</p> <p>Secondary focus: to close performance gap between PP and Non.</p>	<p>To increase the percentage of PP children achieving the expected standard.</p> <p>To diminish the difference in attainment between PP and non-PP groups.</p> <p>To increase the progress scores of PP children.</p>	<ul style="list-style-type: none"> <li>• Use data and teacher assessment to profile pupil premium children every term.</li> <li>• Regular learning walks involving full SMT to evaluate effectiveness of current provision.</li> <li>• School wide focus on daily arithmetic skill development. Cover for Maths co-ordinator to evaluate and visit classrooms.</li> <li>• Provide children with a range of skills to help learn and retain key facts – consultant visit to work with most disadvantaged children.</li> <li>• Focus support groups in all years run by Teachers and TAs outside of class time e.g times tables groups, re-teach/ pre teach and prep sessions with teachers.</li> <li>• Cost of Tas and additional teachers to create smaller more focused sets for disadvantaged children.</li> <li>• Reduced class sizes to provided more focused teaching.</li> </ul>	<p>£41,700</p>	<p>Has the percentage of PP children achieving the expected standard met the national % for 'non'? If not, is the % of expected for PP within a 10% range of this?</p> <p>Has the proportion of PP to Non-achieving the expected standard increased compared to 2017?</p> <p>Has the percentage of PP children achieving the higher standard met the national for 'non'? If not is the PP% within a 10% range?</p> <p>Are steps in place for year groups where KS1 gap has not yet closed?</p> <p>Has the average score of a disadvantaged child improved from 99.3?</p>

Target	Planned Position	Key Tasks	Cost	Key questions
<p>Improve the levels of aspiration, confidence, resilience and independence of PP children in school.</p>	<p>PP children participate more fully in school life and this will have a direct impact on their work resulting in improved progress for these children.</p>	<p>Each child given a key adult to build pastoral and learning support role.</p> <p>Assessment of needs of each child and development of soft skills targets through PASS survey.</p> <p>Subsidised breakfast and afterschool club places for most vulnerable children.</p> <p>Subsidised School trips.</p> <p>Costs towards minibuses to enable children to participate in extracurricular activities.</p> <p>Challenger troop to build confidence in lower school.</p> <p>Increase opportunities for children to participate in sports and targeted skills development across the school through clubs using specialist sport staff.</p> <p>Improve the opportunities for children to build confidence and aspiration through performance arts opportunities. Cost towards dance and singing teachers.</p> <p>Family learning and support staff to work with disadvantaged children and families.</p>	<p>£69,000</p>	<p>Is there evidence to show that the meeting of soft targets in this area has had an impact on attainment?</p> <p>Have the targets for emotional wellbeing been accurately identified? Is this reflected by the final PASS survey completed by children?</p> <p>Are there interventions or groups in place that will ensure children are able to progress against targets? How is this being evidenced?</p>

<b>Total Spend</b>	£160,300	
--------------------	----------	--