



ST. STEPHEN'S JUNIOR SCHOOL

St Stephens Junior school– Pupil Premium Action Plan 2016-17

Number of Pupils on Roll		Number of pupils eligible for PP budget (tbc)	118	Total PP budget (tbc)	£155,760
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Current attainment based on SATS 2016

	Pupil Premium children In school	Non Pupil Premium Children in school	National score (other or non)
% of pupils achieving the expected standard in reading, writing and maths.	55%	73%	60%
Percentage of pupils achieving the expected standard in Writing.	85%	88%	79%
Pupils achieving the expected standard in Maths.	76%	89%	75%
Pupils achieving the expected standard in Reading.	55%	75%	71%
Reading progress score	-2.13	0.45	
Writing progress score	0.37	0.68	
Maths Progress Score	-0.60	0.81	
Comments	In Reading 12% of PP children gained a high scaled score vs 30 % of non PP children. In maths 6% of PP children achieved a high scaled score vs 27% non PP children		

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 rate of attainment for pupils eligible for the grant so more able PP pupils are able to evidence higher standard.

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

Target	Present Position	Planned Position	Key Tasks	Date	Cost	Key questions END OF YEAR REVIEW?	Review Summer 2017
Increase the attainment for those eligible for PP in reading across KS2 and close performance gap.	In school - 2.13 progress score for PP children compared to 0.45 for non PP. 55% of PP children get expected vs 68 % of Non PP children in reading.	To diminish the difference in attainment between PP and non PP groups. To increase the percentage of PP children who reach expected and to increase the progress score.	<ul style="list-style-type: none"> Use data and teacher assessment to identify groups and individuals who are in need of provision or intervention to improve attainment. Invest in new Guided Reading Scheme across all year groups. To implement Reading Recovery scheme across all year groups. To continue to run RWI program in year 3 and 4. Review the role of librarian with a specific focus and timetable for PP children. To continue the reading dog programme. 	<p>6 times a year on a half termly basis.</p> <p>Daily Guided Reading .</p> <p>Implemented Feb 2017</p> <p>Daily 20 minute session.</p> <p>Jan 2017</p> <p>Ongoing</p>	£51,452	<p>a. Is there evidence that PP v Non gaps are decreasing throughout the school since 2016 cohort?</p> <p>b. Is the gap smaller than 14% for children achieving expected in reading for PP vs non in SATS 2017? This would reflect closure of the gap shown at KS1.</p> <p>c. Have children below their reading ages shown increased progress through Reading Recovery scheme?</p>	<p>a. KS2 SATS 2017 did not provide this evidence due to in school variance (57 chn in cohort assessed as grammar eligible only 6 of which were PP). Also KS1 data for the 2017 cohort of PP was significantly lower compared to the 2016. Tracking of other year groups is in place</p> <p>b. No- see in school variance above. SATS 2017 showed 26% gap between PP and non attainment.</p> <p>SATS 2018 shows a great improvement in PP outcome with only a 10% difference between PP and Non.</p> <p>c. Yes. Switch on attainment data has demonstrated increased progress for PP children with best examples evidencing advancement of reading age by up to 1 Yr 3 months by the end of the programme.</p>

Target	Present Position	Planned Position	Key Tasks	Date	Cost	Key questions	Review
Increase the attainment of those eligible for PP in maths across KS2 and close the Gap.	76% of PP children achieved expected vs 89% of Non PP . Gap of 3.1 in school based on average scaled score. Gap of 1.5	To work towards closing the gap in attainment. Improve the gap in progress scores.	<ul style="list-style-type: none"> • Increase understanding of maths vocabulary and the language of maths using Schofield and Sims scheme. • Provide children with a range of skills to help learn and retain key facts. • Focus support groups in all years run by Teachers and TAs outside of class time. • Use data and teacher assessment to identify groups and individuals who are in need of provision or intervention. 	<p>Ongoing</p> <p>Easter Term implementation Ongoing</p> <p>6 times a year</p>	£15,022	<p>a. Did the school evidence an increase in attainment for PP children compared to the 2016 cohort?</p> <p>b. Is there evidence of other cohorts meeting this objective?</p>	<p>a. KS2 SATS 2017 did not provide this evidence due to in school variance (57 chn in cohort assessed as grammar eligible only 6 of which were PP).</p> <p>b. Tracking of 2018 SATS cohort suggests that there will be increased attainment of PP (currently 83% on track for expected for above) which would represent a 23% increase in attainment between 2017 and 2018 cohorts. This would also mean that the attainment gap between PP and Non within the 2018 cohort would be 11% compared to a gap of 26% in 2017 cohort in line with predictions.</p>

<p>Improve the rate of attainment for pupils eligible for the grant so more able PP pupils are able to evidence higher standard.</p>	<p>In maths only 6% of PP achieved the higher standard vs 27% non Improve the gap between PP children and non achieving higher standard, only 12% PP achieved higher standard vs 30% non in reading</p>	<p>To increase the amount of PP children that are achieving the higher standard in SATS</p>	<ul style="list-style-type: none"> • Create opportunity for upward mobility of PP children in lower sets to enable them to make transition to higher ones. • Maths booster In upper school • Enusre PP children are represented in Gifted and Talented groups across the school. 	<p>Review setting in January</p>	<p>£3720</p>	<p>a.What is the provision for HA PP children?</p>	<p>a.Each year group is being targeted on movement of PP children from 'on track' to greater depth.</p> <p>As part of this process, set moves, top up sessionS and small group with PP children were in place.</p> <p>As a result, the average scaled score of PP children who had been targeted in this was for maths was 107, only 3 marks from the 110 (higher standard). The % of PP children achieving the higher standard on maths was maintained from the 2016 cohort to the 2017.</p> <p>In reading 5% more PP children met the higher standard for reading compared to the previous cohort.</p> <p>In writing 5.4% of PP children achieved the higher standard in 2016. This was increased to 11.4% in 2017.</p>
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Target	Present Position	Planned Position	Key Tasks	Date	Cost	Key questions	Review
Improve the levels of aspiration, confidence, resilience and independence of PP children in school.	Low levels of aspiration within the school have significant impact on children's outcomes. Lower attaining PP children do not have resilience in their learning and struggle with new content. There is a lack of independence in terms of homework and equipment within the school.	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>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.</p> <p>Subsidised breakfast and afterschool club places for most vulnerable children.</p> <p>Increase opportunities for children to participate in sports and targeted skills development across the school through clubs</p> <p>Improve the opportunities for children to build confidence and aspiration through performance – singing and dancing.(clubs)</p>	<p>Ongoing Started November 2016-12-09</p> <p>January 2016</p> <p>January 2016</p>	£50,639	<p>a. Have the targets for emotional well being been accurately identified?</p> <p>b. Have children been able to demonstrate greater independence in homework?</p>	<p>a. Information of PASS survey scores for the majority of PP children indicated that their emotional barriers to learning had been well indentified and that effective steps to address these had been put in place by their key adult.</p> <p>b. PP tracking sheets provided evidence of the advancement of key qualities such as confidence and resilience and case studies are available which support this.</p> <p>We have reviewed the homework model to support lower ability and disadvantaged learners. Homework club now runs 5 days per week and tasks have been streamlined to allow more effective group work within these sessions. Pupil premium children are over represented every night of the week and when attendance is highest, 84% of children present are PP.</p>

Ongoing costs	Cost	
Free Milk	£1300	
Free fruit	£700	
Reduced class sizes to improve ratio of children	£33,0000	
Total Spend	£155,833	