

Pupil premium strategy statement (primary)

1. Summary information					
School	Drayton Junior School				
Academic Year	2018 - 19	Total PP budget	£69960	Date of most recent PP Review	Oct 2018
Total number of pupils	339	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Oct 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	62%
Progress in reading	- 0.7	- 0.6
Progress in writing	-1.7	- 1.5
Progress in maths	- 0.2	- 1.2

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.	Poor reading comprehension skills
B.	Engagement in writing
C.	Recall of key mathematical concepts

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes in reading	Internal and external data shows gaps between PP pupils and non-PP diminishing
B.	Improve outcomes in writing	Internal and external data shows gaps between PP pupils and non-PP diminishing
C.	To continue to improve progress in mathematics	Daily use of Rapid Recall Propeller Boards
D.	Develop teamwork, application and resilience skills	Provide opportunities for all PP children to attend residential visits
E.	Increase opportunities for disadvantaged children to learn a musical instrument	Percentage of PP pupils learning a musical instrument is in line with non-PP

5. Planned expenditure

Academic year

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.

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?
Improve outcomes in reading	Small group reading intervention using guided reading strategies Update reading resources	Whilst end of KS progress is not significantly low for PP ch - -0.7- and internal progress is strong - +0.8 – this still needs embedding as improved progress is not yet secure	Senco to observe all interventions Progress tracked Weekly guided reading sessions and fortnightly use of Reading Buddies Half termly assessments	M Richards S Brooks	Summer 2019
Improve outcomes in writing	Small group intervention Engaging writing topics through Cornerstones Curriculum Use of STAR approach	End of KS2 data and shows small inconsistencies in outcomes between PP and non-PP pupils (PP = -1.7, non-PP = -1.5) both are below national expectations	Senco to observe all interventions Progress tracked Topic coverage to be tracked across the school. Termly assessments used to assess impact	M Richards	Summer 2019
Total budgeted cost					See overleaf

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?
Improve mathematical recall skills	Small group intervention Daily use of Rapid Recall Propeller Boards	End of KS2 progress slightly below national expectation - -0.2.	Maths lead to monitor External advisor to train all staff on how to use Propeller Boards	N Game	Autumn 2019
Develop teamwork, application and resilience skills	School to pay 50% of costs towards any residential trips	PP pupils to experience benefits of being away from home and partaking in the challenges set	All PP pupils will attend residential visits	D Oldham	All PP pupils will attend residential visits
Improve specific support for services children	Provide pastoral support for children who have a parent serving in the armed forces	To use service PP towards the outcomes for which it was intended Give service children pastoral support	Assign LSA to lead specific support for service children – commencing April 2019	P Lovett	April 2020
Total budgeted cost					£7500

Expenditure 2016 - 17			
Action	Desired outcome	Time	Cost
Delivery of Sound Discovery programme	To develop children's synthetic phonics skills	1hour	£355
Writing intervention	To address gaps and misconceptions in writing in order for confidence and outcomes to improve	16 hours	£5,000
Guided Reading – additional group support	To develop reading proficiency, understand text structures and dissect a variety of text types.	5 hours	£2,000
NESSY – spelling programme	To address specific difficulties with spelling experienced by children with dyslexia.	2 hours	£7,500
Spelling support intervention	To improve understanding of common word patterns.	2 hours	£800
Maths intervention – Catch up maths	To address gaps and misconceptions in mathematics in order for confidence and outcomes to improve		£5000
1:1 and small group in class support	To provide additional support within the classroom for targeted disadvantaged children, allowing them to spend more time within the class and to learn alongside their peers. Allotted time also includes time for liaison with class teacher.	47 hours	£16,000
Maths intervention delivered by a leading teacher (Senco/ Deputy headteacher)	Maths intervention informed by specific gaps in understanding. Progress is tracked and intervention adjusted as a result of on-going assessment.	13 hours	£19,500
Reading intervention delivered by a leading teachers	Reading intervention informed by specific gaps in understanding. Progress is tracked and intervention adjusted as a result of on-going assessment.	7 hours	£5,000
Resources: Nessy, Propeller Boards, Dyslexia training, Lucid Rapid licence	Resources to support disadvantaged pupils improved outcomes.		£1,000

