

Uplands Junior School Pupil Premium strategy web statement 2019/2020



This strategy will be reviewed at the end of every term. Next review: December 2019

Overview of Pupils and Pupil Premium Grant Allocation

Number of Pupils & Pupil Premium Grant (PPG) Received	Academic Year 2019/2020
Total Number of Pupils on Roll	384
Total Number of Pupils Eligible for PPG	56
% of Pupils Eligible for PPG	13.5%
Amount of PPG Received per Pupil	£1320
Estimated Pupil Premium for 2019/2020 Academic Year	£73920

Past Performance of Disadvantaged Pupils (Pupils Eligible for FSM within the last 6 Years / In LA Care for at least 6 months)

Disadvantaged pupils End of Key Stage 2 Outcomes (Expected standard combined measure)

Year	Number in cohort	Pupils achieving expected standard combined Reading, Writing and Maths		Pupils achieving the higher standard combined Reading, Writing and Maths	
		School	National benchmark	School	National benchmark
2016	17	35%	60%	0%	7%
2017	18	61%	67%	6%	11%
2018	11	91%	70%	0%	12%
2019					

Disadvantaged Pupils End of Key Stage 2 Outcomes (Expected standard)

[illegible]

Disadvantaged Pupils End of Key Stage 2 Outcomes (Higher standard)

[illegible]

Disadvantaged Pupils End of Key Stage 2 Expected Progress (0.0 is “expected”)

Year	Number in cohort	Pupils Making Expected Progress: Reading	Pupils Making Expected Progress: Writing	Pupils Making Expected Progress: Maths
		School	School	School
2016	17	0.29	-4.73	-1.88
2017	18	0.80	1.56	-0.28
2018	11	0.43 (0.31=N)	-2.4 (0.24=N)	-1.3 (0.31)
2019				

Barriers to attainment (for pupils eligible for PP)

In-school barriers

Some of the children who receive pupil premium funding have additional needs in terms of SEND
Some pupil premium children enter school with additional social, emotional and behavioural needs

External barriers

Deprivation of experience for some pupils to draw upon in their learning

External barriers

Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Improve progress and attainment for pupil premium pupils across school	<ul style="list-style-type: none"> PP pupils make at least EXS progress from their KS1 starting points in all year groups PP progress measures are at least in line with National at the end of KS2

		<ul style="list-style-type: none"> • PP attainment measures are at least in line with National at the end of KS2
B	Narrow the in school gap between the attainment of pupil premium pupils and their peers	<ul style="list-style-type: none"> • PP pupils make at least EXS progress from their KS1 starting points in all year groups • PP progress measures are at least in line with National at the end of KS2 • PP attainment measures are at least in line with National at the end of KS2 • The in school gaps between PP and “other” narrow
C	To improve the quality of teaching and learning to directly impact on the progress and attainment of PP pupils	<ul style="list-style-type: none"> • PP pupils make at least EXS progress from their KS1 starting points in all year groups • PP progress measures are at least in line with National at the end of KS2 • PP attainment measures are at least in line with National at the end of KS2
D	To broaden opportunities and experiences and raise aspirations of PP pupils	<ul style="list-style-type: none"> • All pupils access trips/visits/workshops • PP progress measures are at least in line with National at the end of KS2 • PP attainment measures are at least in line with National at the end of KS2

Record of Planned Pupil Premium Grant Expenditure by Item / Project 2019/2020 Academic Year

<u>Desired outcome:</u> A. Improve progress and attainment for pupil premium pupils across school (Targeted academic support) B. Narrow the in school gap between the attainment of pupil premium pupils and their peers (Targeted academic support)		Total costing £71,878	<u>Evidence and rationale</u> Sutton Trust "The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds" EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF "Evidence consistently shows the positive impact that targeted academic support can have"
<u>Chosen action/approach</u>	<u>Who</u>	<u>Measures</u>	
Additional 3 days per week intervention teacher for Autumn 2019 to Summer 2020. Target Year 6	Miss S Potter	85-100% of the group to make EXS standard in Writing and Maths	
Deputy Headteacher intervention (5 days per week x 1 hr x 39wks) Target Year 5	Mrs A Walker	85-100% of the group to reach 5S by July 2020	
Deputy Headteacher target group work (1/2 hr per week x 39wks) Target Year 4 1:1 Maths	Mrs A Walker	Targeted pupils make at least EXS progress in Maths by July 2020	
Teaching Assistant Intervention Groups/1:1 for precision teaching/RWI - 12hrs per wk x 39 wk	All support staff	All targeted pupils make progress in accordance with their precision teaching targets	
Teacher Led Intervention 1:3 Group Support Target Year 6 Maths/Writing	Mrs Bryan Mr Bryan	85-100% of targeted pupils to reach EXS in Maths and Writing in July 2020	
Teacher Intervention pre-teaching sessions (14 teachers for 20 mins per week for 39 weeks)	All teaching staff	Targeted pupils make at least expected progress in Maths within their Year group	
Headteacher intervention RWI reading	Mrs Webster-Smith	Targeted pupils make at least expected progress in Reading	

Additional funding for 1:1 intervention sessions 30 weeks	Mrs Rahim	Targeted pupil shows accelerated progress towards age related expectations
1 afternoon of cover to release a teacher for 1:1 feedback for pupils-12 weeks	Miss Potter	85-100% of the group to make EXS standard in Writing

<u>Desired outcome:</u>		<u>Total costing</u>	<u>Evidence and rationale</u>
C. To improve the quality of teaching		£3000	DFE “Professional development must be prioritised by school leadership” EEF “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”
<u>Chosen action/approach</u>	<u>Who</u>	<u>Measures</u>	
Release time for the SENCO	Miss N Handscomb	SENCO and teaching staff released for work on a range of projects to improve quality of teaching (RWI training, Precision teaching, outstanding TA training, SPAG subject knowledge and Maths skills knowledge)	
Release time for teaching staff to work as part of the school collaborative projects/networking/coaching	Teaching staff	Teaching staff released for work on a range of projects to improve quality of teaching	
Release time for teaching staff to observe good practice across school	Teaching staff	The % of pupils at EXS and GDS in each year group is at least in line with end of academic year 2019	

<u>Desired outcome:</u>		<u>Total costing</u>	<u>Evidence and rationale</u>
D. To broaden opportunities and experiences and raise aspirations of PP pupils (wider strategies) To provide pastoral support to PP pupils (wider strategies)		£11,650	EEF “Wider strategies relate to the most significant non-academic barriers to success in school”
<u>Chosen action/approach</u>	<u>Who</u>	<u>Measures</u>	
Attendance Officer SLA £1650	LA EWO	Attendance of PP pupils will be in line with National figures	
Art Psychotherapy sessions £3000	Mrs K Birch	Targeted pupils able to manage emotions Sessions with therapist come to an end	
Art of Brilliance programme £500	Mrs N Roberts	School receives the “outstandingly happy” award from Art of Brilliance	
Relax Kids programme for Year 3 £500	Mrs M Cook	Year 3 Relax kids programme delivered. Pupils able to use the 7 strategies	
Cleobury Mortimer residential contributions £2000	Mrs Webster-Smith	All PP pupils will be part funded for their residential visit (accommodation and food)	
Funding towards trips and workshops £1000	Mrs Webster-Smith	All PP pupils will receive part funding for visits and workshops	
Music tuition £3000	Mrs Webster-Smith	PP pupils will receive free instrumental tuition	
Total spend across all desired outcomes:			
£86,528			

Impact of strategies and spend

Autumn Term

Spring Term

Summer Term/End of year