

Pupil Premium Strategy 2016-17 – Kenmore Park Junior School

Amount of Pupil Premium funding received 2016-17

Number of Pupils Eligible	109 Pupils
Total PP received	£143 880

Identified barriers to educational achievement

KPJS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language – especially from books
- EAL – early stages of learning English.
- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities.
- Attendance
- Parental engagement with school- especially regarding attendance at information and workshop meetings and completion of homework.
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning

	<u>Focus</u>	<u>Total allocation</u>
Subsidise Educational Visits	Personal / Social/ wider educational	£5000
Employment of Additional teaching assistants – 1:1 or small group work	English / Maths	£20 000
Breakfast Club	Personal / Social	£3000
Music Tuition	Music – General	£1000
Resources	Whole School Curriculum	£6000
Stag Lane Saturday School	English / Maths	£7500
Cool Milk	Health	£500
Intervention groups / Support teachers	English / Maths	£130 000
Playground equipment	Personal / Social	£10 000
Forest school	Personal / Social	£2000
Training	Staff development to support PP	£2000
Total		£187 000

	Intended Outcomes – why are these approaches were taken	Actions
Funding to Subsidise Educational Visits	<ul style="list-style-type: none"> • Educational visits are seen as an extension of classroom learning • They are important to ensure that children have the opportunity to experience the wider world/ community 	<ul style="list-style-type: none"> • Identify PP pupils who wish to attend educational visits. • Ensure that parents are informed that they do not have to make the full contribution.

	<ul style="list-style-type: none"> • Often children from low income families miss out on outside experiences especially school journey. 	<ul style="list-style-type: none"> • Encourage parents of pupils in Year 6 to attend overnight stay on school journey
<p>Employment of additional teaching assistants – 1:1 or small group work</p>	<ul style="list-style-type: none"> • 1:1 and / or small group interventions planned to cater for individual needs, (i.e. spelling, reading, handwriting). • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in class – time for practise and application of skills. • Pre-teaching to prepare pupils for future in order to build confidence and give higher level starting point to learning • Careful tracking of homework to include reading journal – ensure regular reading takes place. • Priority reading with TAs if pupil unable to read at home. • Pupils who are PP and also on SEN register to have individual targets reviewed regularly 	<ul style="list-style-type: none"> • Weekly TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENCO review – careful planning of interventions to be completed each half term/phase • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • Close communication between

		<p>TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary</p> <ul style="list-style-type: none"> • Teachers and TAs liaise with PP tutor closely and regularly update tracking for pupils with SEN
Breakfast club	<ul style="list-style-type: none"> • Breakfast Club – to promote good attendance and punctuality • Pupils have time to complete homework tasks if unable to do at home • Pupils enjoy spending time with peers prior to lessons 	<ul style="list-style-type: none"> • Inform parents of PP pupils that early bird club available at no cost (encourage pupils to attend) • Liaise with class teachers so TAs aware of homework that requires completion – if appropriate • Purchase range of games/activities to support early bird club
Music Tuition	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and

	<p>participate in chosen activities</p> <ul style="list-style-type: none"> • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<p>available clubs</p> <ul style="list-style-type: none"> • SB to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Resources	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils enjoy using resources such as tablets to complete games/tasks that consolidate learning • A range of learning styles can be catered for 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding – School Council • Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
Stag Lane Saturday School	<ul style="list-style-type: none"> • Extra support for basic skills • Pupils have extra opportunity to overlearn topics taught at school • Focus on Year 5 pupils but extra places given to other year groups. Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • SM to organise eligible children • Year 5 class teachers to identify children that will benefit from extra tuition • HT/DHT meet with pupil premium tutor and teachers at each milestone (Nov, Feb, Apr, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes
Cool Milk	<ul style="list-style-type: none"> • Child health 	<ul style="list-style-type: none"> • Office to organise cool milk

		distribution
Intervention groups / Support teachers	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with DHT (x4 milestones per year) • Regular communication between PP teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP teacher to liaise with DHT as necessary • PP teacher to attend staff meetings – up-to-date with school priorities, teaching strategies and national developments • HT/DHT meet with pupil premium tutor and teachers at each milestone (Nov, Feb, Apr, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes

		<ul style="list-style-type: none"> • Regular review of groupings and re-shaping of focus as required • Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes
Playground equipment	<ul style="list-style-type: none"> • Social engagement increases • Promoting healthy lifestyles • A chance to have a break from academic studies 	<ul style="list-style-type: none"> • Part of school development plan • HT to arrange initial discussions with suppliers • Discussed with school council to get children's opinions
Forest School	<ul style="list-style-type: none"> • Social engagement increases • Promoting healthy lifestyles • A chance to have a break from academic studies 	<ul style="list-style-type: none"> • SP to organise transport • SP to liaise with SENCO to choose appropriate children • SP to measure increase in confidence
Training.	<ul style="list-style-type: none"> • To ensure that staff are trained in up to date methods to ensure that teaching can be targeted towards pupils needs 	<ul style="list-style-type: none"> • Nominated staff to attend relevant training.

Approved by governors 12/10/16.