

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Caister Junior School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£140,960	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	356	<b>Number of pupils eligible for PP</b>	93	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment (2018)		
	<i>Pupils eligible for PP</i>	<i>Pupils eligible for PP (national average)</i>
<b>% achieving expected or above in reading</b>	64%	64%
<b>% achieving expected or above in writing</b>	85%	67%
<b>% achieving expected or above in maths</b>	70%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of resilience / mental health issues / attachment issues experienced by some PP children
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates for some PP families
<b>E.</b>	Family challenges and lack of enrichment experiences

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Lack of resilience / mental health issues / attachment issues experienced by some PP children	Identified children able to fully access the curriculum and feel happy and safe in school
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across comparable schools
<b>C.</b>	Behavioural issues of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 2% or below. Overall PP attendance improves from 94.56% to 96% in line with 'other' pupils.
<b>E.</b>	Family challenges and lack of enrichment experiences	Minimise effect from families needing pastoral / CP support. Children make good or better progress in their learning as a result of forming vital relationships with key staff

5. Planned expenditure					
Academic year		2019/20			
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.					
<b>i. Quality of teaching for all</b>					
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?
Improved progress at KS2	Staff training on high quality feedback.  Staff training on developing maths & reading skills for the high attaining pupils in KS2	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	English leads	July 2019

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Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2, particularly in maths & GaPS. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness.  Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning.	English leads	July 2019
Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Curriculum resources	Due to the children's lower rates of reading development, it is vital that the school has high quality reading and phonics resources that promote both reading for pleasure and decoding skills. A part of this is used to pay for the schools' REN reading programme. In addition, maths resources will be purchased to support learning.	A TA is employed to deliver and monitor the use of resources and the children's progress  The maths leader monitor books, lessons, planning and progress data	Maths leader	July 2019
<b>Total budgeted cost</b>					£5,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved self-esteem / mental health issues  Improved progress for vulnerable pupils	121 and small group nurture provision	Some of the students need targeted support to be able to access normal classroom teaching setting.  This is an environment which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult feeder school to identify any potential barriers to good implementation.	SENDCo	Termly

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Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.</p> <p>We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by English and maths leads Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	Pupil Premium Coordinator	Termly
<p>Development of resilience and increased mental health</p> <p>More stable family backgrounds</p>	Pupil & family support delivered using pastoral mentors and Thrive approach	<p>Pastoral mentors are employed to work with families who are facing challenges or struggling to deliver good parenting. A high percentage of our PP children are supported through this.</p> <p>In addition, counselling, learning mentors, additional 1:1 mentoring and Thrive approach provide the strong social and emotional support. This support is always available for service and looked after children</p>	The work of these support staff is closely monitored by SENDCo and senior team	SLT	Every half term
<b>Total budgeted cost</b>					£106,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates	Monitor pupils and follow up quickly on absences. First day response provision.	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing about existing absence issues.</p> <p>PP coordinator, pastoral mentors, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	Pupil Premium Coordinator	Termly

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Problem behaviour in addressed	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Use pastoral mentors to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	Year leaders	Half termly
<p>Higher rates of rapid progress across the school for PP children</p> <p>Development of resilience and increased mental health</p>	Extra-curricular activities	<p>Additional experiences such as an outdoor/ adventurous residential are subsidised to ensure that PP children can access them. A trip to London to visit SEALIFE develops the exposure to alternative learning for PP children.</p> <p>Additional activities such as dance and football are provided for them to further this. Additional cultural experiences are provided for all children who also benefit from play activities during the lunch hour &amp; after school</p>	The SENDCo oversees the trip to London which is planned in detail by the Nurture leader.	SENDCo	Termly
Higher attendance rates for PP children	<p>Support through attendance panels and outside agencies</p> <p>Pay for school transport</p>	Children cannot learn if they are not in school. Children with low attendance are encouraged to come to school by use of reward system	<p>The attendance officer and business manager oversee this.</p> <p>The impact is measured by the SLT</p>	SLT	
<b>Total budgeted cost</b>					£30,000