

Pupil premium strategy statement: CANFORD HEATH JUNIOR SCHOOL

1. Summary information					
Academic Year	2016/17	Total number of pupils	477	Date of Report	Dec 2016
Proposed Pupil Premium Funding	£141,680	Number of pupils eligible for PP Y3	19 16%	Number of pupils eligible for PP Y5	24 20%
Planned Pupil Premium Spending	£155,640	Number of pupils eligible for PP Y4	26 22%	Number of pupils eligible for PP Y6	26 22%
Over/under spend	£13,960 overspend	Total number of Pupil Premium Pupils and percentage of school			95 20%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP and SEN pupils especially vulnerable are making less progress than other pupils. High quality interventions to be targeted at this group of pupils.
B.	Provision for the disadvantaged pupils in core subjects to close gaps.
C.	Reading and homework for PP children is often not completed. Staff in school to offer opportunities to catch up. This may require access to ICT.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 95.7% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment outcomes at the end of KS2.	Pupils eligible for PP make rapid progress by the end of the year so that the gap between PP outcomes and others has closed by the end of KS2.
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 and beyond the multi-academy trust (MAT).
C.	All pupils to achieve their potential and overcome any external barriers to their learning.	Fewer behaviour incidents recorded for these pupils on the school system and improved emotional health and well-being.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95.7% to 97.5% in line with 'other' pupils.

4. Planned expenditure

Academic year

2016/17

The three headings below demonstrates how the school is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen actions / approaches	Details of this approach/action	What is the evidence and rationale for this choice?	Cost to school	When will you review implementation?
Improve expertise of parents to enable them to support their children with learning at home.	Parent workshops	The school runs a variety of workshops including maths, reading, phonics and GPS in order to help parents develop their understanding of the curriculum, its expectations and teaching pedagogy that their child encounters. This supports parents in helping their children at home.	Previous positive feedback from parents. Research on impact of parents on children's progress in learning.	£1600	July 2017
Improve assessment system for pupils so that Key Performance Indicators are clear and feedback has the highest impact.	Purchase and implementation of improved whole school assessment system	This assessment system (Insight) is specific and clearly allows us to identify Key Performance Indicators to ensure assessment for learning is highly effective. It supports staff in securely assessing pupils, identifying gaps and ensuring assessment and recording of all pupils is accurate.	Package has been reviewed, researched and evaluated by Assessment Leads and Headteacher. Trial of package for desired use has been effective. More accurate tracking and assessment is proven to lead to improved teaching and learning and greater progress.	£1200	Jan 2017
Total budgeted cost					£2,800

ii. Targeted support					
Desired outcome	Chosen actions/approaches	Details of this approach/action	What is the evidence and rationale for this choice?	Cost to school	When will you review implementation?
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS2.</p> <p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS2.</p>	<p>After school booster classes in Spring Term for targeted children who are off track to meet their targets.</p> <p>Level 2 TAs to support pupils in the classroom with immediate intervention.</p> <p>Recruitment of a Level 3 teaching assistants to release class teachers to provide same-day interventions to targeted pupils.</p> <p>Designated leadership for ensuring progress for PP pupils.</p>	<p>Some of the students need targeted support to catch up. This is an after school programme which will focus on individuals who require smaller group work to close the gaps. Experienced class teachers will use dis-aggregated time to provide after school sessions to targeted groups each week, in the second half of the Spring term.</p> <p>Level 2 TAs support pupils to make accelerated progress in the classroom.</p> <p>Level 3 TAs recruited to cover afternoon classes, under general supervision of teacher, so that class teacher can carry out same day intervention with pupils to ensure they are kept on track.</p> <p>Recruit Pupil Premium Champion and provide leadership support and time to ensure the focus on PP is appropriate and robust. Use of Inclusion Lead time to provide effective support for pupils who also have SEN and PP status. week, in the second half of the Spring term.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Class teachers know their pupils' gaps the best, having undertaken the quality first teaching, so they are the best placed, and most skilled at working with individuals on the same day to ensure they close any gaps in learning.</p> <p>Level 2 and Level 3 TAs provide highly effective support and intervention daily to targeted pupils.</p> <p>Case studies of schools where there is a PP Champion have shown that the relentless focus on PP pupils and the additional resources and support they need, have proved that these pupils make better progress and the gaps in progress and attainment are lower.</p>	<p>£3,696</p> <p>£4,354</p> <p>£23,834</p> <p>£25,032</p>	<p>July 2017</p>
<p>Improve the speech and language gaps in pupils for whom difficulties are encountered in this area.</p>	<p>Training of a key member of staff to achieve a Speech and Language, Communication Needs (SLCN) qualification to support the school's needs.</p>	<p>Research on the effectiveness of this training/qualification has indicated a high success rate at working with children with SPL needs.</p> <p>A number of PP children have speech and language barriers which hinders their ability to make progress. A skilled practitioner will be able to support these needs.</p>	<p>High quality training and qualification provided by renowned provider.</p> <p>Clear assessments of those pupils who display SPL gaps or issues.</p> <p>Well designed and timetabled programme of support to be put into place to ensure best outcomes.</p>	<p>£1500</p>	<p>April 2017</p>

Improve attainment of more able PP children to ensure as many as possible achieve Greater Depth.	Booster classes from local secondary school experts in maths, English and science during Spring and Summer terms.	Enrichment sessions organised with Poole Grammar School in maths, English, science and history. Commencing January 2017 – weekly.	Use of highly skilled secondary colleagues to extend and enhance more-able PP children's skills and understanding. Secondary colleagues are best placed to extend thinking and teaching for more-able pupils into the areas of the KS3 curriculum.	£1440	Mar 2017
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Total budgeted cost £59,856

iii. Other approaches

Desired outcome	Chosen actions/approaches	Details of this approach/action	What is the evidence and rationale for this choice?	Cost to school	When will you review implementation?
Improved mental and emotional health for vulnerable learners.	<p>Full time pastoral care worker (plus additional capacity) employed across the school to support vulnerable families.</p> <p>Two ELSAs employed by the school to support vulnerable families and improve children's emotional health.</p> <p>Provision of Art Therapist to work regularly with pupils to overcome emotional and mental health issues.</p>	<p>Impact of pastoral support of the school was recognised as PP best practice case study by the DfE.</p> <p>Pastoral care workers provide behavioural support; liaison with social care; police liaison, outreach and counselling.</p> <p>Fully trained ELSAs provide quality emotional support to vulnerable families who need to overcome barriers to learning in order to fully access the curriculum and achieve their potential.</p> <p>Art Therapist works with targeted children and families to explore and overcome emotional issues which are barriers to learning.</p>	<p>School is a Pupil Premium Pastoral Care Case study on DfE site. Feedback from pupils and parents also demonstrate high levels of impact on pupils' well-being and therefore their access to learning.</p> <p>School has very good reputation in community for providing quality care – including a number of LAC who have the school recommended to them.</p> <p>Children and families who have received ELSA support (counselling and emotional health support) and Art Therapy have improved their confidence and resilience and it has improved pupils' ability to concentrate in lessons and make good progress. They have been provided with strategies to help them to cope with their issues and access the curriculum with more confidence.</p>	<p>£36,938</p> <p>£10,856</p> <p>£2,000</p>	July 2017

	Purchase of comprehensive pastoral care record system.	Purchase of My Concern record system to make pastoral care chronology and record keeping more robust.	System recommended by other schools for its effectiveness in ensuring vulnerable children have a holistic record of all aspects affecting their learning and well-being.	£816	July 2017
Improved attendance, punctuality and school-readiness for vulnerable learners.	Recruitment of HALO (Home Academy Liaison Officer) to support improved attendance of vulnerable children and families; and provide parenting support and guidance to targeted families.	The HALO is an experienced Educational Welfare Officer; Family Outreach Worker and Parenting Skills trained. The HALO leads a team of assistants who carry out policy and process to ensure levels of attendance is high; persistent absence is decreasing and that the Trust takes a zero tolerance approach to absence.	Excellent track record of improved attendance under the management of the HALO. High levels of support provided by HALO for vulnerable families to help improve attendance.	£7,619	July 2017
	Provision of breakfast club, lunchtime club and homework club for vulnerable children.	Breakfast club offered daily to targeted families to encourage punctuality and healthy lifestyle, supporting vulnerable families who need it. Lunchtime club is offered to vulnerable children who need supported play during lunch breaks.	Encouragement of punctuality, healthy eating and social time through attendance at breakfast club increases learning time and improves outcomes. Support for vulnerable children during unstructured parts of the day, such as lunchtimes, leads to more productive afternoons of learning.	£3,500 £4,609	
	Provision of parenting classes for vulnerable families to improve lives and outcomes for pupils.	Homework club (4 nights per week) is offered to all pupils, particularly targeted towards vulnerable children, to support extended and home learning. HALO is trained to provide parenting classes support for targeted parents to help support improvements in parenting at home.	Support for pupils during homework club encourages extended learning and supports parents and pupils with tasks they might find challenging to complete. Safe and secure home environments lead to children with improved mental health. Provision of parenting classes allows us to support parents in ensuring their child's home life is nurturing, safe and productive.	£17,430 £500	
	Provision of home visits for families to improve understanding of home context and allow school to prioritise needs for support of pupils.	Home visits for non-Trust pupils in Year 3. Home visits for new pupils who arrive 'in-year'. Home visits for known vulnerable families.	The school is committed to supporting families in ensuring that the home environment is calm and secure for all pupils. We offer, provide and fund, where appropriate, parenting support and classes to help ensure children are well managed and cared for at home, including the setting of firm boundaries and behaviour management strategies. This support also includes ensuring parents aim to build loving, caring relationships with their children.	£1,000	

	Provision of free milk to PP children to improve health and well-being.	Free semi skimmed milk for all Pupil Premium children who wish to take up the offer.	Pupils who are unknown to the Trust, or whom have particular vulnerabilities, will receive home visits from the Pastoral Care Team to help aid transition and provide the school with useful info on how it can help support the families of new pupils. Government policy – to improve health and well-being of vulnerable children.	£376	
Provision of additional life opportunities which may normally be out of reach for targeted pupils.	Financial support for vulnerable families to allow provision of peripatetic music lessons. Provision of highly subsidised residential visit for Year 6 pupils. Provision of school uniform items for vulnerable families. Whole group (or targeted group) subsidy of particular trips to enhance curriculum and learning.	Individual/small group music lessons for one instrument funded per year for each pupil currently on FSM or LAC. Financial subsidy towards end of KS2 residential outdoor adventure weekend. Certain items of school uniform to be funded by school for FSM and LAC families. Financial subsidy for particular trips to encourage access to the curriculum for vulnerable families.	Life chances and opportunities for PP children can be extended by offering them extension in the creative arts and experiences which they may not have otherwise had access to. Learning which takes place on outdoor adventure residential develops the whole child, including their confidence and self-esteem. Feedback from hundreds of previous pupils, staff and parents confirms that attendance at the residential, has greatly benefitted their child's emotional health. Mental health for vulnerable pupils is improved if they are able to 'belong' to their peer group, and a shared uniform allows this to develop. Support for funding this for vulnerable families is essential. Curriculum trips and visits enhance learning and equality ensures all pupils can access this. In order for the school to carry out these enrichment activities, financial subsidy for targeted trips and pupils allows 100% inclusion and an improved learning experience for all pupils.	£2,000 £2,040 £300 £3,000	
Total budgeted cost				£92,984	

TOTAL PLANNED PUPIL PREMIUM SPEND 2016-2017 ~ £155,640

5. Review of attainment / achievement in 2015-2016 from the previous plan			
KEY STAGE TWO 2016	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Average scaled score (100 being expected standard)</i>
% achieving Expected Standard in reading	52%	71%	100.5
% achieving Expected Standard in writing	59%	79%	N/A
% achieving Expected Standard in maths	76%	75%	103.4
% achieving Expected Standard in reading, writing and maths	34%	60%	N/A
% achieving Expected Standard in grammar, punctuation and spelling	76%	78%	104.7
	<i>Expected progress being 0</i>		<i>Floor Standard</i>
Reading progress score	-1.53	0.5	-5
Writing progress score	-2.83	0.5	-7
Maths progress score	0.83	0.49	-5

6. Review of expenditure 2015-2016 - Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Improve expertise of parents to enable them to support their children with learning at home.	Parent workshops in curriculum and learning to facilitate parents' ability to support pupils' progress.	Parents that attended the workshops reported that they felt better equipped to support their children. 2 workshops were delivered in Spelling, Punctuation & Grammar.	Putting the slides on the website following the workshops allowed parents that were not able to attend the workshops to access the learning, or short video clips of teachers. Future workshops to be offered by year groups to focus on a particular year group's objectives and coverage. Workshops to be offered in other subjects.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS2.</p> <p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS2.</p> <p>Improvement in maths outcomes across the school.</p>	<p>After school booster classes in Spring Term for targeted children who are off track to meet their targets.</p> <p>Same day and developmental intervention programmes to close the gaps in learning.</p> <p>Purchase of Mathletics programme to support maths teaching.</p>	<p>KS2 SATs results of PP children in maths were higher than non PP children.</p> <p>Misconceptions and errors were addressed promptly and quality feedback ensured pupils made good progress – evident in book scrutinies.</p> <p>Children motivated by mathletics programme.</p>	<p>Small group targeted booster sessions were deemed a success from teaching staff who found it was a good use of teacher time.</p> <p>All year groups to be allocated a Level 3 TA to support teachers with this during the school day.</p> <p>Paper homework to be sent home at least termly to ensure that pupils are given a balanced diet of homework activities. There were some issues if using android/ apple mac devices. Opportunities to be given in school time to complete mathletics homework if there is limited access to ICT at home.</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Improved mental and emotional health for vulnerable learners.	<p>Full time pastoral care worker (plus additional capacity) employed across the school to support vulnerable families.</p> <p>Two ELSAs employed by the school to support vulnerable families and improve children's emotional health.</p> <p>Provision of Art Therapist to work regularly with pupils to overcome emotional and mental health issues.</p>	<p>Teachers able to focus on teaching and learning in school with the pastoral capacity.</p> <p>School not reliant on depleted external agencies to support vulnerable learners and the associated waiting lists.</p> <p>7 families were supported through art therapy last year. Significant improvements were evident in individual pupils behaviour. Having a mental health expert on hand in school also enabled an NQT workshop to take place and staff to get ad-hoc advice.</p>	Supervision is required for pastoral teams and ELSAs to ensure that their emotional wellbeing is supported in then offering support to families and children.
Improved attendance, punctuality and school-readiness for vulnerable learners.	<p>Recruitment of HALO (Home Academy Liaison Officer) to support improved attendance of vulnerable children and families; and provide parenting support and guidance to targeted families.</p> <p>Provision of breakfast club, lunchtime club and homework club for vulnerable children.</p> <p>Provision of parenting classes for vulnerable families to improve lives and outcomes for pupils.</p> <p>Provision of home visits for families to improve understanding of home context and allow school to prioritise needs for support of pupils.</p> <p>Use of school minibuses to collect children from families where persistent absenteeism is high.</p>	<p>Early intervention for families without reliance of FOW. Getting support into the home has had a positive impact on families in the Trust.</p> <p>Attendance improved for vulnerable pupils and transition into school easier for targeted pupils.</p> <p>Transition eased for pupils that attended schools other than CHIS. Relationships built with new families.</p> <p>School refusers attended school. Attendance rate higher than if this had not been offered.</p>	<p>HALOs work capacity between 4 schools means that capacity to deliver parenting classes is limited. Currently referrals are being made to Action for Children parenting classes that are being delivered on school site instead.</p> <p>There was one occasion that a staff member visited a family home alone, there were no issues but a lone working policy should be explored – especially for HALO role.</p> <p>Pastoral care workers collected some pupils from their homes, whilst beneficial for the individual children this left reduced capacity within school for this time.</p> <p>Use of car with business insurance has been a better option as not all staff are minibus trained.</p>

<p>Provision of additional life opportunities which may normally be out of reach for targeted pupils.</p>	<p>Financial support for vulnerable families to allow provision of peripatetic music lessons.</p> <p>Provision of highly subsidised residential visit for Year 6 pupils.</p> <p>Provision of school uniform items for vulnerable families.</p> <p>Whole group (or targeted group) subsidy of particular trips to enhance curriculum and learning.</p>	<p>Pupils were able to experience music lessons that they may not have the opportunity to have.</p> <p>The residential was a success and those who might not have financially afforded to attend had this life opportunity.</p> <p>Vouchers were issued for uniform which enabled school uniform policy to be upheld.</p>	<p>School need to encourage families to apply for the PP funding as there may be families that are not receiving the support that they are entitled.</p> <p>Some parents were seeking clubs to be paid for through PP finances and school needs to be clear on its PP offer.</p>
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