

Pupil premium strategy statement: CANFORD HEATH JUNIOR SCHOOL

1. Summary information					
Academic Year	2017/18	Total number of pupils	477	Date of Report	Dec 2017
Proposed Pupil Premium Funding	£130,680	Number of pupils eligible for PP Y3	14 12%	Number of pupils eligible for PP Y5	27 26%
Planned Pupil Premium Spending	£144,805	Number of pupils eligible for PP Y4	19 16%	Number of pupils eligible for PP Y6	22 18%
Over/under spend	£14,125 overspend	Total number of Pupil Premium Pupils and percentage of school			82 17%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Disadvantaged pupils PP and SEN pupils especially vulnerable pupils are making less progress than other pupils. High quality interventions to be targeted at this group of pupils. |
| B. | Attainment of high ability disadvantaged pupils is not as high as that of non-disadvantaged pupils; progress rates of disadvantaged pupils need to be accelerated at a faster rate than that of non-disadvantaged pupils. |
| C. | Due to a complexity of needs, too many disadvantaged children are not emotionally ready to learn and therefore staff must ensure additional provision to overcome this. |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Despite improvements in attendance across the school (97.6% at time of report), the attendance of disadvantaged children is still below that of non-disadvantaged children at 95.9%. This means non-disadvantaged children continue to attend more and achieve better progress, thus increasing the difference in outcomes. |
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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.	Pupils eligible for PP receive pastoral support and interventions to improve their ability to learn.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. (2016 figure: 11.7%) Overall PP attendance improves from to equal or exceed attendance of 'other' pupils.

4. Planned expenditure					
Academic year		2017/18			
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?
<p>Improve attainment outcomes in maths at end of KS2.</p> <p>Improve progress in maths by the end of KS2.</p>	Use of newly developed Maths Sheriff scheme across the school.	<p>Newly developed scheme, which incorporates home learning and a renewed focus on arithmetic, to be put into place from January 2018.</p> <p>This is a fun and reward based maths programme, which serves to improve pupils' maths skills developmentally throughout the school.</p>	We have seen this working very effectively in an outstanding junior school with extremely high maths outcomes and have received specialist CPD from them to roll this out effectively.	£1400	July 2018
Total budgeted cost					£1400

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>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. This will be for the whole of the Spring term in Year 6.</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>	£16,108	July 2018
	<p>Level 2 TAs to support pupils in the classroom with immediate intervention.</p>	<p>Level 2 TAs support pupils to make accelerated progress in the classroom.</p>	<p>Level 2 and Level 3 TAs provide highly effective support and intervention daily to targeted pupils.</p>	£28,009	
	<p>Level 3 teaching assistants to release class teachers to provide same-day interventions to targeted pupils.</p>	<p>Level 3 TAs 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>£10,170</p>		
	<p>Recruitment of Year 6 HLTA to support extra intervention teaching in Year 6.</p>	<p>Afternoon support from HLTA to teach small group intervention to targeted pupils who need to make accelerated progress.</p> <p>HLTA will also deliver three sessions per week of boosters after school to targeted children.</p>	<p>HLTA with experience in Year 6 will be able to specifically support targeted pupils who need to make accelerated progress.</p> <p>By offering extra sessions after school, pupils are able to maintain access to the afternoon curriculum and continue to gain a broad and balanced diet of learning.</p>	£14,694	
	<p>Use of Catch up literacy and maths programs for targeted pupils.</p>	<p>TAs trained to deliver 2x15 mins sessions per week to children whose reading or number age is significantly below their chronological age. Use of gap analysis to target core skills in phonics, phonemes and comprehension/10 key skills of numeracy (Downing, Oxford University)</p>	<p>Statistical track record of accelerated progress for pupils who have undertaken this intervention.</p>	£498	
	<p>Designated leadership for ensuring progress for PP pupils.</p>	<p>Pupil Premium Champion to 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.</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>	£3,228	

Improve the speech and language gaps in pupils for whom difficulties are encountered in this area.	Provision of Speech and Language, Communication support for targeted PP children to support the school's needs.	Research on the effectiveness of this training/qualification has indicated a high success rate at working with children with SPL needs. 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.	High quality training and qualification provided by renowned provider. Clear assessments of those pupils who display SPL gaps or issues. Well designed and timetabled programme of support to be put into place to ensure best outcomes.	£4,029	April 2018
Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS2 in reading. Improve progress for those pupils who are at risk of not making expected progress by the end of KS2 in reading.	Provision of Lexia Reading intervention programme to support accelerated reading progress.	Individualised reading intervention, which closes the gap in reading decoding and comprehension.	Statistical track record of accelerated progress in reading for pupils who have undertaken this intervention.	£691	April 2018
Total budgeted cost					£77,427

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.	Full time pastoral care worker (plus additional capacity) employed across the school to support vulnerable families.	Impact of pastoral support of the school was recognised as PP best practice case study by the DfE. Pastoral care workers provide behavioural support; liaison with social care; police liaison, outreach and counselling.	Feedback from pupils and parents also demonstrate high levels of impact on pupils' well-being and therefore their access to learning. School has very good reputation in community for providing quality care. Children and families who have received ELSA support (counselling and emotional health support) have improved their confidence and resilience and it has	£37,796	July 2018

	<p>ELSAs employed by the school to support vulnerable families and improve children's emotional health.</p> <p>Use of comprehensive pastoral care record system.</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>Use of My Concern record system to make pastoral care chronology and record keeping more robust.</p>	<p>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>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.</p>	<p>£10,091</p> <p>£625</p>	<p>July 2018</p>
<p>Improved attendance, punctuality and school-readiness for vulnerable learners.</p>	<p>Involvement 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 home visits for families to improve understanding of home context and allow school to prioritise needs for support of pupils.</p>	<p>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.</p> <p>Breakfast club offered daily to targeted families to encourage punctuality and healthy lifestyle, supporting vulnerable families who need it.</p> <p>Lunchtime club is offered to vulnerable children who need supported play during lunch breaks.</p> <p>Homework club (4 nights per week) is offered to all pupils, particularly targeted towards vulnerable children, to support extended and home learning.</p> <p>Home visits for non-Trust pupils in Year 3.</p> <p>Home visits for new pupils who arrive 'in-year'.</p> <p>Home visits for known vulnerable families.</p>	<p>Excellent track record of improved attendance under the management of the HALO.</p> <p>High levels of support provided by HALO for vulnerable families to help improve attendance.</p> <p>Encouragement of punctuality, healthy eating and social time through attendance at breakfast club increases learning time and improves outcomes.</p> <p>Support for vulnerable children during unstructured parts of the day, such as lunchtimes, leads to more productive afternoons of learning.</p> <p>Support for pupils during homework club encourages extended learning and supports parents and pupils with tasks they might find challenging to complete.</p> <p>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</p>	<p>£6421</p> <p>£1000</p> <p>£579</p> <p>£447</p> <p>£1,039</p>	<p>July 2018</p>

	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.	includes ensuring parents aim to build loving, caring relationships with their children. 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.	£500	
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. Protected payment of £50 per child added onto parent payment system, to allow payment towards school uniform; trips; visitors and other school activities.	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. The offer of £50 towards costs of school activities and uniform across the year supports the take up of activities for vulnerable families and also encourages parents to apply for the PP grant, if eligible.	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 trips, this 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 and involvement in all activities allows this to develop. Support for funding this for vulnerable families is essential.	£1,830 £1,350 £4,300	July 2018
Total budgeted cost				£65,978	

TOTAL PLANNED PUPIL PREMIUM SPEND 2017-2018 ~ £144,805

5. Review of attainment / achievement in 2016-2017 from the previous plan						
KEY STAGE TWO Green indicates an improvement on the previous year	Pupils eligible for PP		Pupils not eligible for PP (national average)		Average scaled score (100 being expected standard)	
	2016	2017	2016	2017	2016	2017
% achieving Expected Standard in reading	52%	47%	71%	77%	98.3	100.7
% achieving Expected Standard in writing	59%	77%	79%	81%	N/A	N/A
% achieving Expected Standard in maths	76%	60%	75%	80%	100.2	103.2
% achieving Expected Standard in reading, writing and maths	34%	40%	60%	67%	N/A	N/A
% achieving Expected Standard in grammar, punctuation and spelling	76%	67%	78%	82%	100	103.4
	<i>Expected progress being 0</i>				<i>Floor Standard</i>	
Reading progress score	-1.52	-0.3	+0.33	+0.33	-5	-5
Writing progress score	-2.85	+1.54	+0.12	+0.17	-7	-7
Maths progress score	+0.83	-1.42	+0.24	+0.28	-5	-5

6. Review of expenditure 2016-2017 - Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
<p>Improve expertise of parents to enable them to support their children with learning at home.</p>	<p>Parent workshops in curriculum and learning to facilitate parents' ability to support pupils' progress.</p>	<p>Parents better equipped to support their children as explanations of subject specific vocabulary and appropriate processes all detailed in resources.</p>	<p>Registers of attendance at parent information events in Autumn term indicated that the target group of parents of disadvantaged children were not attending. Provision of carefully selected resources to support home learning put in place: Mathletics licenses, SPaG.com licenses, CGP explanatory booklets and guides.</p>
<p>Improve assessment system for pupils so that Key Performance Indicators are clear and feedback has the highest impact.</p>	<p>Purchase and implementation of improved whole school assessment system.</p> <p>This assessment system (Insight) is specific and clearly allows us to identify Key Performance Indicators to ensure assessment for learning is highly effective.</p> <p>It supports staff in securely assessing pupils, identifying gaps and ensuring assessment and recording of all pupils is accurate.</p>	<p>Improved accuracy of tracking pupil outcomes and next steps. Planning is better informed by analysis of greatest needs in objectives. Half-termly tracking of whole school outcomes for all groups of pupils is more effective. Differences diminished in Years 3 and 6.</p>	<p>Summative assessment to be used alongside teacher tracking to form judgements. Question level analysis to be used more readily in response to summative assessment to further inform planning.</p>

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>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>Attainment outcomes for PP children improved in writing and RWM combined at the end of KS2 2017 compared to end of KS2 2016.</p> <p>Progress of PP pupils in KS2 has also improved in reading and writing, remaining above the floor standard in all subjects.</p>	<p>Analysis of reading outcomes indicated areas for focus which can be applied to daily reading teaching and particularly the after school booster classes. After school booster classes were most effective where children were grouped by similar need.</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>Impact will be seen when staff member is qualified and working with pupils in the 2017-18 academic year.</p>	<p>N/A</p>									
<p>Improve attainment of more able PP children to ensure as many as possible achieve Greater Depth.</p>	<p>Booster classes from local secondary school experts in maths, English and science during Spring and Summer terms.</p> <p>Enrichment sessions organised with Poole Grammar School in maths, English, science and history.</p> <p>Commencing January 2017 – weekly.</p>	<p>Disadvantaged pupils who attained 2A or above in reading and writing at KS1 and subsequently attained a higher standard in KS2 increased from 2016:</p> <table border="1" data-bbox="1070 1251 1509 1337"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>40%</td> </tr> </tbody> </table>		2016	2017	Reading	21%	40%	Writing	10%	40%	<p>Higher attaining disadvantaged pupils valued the opportunity to participate in targeted booster activities. The level targeted could be delivered by existing school staff to simplify logistics.</p>
	2016	2017										
Reading	21%	40%										
Writing	10%	40%										

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 employed across the school to support vulnerable families.</p> <p>ELSAs employed by the school to support vulnerable families and improve children's emotional health.</p> <p>Forest school opportunity for targeted individual</p>	<p>Teachers are able to focus on teaching and learning with the pastoral capacity now in place.</p> <p>School not reliant on external agencies to support vulnerable learners and the associated waiting lists.</p>	<p>Supervision is required for pastoral teams and ELSA workers to ensure their emotional welfare is being supported to enable them to be able to offer the families the support they need.</p> <p>My concern – systems to be put in place to facilitate use by part-time/visiting staff</p>												
Improved mental and emotional health for vulnerable learners.	Purchase of comprehensive pastoral care record system.	<p>My concern has enabled comprehensive tracking of individual pupil needs, ensuring timely intervention to overcome barriers to learning.</p> <p>In Year 6, for example, disadvantaged children receiving regular pastoral support achieved good or better progress across the year:</p> <table border="1" data-bbox="1144 922 1588 1067"> <thead> <tr> <th></th> <th>Expected Progress</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>68%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>64%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>96%</td> </tr> </tbody> </table>		Expected Progress	Accelerated Progress	Reading	100%	68%	Writing	100%	64%	Maths	100%	96%	<p>The pastoral care worker took a large responsibility for tracking attendance which could be carried out by admin staff to facilitate additional time for pupil support.</p> <p>More individuals would benefit from this approach.</p>
	Expected Progress	Accelerated Progress													
Reading	100%	68%													
Writing	100%	64%													
Maths	100%	96%													

<p>Improved attendance, punctuality and school-readiness for vulnerable learners.</p>	<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>Provision of free milk to PP children to improve health and well-being.</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 was easier for targeted families. Attendance of disadvantaged pupils is now 95.9% (compared to National target of 97%)</p> <p>School refusers attended school. Attendance higher than if this had not been offered. School persistent absenteeism is 2.9% below National data.</p> <p>Home visits gave staff an oversight of any issues the child may / may not be facing which school may not otherwise have been aware of. It also allowed staff to better get to know the child and family to aid transition to school.</p> <p>Free milk was provided to all pupils who requested it – improving healthy diet.</p>	<p>HALO's work capacity between the 4 schools means that capacity to deliver parenting classes is limited. Currently referrals are being made to Action for Children.</p> <p>Where pupils need collecting it is a better option for staff with business insurance to collect pupils as use of minibus was limited as not all staff trained to drive.</p> <p>Home visits should continue.</p> <p>Free milk should continue.</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 able to experience music lessons that they may not have had opportunity to have.</p> <p>Successful residential trip allowing pupils who could not financially afford to attend, the ability to do so.</p> <p>Vouchers issued for uniform which enabled school uniform policy to be upheld.</p>	<p>School needs to encourage families to apply for the funding as there may be families that are not receiving the support they are entitled to.</p> <p>Some parents were seeking club to be paid for through PP finances, so school to be clearer of PP charging and remissions policy.</p>