

<b>Pupil Premium Strategy 2017/2018</b> <b>Stanford Junior &amp; Infant School</b>	
<b>Amount Received</b>	£40,340
<b>Total number of pupils receiving allocation at September 2017</b>	32 children (25 active in school, 23 Pupil Premium, 2 Service Children)
<b>Year Group/No. of children entitled to Pupil Premium funding 1st April 2017</b>	<b>Percentage of the 2017/18 cohort entitled to Pupil Premium Funding</b>
Foundation Stage 2 – 0 pupils out of 28	0.0%
Year 1 – 3 pupils out of 31	9.7%
Year 2 – 2 pupils out of 26	7.7%
Year 3 – 3 pupils out of 35	8.6% (+1 Service = 2.9%)
Year 4 – 5 pupils out of 34	14.7%
Year 5 – 6 pupils out of 35	17.1%
Year 6 – 4 pupils out of 38	10.5% (+1 Service = 2.6%)
Total pupils on roll - 23 pupils out of 227	10.1% (+2 Service Children = 0.9%)
<b>Rationale &amp; Objectives –</b>	
<p>Following successful progress and outcomes for our children in receipt of Pupil Premium funding in 2016/17, the school will continue to plan carefully in order to help children in receipt of Pupil Premium funding to try to overcome their particular barriers to learning. Amongst many Pupil Premium children nationally, barriers to learning include challenging home life, poor literacy levels, low aspirations, low expectations and narrow experience of life outside school.</p> <p>Pupil Premium money at Stanford junior &amp; infant School will be spent to improve:</p> <ul style="list-style-type: none"> <li>• academic achievement, including for children with DSEN</li> <li>• pastoral support</li> <li>• participation in cultural and sporting activities</li> </ul> <p>Focusing on these areas is designed to:</p> <ul style="list-style-type: none"> <li>• help children look forward to their time in school with enthusiasm</li> <li>• raise the attainment of Pupil Premium children</li> <li>• close the gap between Pupil Premium children and others in the school</li> <li>• close the gap between the school's Pupil Premium children and all pupils nationally</li> <li>• accelerate progress by all Pupil Premium children</li> <li>• improve behaviour in certain children</li> <li>• increase the range of opportunities and experiences for Pupil Premium children</li> </ul>	



Implementation of this will be done by: <ul style="list-style-type: none"> <li>• providing high quality teaching and learning experiences for all children to overcome educational disadvantage and deprivation</li> <li>• targeted academic and pastoral intervention and support</li> <li>• providing an exciting curriculum with a wide range of engaging, quality learning and nurturing activities to broaden their knowledge and familiarity of the world around them</li> <li>• providing a wide range of free / subsidized extra-curricular activities to broaden children’s learning experiences and to foster and develop each child’s interests and talents</li> </ul>				
<b>Activities funded by the grant Expected impact</b>	<b>When implemented</b>	<b>Lead responsibility</b>	<b>Approx. cost</b>	<b>How measured &amp; reviewed</b>
Employ teaching staff to provide intensive support to Year 5 and 6 – 8 hours per week to raise attainment and progress in maths, reading and writing and build learning confidence and improve progress of targeted pupils, including those with SEN.  <i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in reading &amp; writing in Y5 &amp; 6.</i>	From Sept 2017 onwards with regular reviews linked to Pupil Progress Meetings and Data Analysis	HT/DHT – Data/PPM  Inclusion Manager – Intervention  CS/TH/SG/Teaching staff	£15000	Regular reviews linked to Pupil Progress Meetings and Data Analysis (half termly).  Teaching staff to monitor using SPTO (on-going).  SLT to feedback to governors through the Monitoring Cycle (FGB x3 per year).
Employ a Learning Mentor to ensure quality pastoral provision is available for pupils and parents/carers and staff, including those with SEN.  <i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i>	From Sept 2017 – 3 afternoons p/w with dedicated sessions involving PP children.  Regular pastoral classroom drop-in by LM with focus including PP children.	MC – Learning Mentor  SLT:- TH- Assessment & Behaviour Lead  EH – Inclusion Manager	£5000	Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting and used to highlight any trends or behaviour patterns which may direct additional intervention (on-going monitoring / half termly report).  Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions (on-going monitoring / half termly report).



<p>Provide specific, focused, scaffolded support and challenge for identified pupils, including those with SEN, to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 in the afternoons.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 &amp; 6.</i></p>	<p>8 hours per week</p>	<p>BL – TA in Yr 6</p> <p>SLT :- CS – KS 2 Lead &amp; Yr 6 CT</p> <p>TH – Assessment Lead</p>	<p>£4500</p>	<p>Measure through regular data snapshots based on quality provision, assessment for learning and assessment without levels, linked to the monitoring cycle (on-going monitoring / half termly report).</p>
<p>Provide specific, focused, scaffolded support and challenge for identified pupils, including those with SEN, to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 afterschool.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 &amp; 6.</i></p>	<p>3 hours per week.</p>	<p>BL – TA in Yr 6</p> <p>SLT :- CS – KS 2 Lead &amp; Yr 6 CT</p> <p>TH – Assessment Lead</p>	<p>£2000</p>	<p>Measure through regular data snapshots based on quality provision, assessment for learning and assessment without levels, linked to the monitoring cycle (on-going monitoring / half termly report).</p>
<p>Pay for or subsidise Pupil Premium Children to attend Breakfast Club.</p> <p><i>To give the children an active and healthy start to the day, increase and maintain the positive attendance levels of PP children and to ensure that behaviour of this group is of a high standard.</i></p>	<p>20 hours per year if all active children attend.</p>	<p>KM/MC/DHT</p>	<p>£2000</p>	<p>Measure through regular register monitoring, cross checking behaviour records, progress, attainment and attendance against days attending Breakfast Club (on-going monitoring / half termly report).</p>



<p>Support and fund educational visits for PP pupils</p> <p><i>To help ensure that children look forward to their time in school with enthusiasm and broaden their experience of the world.</i></p>	<p>From Sept 17 - Aug 18 Hook Days, Visits And York Residential (May 2018)</p>	<p>Office / TH</p>	<p>£1200</p>	<p>Promote the funding of trips and ensure PP children are aware that they can access the trips at no / reduced cost (on-going monitoring of trip registers / letters to include notice to PP children)</p>
<p>To provide free milk to those in receipt of funding .</p> <p><i>To help ensure that children get a healthy drink at the start of the day as part of an ongoing balanced diet, to help support a positive behaviour and engagement in school.</i></p>	<p>From Sept 2017</p>	<p>Office / TH</p>	<p>£150</p>	<p>Promote the funding of milk and ensure PP children are aware that they can access it at no cost (on-going monitoring of milk registers / letters home to include notice to PP children)</p>
<p>CPD to continue to improve Quality First Teaching</p> <p><i>To help teachers to maintain engagement amongst disadvantaged pupils and ensure that provision of support is tailored to meet the needs of specific groups.</i></p>	<p>Staff Training Days</p>	<p>LH/TH</p>	<p>£1500</p>	<p>Staff training delivered to all teachers. Compare registers, pupil progress and attainment and behaviour prior and post training to assess impact.</p>
<p>CPOMS Safeguarding System</p> <p><i>To help record and monitor incidents and plan support for children in terms of behaviour and safeguarding to ensure children are happy and safe in school at all times.</i></p>	<p>Sept 2017</p>	<p>TH</p>	<p>£645</p>	<p>Weekly review of behaviour and safeguarding incidents to ensure that PP children, including those with SEN, are both happy and safe in school, are closely monitored and are not disproportionately represented amongst the whole school cohort.</p>



<p>SPTO Assessment and Progress monitoring system</p> <p><i>To help monitor progress and attainment amongst PP groups to ensure these children, including those with SEN, are making positive and sustained progress.</i></p>	<p>Sept 2017</p>	<p>TH</p>	<p>£1500</p>	<p>Termly review of progress and attainment data with a key focus on PP children to identify any gaps and ensure they are closed quickly and effectively with specific, timetabled support.</p>
<p>Lexia Interactive Reading Programme</p> <p><i>To help promote reading and literacy levels amongst PP groups to ensure these children, including those with SEN, are making positive and sustained progress.</i></p>	<p>Sept 2017</p>	<p>TW/TH</p>	<p>£500</p>	<p>Termly review of progress and attainment data with a key focus PP children to help timetable Lexia-based interventions and monitor their impact.</p>
<p>To provide 1-1 TA support where appropriate to re-integrate and access the curriculum.</p> <p><i>To help pupils to quickly reintegrate into lessons following any absences or issues to help support positive behaviour and engagement in school.</i></p>	<p>As required</p>	<p>EH – Inclusion Manager TH - Behaviour</p>	<p>£500</p>	<p>Measure through regular behaviour log / pastoral folder monitoring (on-going monitoring).</p>
<p>To provide extra-curricular activities PE activities</p> <p><i>To help promote an ongoing positive ethos towards life, school and learning; and to help support a positive behaviour and engagement in school, including those with SEN.</i></p>	<p>Sept 2017</p>	<p>TH – Assessment Lead/PE Lead EH – Inclusion Manager DK - SBM</p>	<p>£1000</p>	<p>Measure through regular register monitoring, cross checking behaviour and attendance against days attending afterschool provision (on-going monitoring of registers / termly sports report)</p>



<p>To further develop the role of Play Leaders to support and nurture a playtimes</p> <p><i>To help support positive behaviour and engagement in school.</i></p>	<p>Sept 2017</p>	<p>SG – SMSC EH – Inclusion Manager</p>	<p>£750</p>	<p>Play leaders to have timetabled activities to run on the playgrounds at morning playtime and at lunch to help support focus children in having enjoyable and successful unstructured time in school.</p> <p>Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting of playtime and lunchtime incidents (on-going monitoring / half termly report).</p> <p>Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions which are linked to playtime issues (on-going monitoring / half termly report).</p>
<p>Pastoral Coaching for targeted children.</p> <p><i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i></p>	<p>Oct 2017 Onwards</p>	<p>TH – Behaviour MC – Learning Mentor EH – Inclusion Manager</p>	<p>£3500</p>	<p>Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting and used to highlight any trends or behaviour patterns which may direct additional intervention (on-going monitoring / half termly report).</p> <p>Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions (on-going monitoring / half termly report).</p>

Date for next internal review of this strategy: July 2018