

DRONFIELD JUNIOR SCHOOL

Pupil Premium (PP) Strategy Statement

1. Summary Information					
Academic Year	2016-17	Total Pupil Premium budget	£59, 240	Date of most recent PP review	n/a
Total number of pupils	364	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Jan 2017

2. Current attainment (2015-16)		
	Pupils eligible for PP in Y6=13	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	23%	(60%)
% achieving expected standard or above in reading	62%	78% (71%)
% achieving expected standard or above in writing	54%	84% (78%)
% achieving expected standard or above in maths	54%	78% (75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
a. SEN
b. Mathematical reasoning and application of mathematical skills across a range of contexts
c. Reading inference and evaluation
External barriers

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
i	Pupils eligible for Pupil Premium achieve at least in line with national average in reading, writing and maths combined.	Focused intervention in reading, writing and / or Maths following early identification of needs or where gaps materialise will ensure PP children have diminished differences in attainment and progress.
ii	Higher ability pupils eligible for Pupil Premium achieve scaled	Appropriate tracking of higher ability children ensures they continue to

	scores close to, or above, 110.	achieve above the expected standard throughout school.
iii	Pupils with emotional difficulties, or lacking self-esteem and confidence are supported through the Positive Play programme, Rainbows programme or Circle of Friends	Children have a link TA to share any emotional difficulties with, when needed.

Nature of Proposed Support 2016 - 2017			
Project	Cost	Objectives	Outcomes
Mastery in Maths	£10000	To develop mastery teaching in Maths throughout CPD (Cluster training November 2016, February 2017, March 2017) and school training, Autumn Term 2016. To purchase PUMA Maths assessments to demonstrate progress (through PUMA Maths score and standardised Maths score) and highlight mathematical areas for development. To develop pupils' reasoning skills. To identify PP children who have difficulty accessing and or understanding the mathematical learning objective within a lesson and offering TA targeted support outside the lesson to ensure they remain on target.	Diminishing differences in gaps in learning in Maths and improved understanding. Embedding understanding of place value and calculations and building reasoning and application of Maths. Improved outcomes in Maths attainment and progress.
Development of inference and evaluation skills in reading	£8000	Following LA training in reading (January 2017), SLT to lead CPD in their teams to develop reading practice, included guided reading. To provide each PP child with £20 to spend at the book fayre to enhance reading and range of reading.	Pupils confident in accessing a range of texts and are able to infer and evaluate appropriately.
Development of spelling skills	£2000	To purchase No-Nonsense spelling scheme to teach spelling skills systematically and progressively throughout the school. To provide CPD at school level and cluster level to support teaching of No Nonsense spelling (2017 date to be confirmed).	Pupils will have a better command of spelling and spelling rules and this will be evident in writing across all curricular areas.
Continuation of Lexia lease	£1,830	To support pupils' phonic and reading skills to accelerate learning in this area.	Pupils able to access programme at school and at home which is rooted in a personalised approach

			and activities geared to an individual's needs.
Additional part time teacher (equivalent to 2 days per week). Additional TA support outside school day (either 1:1 or 1:2)	£20000	To support and challenge individuals and small groups. (Pupil progress monitored, timely intervention matches pupil's individual needs.	Interventions in reading, writing and Maths are diminishing differences in knowledge and skills.
Additional targeted teaching input in Maths (intervention groups outside school day with teaching staff)	£5460	To provide a Maths intervention group to lowering attaining pupils who have gaps in their learning.	All pupils have a basic mathematical understanding from which they can build to learn and apply new skills.
Homework support (session with TA outside of school day)	£560	To support the completing of homework and give PP children the opportunity of high quality support with homework tasks.	Pupils complete homework and learning is supported through this activity.
Positive Play, Rainbows, Circle of Friends	£1740	To continue to implement the following programmes for emotional support: <ul style="list-style-type: none"> - Positive Play - Rainbows - Circle of Friends To support pupils through long term family illness, anger management, parental separation, bereavement, friendship issues, self-esteem issues.	Pupils feel supported despite their issues and these have limited impact on their learning. They are able to manage their issues and focus on their learning.
Free access to one extra-curricular activities per term.	£9650	To ensure all pupils have equal access to valuable enrichment and extra-curricular activities. (Remove financial barriers that exist)	Pupils claiming free after school activities. Subsidised residential visit to Caythorpe (Y5), France (Y6), London (Y6) and Llandudno (Y6)