

1. Summary Information					
School	Loddon Junior School				
Academic Year	2017/18	Total PP budget	£44,670	Date of most recent PP review	n/a
Total number of pupils	176	Number of pupils eligible for PP	46	Date of next internal review of this strategy	April 2019
Number of pupils in Year 6	42	Number of pupils eligible for PP in Year 6	13		

2. Current attainment		
Attainment for 2017-18	Pupils eligible for PP	All pupils
% achieving expected standard or above in RWM	38%	70%
% achieving expected standard or above in R	69%	84%
% achieving expected standard or above in W	54%	79%
% achieving expected standard or above in M	46%	74%
Reading Progress	-0.3	0.8
Writing Progress	-1.3	-0.4
Maths Progress	-2.2	-0.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
A	Social and emotional influences
B	Low expectations
C	Confidence in mathematical ability
External barriers	
D	Family situations

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.
B	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenge Children speak ambitiously about their future at school
C	PP children's Maths improves in line with non-PP children	PP children make better progress in Maths Children enjoy Maths and can talk enthusiastically about their successes PP children achieve in line with non-PP children.
D	Families work together with the school to raise progress and standards	Parents and children meet with teachers to identify specific need Children attend relevant booster sessions

<b>5. Planned expenditure</b>					
Academic year	2017/18				
Quality of teaching for all					
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>PHSE lessons are regular Circle time etc.</p> <p>Whole school award - Investors in Pupils Class ethos is agreed on a classroom charter to ensure all children feel save to talk about their feelings.</p>	<p>Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries.</p> <p>This will mean the teacher is aware of concerns early on before they become a catalyst for anger.</p>	<p>Children understand that they can talk about their feelings in class</p> <p>Every child has an identified Special Adult</p>	Jane Young Emma-Jane Sadler	July 2019
Children make expected or better attainment and talk with enthusiasm about their academic achievements	<p>Termly pupil progress meetings will inform how the children are achieving.</p> <p>All lessons instill in children the purpose of learning and the desire to learn. Making mistakes is seen as part of this journey.</p>	<p>Children who are not on track will gain support from intervention (subject support, nurture, forest school, specialist support).</p> <p>The children understand the importance of 'the joy of not knowing' and of having a growth mindset.</p>	<p>Lessons will be monitored by Senior Leadership team</p> <p>Children will be interviewed about purposeful learning. Learning leaders will help to organize and maintain initiatives</p>	Richard Burbage	July 2019
PP children's Maths improves in line with non-PP children	Children will receive appropriate pre-teaching / intervention.	<p>Children gain in confidence and are more likely to share their learning when they have been part of pre teaching / interventions</p> <p>Children have a more positive approach to their learning. when they feel well supported and encouraged.</p>	Pupil progress meetings will review intervention given and progress made.	Jane Young	July 2019
Families work together with the school to raise progress and standards	Staff, parents and children will meet to determine next steps and the support that is needed.	Everyone agrees what the expected outcomes are and realise the importance of working together and the impact that it will have.	Staff will arrange appropriate meetings.	Jane Young	July 2019

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
<b>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>Review date</b>
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture groups to talk about their feelings. – a qualified nurture teaching assistant is employed to run these sessions.	Children open up and learn strategies to cope with feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	A register is kept to monitor who is attending these sessions. Appropriate assessment will be completed at the beginning of the sessions and after 12 weeks to monitor for impact. The results will then be reviewed.	Jane Young Emma-Jane Sadler	July 2019
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children are achieving (attainment and progress), how they are feeling about their future and the areas of the curriculum they find strength.  Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff will inform SLT as to whether the children are attaining / progressing as expected and in comparison to their peers. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	Richard Burbage	July 2019
PP children's maths improves in line with non-PP children	Ensure PP children receive the additional support / challenge that they need. These children are clearly identified on plans and carefully tracked.	This time makes them feel valued. This time makes them see that Maths is positive and can be enjoyed.	Feedback from staff will inform SLT as to whether the children are attaining / progressing as expected and in comparison to their peers.	Jane Young	July 2019
Families work together with the school to raise progress and standards	Children, parents and teachers will meet if it is considered that the children are not succeeding to their potential. Our PSA will be asked to work with families who need support.	By helping families to make the changes that they want to make they feel in control and more positive.	Families are more engaged with their children's learning.	Jane Young	July 2019

6. Review of expenditure				
Quality of teaching for all				
Desired approach	Chosen action / approach	Estimated impact	Lessons learned	Cost
Children make expected or better attainment and talk with enthusiasm about their academic future.	Additional in class support	Medium – high; Best practise shared and teachers and teaching assistants ensured that all children benefited from quality first teaching. Maths identified as focus for 2016/17.	Ensure that we prioritise the appropriate subject during the Autumn term.	

6. Review of expenditure				
Targeted support				
Desired approach	Chosen action / approach	Estimated impact	Lessons learned	Cost
Children make expected or better attainment and talk with enthusiasm about their academic future.	Children participate in regular intervention and booster groups	Medium –high; positive impact for those children who attended booster groups on a regular basis	Need to ensure that children are carefully chosen to attend intervention and booster sessions and that the parents are fully engaged.	

7. Additional detail				

## Impact of spending:

Initiative	Pupils in receipt of Pupil Premium by Year Group	Cost	Impact measure	Results
Small group work	Juniors	£6720	Pupil Progress	A breakdown summary of progress by year group and subject can be seen below (Table 3).
Additional TA hours to support in class	All year groups	£3360 £3360 £3360 £3360	Pupil Progress	A breakdown summary of progress by year group and subject can be seen below (Table 3).
Enrichment group (English)	Year 6	£6720	Pupil Progress	A breakdown summary of progress by year group and subject can be seen below (Table 3).
Enrichment group (Maths)	Year 6	£6720	Pupil Progress	A breakdown summary of progress by year group and subject can be seen below (Table 3).
Targeted support (English)	All year groups	£6720	Pupil Progress	A breakdown summary of progress by year group and subject can be seen below (Table 3).
Targeted support (Maths)	All year groups	£6720	Pupil Progress	A breakdown summary of progress by year group and subject can be seen below (Table 3).
Additional TA hours for Year 5	Year 5	£3360	Pupil Progress	A breakdown summary of progress by year group and subject can be seen below (Table 3).
Residential visit for Year 5	Year 5 – Kingswood	£1324	Pupil Perception	100% of children agreed that the trips had been beneficial and had helped them to challenge themselves and experience new opportunities. E.g. 'It was awesome, the best trip ever.' (Year 5 child)
Residential visit for Year 6	Year 6 – Whitlingham / Pleasurewood Hills	£1127	Pupil Perception	
Junior Librarian (software)	All year groups	£500	Pupil Perceptions  Pupil Progress	
Pastoral Support Worker	All year groups	£12,000	Pupil Perceptions	Children in need were able to spend time with PSW
		£65,351		

Progress, Average Points Score by Year Group (Jun 17 – June 18)			
Reading	Year Group	Non PP	PP
	Year 2		
	Year 3	100.15	99.67 (7)
	Year 4	100.49	100.6 (10)
	Year 5	100.28	100.25 (13)
	Year 6	100.08	100.13 (12)

Progress, Average Points Score by Year Group (Jun 17 – June 18)			
Mathematics	Year Group	Non PP	PP
	Year 2		
	Year 3	100.74	100.5 (7)
	Year 4	99.57	100 (10)
	Year 5	100.81	100.58 (13)
	Year 6	99.95	99.5 (12)