

# Sherwood Junior School

## PUPIL PREMIUM STRATEGY

April 2017

Pupil Premium is a specific allocation of funds, additional to main school funding, which the Government believes is the best way to address the current underlying inequalities between children who are, or have been, in receipt of free school meals at any time over a six year period, and their wealthier peers.

Over 1.4 million children aged 4-15 are eligible for free school meals in this country. They will tend to start primary school at a disadvantage behind their better-off classmates - and this attainment gap will increase throughout their schooling.

The latest figures show just 37% of free school meals children achieved 5 good GCSEs, including English and Maths, compared to 63% of all other pupils. Children from poorer backgrounds do worse on average than their wealthier classmates, whichever type of school they are in. Young people with poor educational attainment are much more likely to end up not in education, employment or training (NEET).

The Government believes that the allocation of Pupil Premium will tackle disadvantage by reaching the pupils who need it the most. And so we will use our Pupil Premium funding to 'close the gap' in attainment between disadvantaged and non-disadvantaged children in our school and all pupils nationally.

At Sherwood Junior we have looked at many different aspects of a child's learning and development, including all the things that may be a barrier to making the best possible progress at school, in order to better understand how we can support them. We have outlined separately how we spend our Pupil Premium budget, based on the rationale below.

- 1. Quality teaching for all: Evidence tells us that poor quality teaching disproportionately disadvantages deprived and vulnerable children, so high quality teaching must be at the core of all our pupil premium work.**

Desired outcome	Action	Staff lead	Review date
All staff have access to high quality and relevant training	<ul style="list-style-type: none"><li>• Programme of training for 2016/17 to include MAPA, safeguarding, attachment &amp; trauma, self-harm, autism, managing behaviour, counselling.</li><li>• SENCO to attend Family of Schools meetings/training &amp; LA conferences.</li><li>• MAP team to provide coaching/training around individual children</li></ul>	Mrs Atkins	October 2017

The quality of teaching at Sherwood Junior is consistently good, including over time	<ul style="list-style-type: none"> <li>• Appropriate induction for new members of staff</li> <li>• Rigorous monitoring of learning (work and marking over time / lessons)</li> <li>• Analysis of progress and attainment information at key points during the year</li> </ul>	Mrs Atkins and Senior Leadership Team	Ongoing
Best practice is celebrated and shared amongst staff	<ul style="list-style-type: none"> <li>• Regular sharing of practice - formal and informal.</li> <li>• Use of PPA time to observe and reflect.</li> </ul>	All staff	Ongoing

**2 Targeted support:** We will use the PP to provide effective support, by looking at the individual needs of each child, identifying their barriers to learning and tailoring interventions specific to their needs.

Desired outcome	Action	Staff lead	Review date
Staff have access to specialist support and advice.	<ul style="list-style-type: none"> <li>• SENCO to attend Springboard meetings to request relevant support from LA/MAP</li> <li>• Staff to co-ordinate/attend multi agency meetings when appropriate including providing reports and assessments.</li> <li>• MDSAs have regular meetings with a member of SLT and CPD/training to develop their skills and understanding in supporting vulnerable pupils.</li> </ul>	Mrs Atkins Mrs Murphy Mrs Pinnick	October 2017
Families are enabled to support and encourage their child's learning. Families use school as a signpost to other support services	<ul style="list-style-type: none"> <li>• Family Support Worker is employed to support families and address identified needs.</li> <li>• School advertises relevant family support networks/groups/meetings; links on school web-site signpost to support and advice for parents.</li> <li>• School provides specific interventions to support identified needs of parents and children - Family SEAL, Feel-good Families, Parent &amp; Child Theraplay.</li> <li>• All staff are consistent in their approach to working with and supporting a child's whole family.</li> </ul>	Miss Rees, and all staff	October 2017
Children have access to a range of support in school, emotional as well as academic. Improvements in attitudes to school, behaviour for learning, attendance and punctuality has a positive impact on achievement.	<ul style="list-style-type: none"> <li>• Family Support Worker is employed to address identified needs.</li> <li>• Staff offer a range of personal support to children including Make A World, counselling, SEAL/PSHE interventions, 1:1 support, group support (timetabled and incidental)</li> <li>• Progress in learning is tracked closely and appropriate support/intervention offered to ensure ARE/individual potential is realised.</li> </ul>	Class teachers with Miss Rees,	Ongoing

**3. Building whole-life attitudes and skills: enabling high aspirations and promoting activities, knowledge and skills which can enrich and help to maximise the life chances of those children in our school from less well-off backgrounds. It is particularly important to recognise the needs of bright Pupil Premium pupils, to push them as far as they can go & to broaden their expectations and opportunities.**

Desired outcome	Action	Staff lead	Review date
All aspects of school life (trips/clubs/music lessons etc.) are financially accessible to all families	<ul style="list-style-type: none"> <li>• Budget will heavily subsidise trips and enrichment activities for all children.</li> <li>• Year groups will facilitate trips and activities to support the curriculum and meet the needs and interests of their classes.</li> <li>• Monitor budget expenditure and equality of provision across the school.</li> </ul>	Mrs Atkins	April 2018
All children have the opportunity to participate in all school activities. Opportunities are maximised to provide enrichment and raise aspiration for Pupil Premium pupils.	<ul style="list-style-type: none"> <li>• Investigate and secure provision of a wide range of extra-curricular activities, in sport, arts and STEM subjects.</li> <li>• Monitor spread of visits and visitors undertaken by each year group.</li> <li>• Termly review of club provision and music lessons; tracking of participation by PP pupils to ensure equality of access.</li> <li>• Pupil Premium pupils offered a range of extra-curric activities, targeted to individual needs and interests.</li> </ul>	Class teachers with Mrs Pinnick.	Termly

<b>Desired outcomes</b>	<b>Success criteria</b>
1. Quality teaching for all	<p>100% teaching good or better (currently 77%).</p> <p>Attainment gap at end of KS2 between PPpupils and non-PPpupils in school narrows by 10% this year and 5% next year (Gap 2016 13% RWM).</p> <p>Attainment gap at end of KS2 between PPpupils and all pupils nationally narrows by 15% this year and 15% next year (Gap 2016 26% RWM).</p> <p>An increased number of HA PPpupils make progress &amp; attainment in line with non-PP HA pupils.</p>
2. Targeted support	<p>Improve attendance of PPpupils from 88% in 2015/16 (93% PP National) to 95% in 2016/17.</p> <p>Reduction in number of families identified as unwilling/unable to engage with school.</p> <p>Improved knowledge of and engagement with parents who are not living with their child/children; improved communication systems to enable fuller support in their child's education.</p> <p>Families will have a fuller understanding of help available; number of families accessing help increases.</p>
3. Building whole-life skills	<p>Participation in extra-curricular activities increases from 51 (66%) PPpupils to 77 (100%) PPpupils by end of year.</p> <p>Increased number of PP pupils will demonstrate determination, perseverance and a willingness to attend clubs regularly.</p> <p>Raised aspirations evidenced by improved progress scores, Pupil Voice responses, increased engagement in lessons.</p>