

Pupil premium strategy statement

1. Summary information					
School	Manor Farm Community Junior School				
Academic Year	17/18	Total PP budget	£36,960	Date of most recent PP Review	Sept '17
Total number of pupils	242	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Jan '17

2. Current attainment (2016-2017 SATs Attainment and Progress)	
	<i>Pupils eligible for PP (your school)</i>
% achieving expected standard or above in Reading.	57%
% achieving expected standard or above in Writing.	71%
% achieving expected standard or above in Maths.	71%
Progress Score for Reading.	-2.48
Progress Score for Writing.	+0.41
Progress Score for Maths.	+2.11

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment of some identified pupils eligible for PP for reading are not as strong as other groups.
B.	Levels of resilience for pupils (including those eligible for PP) and some attitudes to work are not as good as they could be; this leads to an over-reliance on adults and a detrimental effect on academic progress, with children displaying an “it’s good enough” ethos, rather than “is this really my best work?” This is apparent, especially as children enter Year 3.
C.	Behavioural issues for a small group of pupils mostly eligible for PP having a detrimental effect on their academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Outcome and efforts with homework for identified pupils could be improved. Lower level of parental support for some PP pupils, home situation (e.g. noisy).	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved outcome in reading for a group of pupils that receive PPG.	Pupils eligible for PPG make accelerated progress in reading through a focus on comprehension, decoding and fluency which will be monitored by Learning Tracks.
B.	Levels of resilience and independence are improved in eligible for PP pupils.	The resilience and motivation of pupils eligible for PP in learning situations will be improved using growth mindset strategies and pupil and teacher relationships and ethos within classroom.
C.	Improved behaviour for a small group of pupils mostly eligible for PP pupils.	Targeted pupils understand learning ethos and classroom rules. They communicate and play respectfully and inclusively on the playground with their peers.
D.	Outcome and efforts with homework for identified pupils will be improved.	For targeted groups – an increased effort in the quality and promptness of homework through communication with parents and opportunities for in school support.

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are 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 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?

<p>A. Improved outcome for identified pupils in reading that receive PPG.</p>	<p>Targeted lessons at pupils level to support improvement in reading (both fluency and comprehension.</p> <p>Regular reading to be monitored weekly and encouraged at home and in school.</p>	<p>Evidence of reading comprehension baseline tests has shown that groups of children find aspects of reading difficult, particularly when comprehending a text.</p> <p>Guided reading lessons need to focus not only on fluency of reading, but on learning how to answer a question and use the text as evidence to support ideas.</p>	<p>Tracking evidence of data termly and provide opportunities for pupils to explore texts that they read by answering different styles of questions.</p>	<p>Class teachers, SLT and PP co-ordinator.</p>	<p>September 2017 December 2017 March 2018 June 2018</p>
<p>B. Levels of resilience and independence are improved in eligible for PP</p>	<p>Changing children's mind-set using 'Growth Mind-set Model', particularly for those in Year 3 that are new to the school.</p> <p>Use three before me, editing, Austin's butterfly, positive mind-sets.</p>	<p>Children are given lots of opportunities to reflect, evaluate and talk about their learning so that they know their strengths; what they need to improve and most impact and have the strategies and resilience to do so.</p> <p>Look at negative and positive mind-sets, Austin's butterfly, trying challenges before giving in.</p>	<p>Use knowledge from Growth Mind-set course to help children effectively. To use Growth Mind-set display to help children to remember techniques. Reminders of possibilities and attitudes in lessons.</p>	<p>Class teachers.</p>	<p>January 2018</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

C. Improved Behaviour for a small group of pupils mostly eligible for PP.	Pupils understanding of school expectations and playground rules. Targeted behaviour interventions for particular pupils.	Targeted interventions that match the specific needs of pupils with particular behavioural needs can be effective.	Ensure identification of pupils is fair and monitored. All staff to engage and understand interventions, particularly those who work closely with children. Monitor behaviour and whether improvements have been made make a corresponding difference to attainment.	Class teachers to monitor particularly children. PP co-ordinator to monitor improvements in attainment.	January 20178 April 2018
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iii. Other approaches

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?
D. Outcome and efforts with homework for identified pupils will be improved.	Homework clubs to be introduced in school to allow children an environment where homework can be completed. Parental communication about expectations of homework to be increased and monitored.	Some identified children lack motivation or focus due to varying environments, so homework clubs may provide a way of ensuring homework is completed on time and to a good standard. Teachers in charge of the clubs can support when needed and remind children to be prompt when handing in their homework.	Communication between staff and management. Supervision of homework clubs and communication with parents.	Class teachers and club leaders.	December 2017 March 2018 July 2018

