

Premium strategy statement

Information				
	Freeman's Endowed CE Junior Academy			
	2018/19	Total PP budget	£75,240	Date of most recent PP Review
Number of pupils	240	Number of pupils eligible for PP	53	Date for next internal review of this strategy

Premium attainment (September 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Attainment in reading, writing and maths	0%	64%
Attainment in reading	27%	75%
Attainment in writing	4%	78%
Attainment in maths	27%	76%

Future attainment (for pupils eligible for PP, including high ability)
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ers (issues to be addressed in school, such as poor oral language skills)

of PP children are SEND

lls, aggression

lexia

ant proportion of Year 5 pupils require support with mental health and anxiety issues. This prevents progress across KS2.

s (issues which also require action outside school, such as low attendance rates)

ce rates for pupils eligible for PP are 95.7 % (below the target for all children of 97%). This reduces their school hours and causes them to fall behind o

engagement/low aspirations

ell-being awareness – mental health/confidence

difficulties, access to internet.

comes

<i>outcomes and how they will be measured</i>	<i>Success criteria</i>
who are both PP and SEND are making good progress.	Pupils eligible for PP and on the SEND register make rapid progress and achieve good outcomes.
ls improve and aggressive incidents are minimised.	Fewer behaviour incidents recorded for these children and evidence of collaborative play at lunchtimes.
with diagnosis make good progress.	Children with a diagnosis make rapid progress to ensure good outcomes.
n year 5 get the support they need in order to make good progress.	Children in year 5 who require support make rapid progress to ensure good outcomes.
attendance rates for pupils with PP.	Attendance rates of pupils who are eligible for PP increase in line with targets.
parental engagement in order to raise aspirations of PP children.	Higher attendance of parents evident at parent support activities and evenings.
awareness of positive well-being strategies.	Increased awareness of positive well-being strategies across all year groups, especially those eligible for PP.
access to school curriculum and extra-curricular activities.	Pupils eligible for PP are able to access a variety of extra-curricular activities and school trips to enhance the curriculum.

penditure					
ar	2018/19				
ings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide ta ort whole school strategies.					
eaching for all					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When review imple
	<ol style="list-style-type: none">1. Staff training on assessment.2. Staff training on PP.3. Targeted interventions.4. Access to quality first teaching.	School action plan has highlighted that our SEND cohort are underperforming through data analysis some of these children are also eligible for PP. By impacting on SEND provision this will ensure the gap between PP and non-PP nationally starts to close.	<ul style="list-style-type: none">• Training will be delivered by PP lead and SLT.• SEND lead will oversee all interventions• Termly pupil progress meetings to have specific focus on SEND and PP.• Lesson observations and learning walks by SLT will have a focus on QFT provision for both SEND and PP.	P, VP and SENCO.	All Pup Meeting
d	<ol style="list-style-type: none">1. Staff training on ASD and dyslexia.2. Meeting with parents3. Pupil progress meeting focus on children with diagnosis.4. Diagnosis friendly classrooms.	A number of children across the school have a range of diagnoses including some who are eligible for PP. We want to ensure that these children are able to access the curriculum at a level that all children do.	<ul style="list-style-type: none">• Training to be delivered by external professionals.• Use of INSET days to deliver training.• Lesson observations and learning walks ensure classrooms are diagnosis friendly.• Regular pupil progress meetings.	P SENCO	All Pup Meeting
e	<ol style="list-style-type: none">1. Identify children in year 5 who need extra support for well-being.2. Implement well-being hub3. Premier Sports to provide well-being lessons and lunchtime activities.4. Identify children who need regular access to well-being hub.	A high proportion of year 5 who are eligible for PP also suffer mental well-being issues that impact on their learning.	<ul style="list-style-type: none">• Evidence of group sessions and the impact recorded on CPOMS.• Improvement of children's well-being seen in class.• Learning walks of Hub sessions.	Well-Being lead, Year 5 teachers.	All Pup Meeting

Total budgeted cost					£30,500
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Support

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When reviewed/implemented
s e	<ol style="list-style-type: none"> 1. Introduce a well-being hub. 2. Develop groups for social skills and aggression. 3. Monitor impact of groups through pupil voice and behaviour books. 	Both lack of social skills and strategies to manage aggression have been found to have a negative impact on children's outcomes.	<ul style="list-style-type: none"> Well-being lead to oversee development of the hub and effective groupings. Trained staff in the well-being hub. Monitoring impact of the hub through regular meetings with FSW, SENCO and well-being lead. Monitoring of progress of target children through pupil progress meetings. 	Well-being team.	All Pupil Meetings Termly well-being
l g e n	<ol style="list-style-type: none"> 1. Introduce a well-being hub. 2. Develop a well-being policy. 3. Implement enrichment activities. 4. Employ Premier Sports to support development of a well-being culture. 	Pupil well-being and mental health has become more evident as a barrier to children's learning. Addressing these issues will hopefully improve outcomes for these children.	<ul style="list-style-type: none"> Well-being lead to oversee development of the hub and effective groupings. Monitoring impact of the hub through regular meetings with FSW, SENCO and well-being lead. Policy is followed by all members of the school community. Monitoring of Premier Sports through lesson observations. 	P, VP	Termly activities Termly Premier provision Policy

Total budgeted cost					£8000
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Proaches

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When reviewed/implemented
	<ol style="list-style-type: none"> 1. Children eligible for PP are provided with breakfast on a daily basis. 	Attendance of pupils eligible for PP s currently sitting below national 94.6% (October 2018).	<ul style="list-style-type: none"> Monitoring of attendance of PP children completed by PP lead and Principal on a regular basis. 	P, VP	Termly to govt Weekly

	2. Attendance of pupils eligible for PP monitored by Governors. 3. Introductions of weekly attendance awards.		<ul style="list-style-type: none"> Monitoring of the impact of breakfast club for children who are eligible for PP. 		attend As the individ
t.	1. To deliver learning and support activities to encourage parents to support their children's learning at home. 2. To raise aspirations by inviting speakers into school.	Lack of parental engagement, in particular those of children eligible for PP, has a negative impact on the child's outcomes and progress.	<ul style="list-style-type: none"> Monitor attendance at events. Increased number of parents showing engagement through the communication tool of reading diaries. 	P, VP	Termly occur.
	1. To provide all families eligible for PP with £100 spending cards.	Ensure that families with financial difficulties can access a wider curriculum outside of the classroom.	<ul style="list-style-type: none"> Records kept of how money is spent on the cards. More PP children accessing a wider curriculum. 	CMcl, PP lead	Termly
Total budgeted cost					£35,00

