

# Banks Lane Junior School

## Pupil Premium Strategy Statement 2016 - 2017

1. Summary Information					
Total Pupil Premium Budget:	£86240	Date of most recent Pupil Premium review	November 2016		
Total number of pupils	349	Number of pupils eligible for Pupil Premium	62	Date for next internal review of this strategy	July 2017
2. Current Attainment					
		Pupils eligible for PP		Pupils not eligible for PP (national average)	
% reaching the expected standard in R, W and M		36% (NA 39%)		55%	
% making the expected standard in reading (R)		41% (NA 53%)		60%	
% making the expected standard in writing (W)		55% (NA 64%)		77%	
% reading the expected standard in maths (M)		68% (NA 57%)		77%	
Progress in Reading - KS1 to KS2		-3.7 (NA -0.7)		-3.6	
Progress in Writing - KS1 to KS2		-2.5 (NA -0.3)		-1.3	
Progress in Maths - KS1 to KS2		-1.2 (NA -0.5)		-0.4	
3. Barriers for future attainment (for pupils eligible for PP including high ability)					
In-school barriers					
A	Significant family issues				
B	Deprivation				
C	Learning difficulties				
D	Reading - fluency, understanding, automaticity, age related level, regularity and understanding				
E	Writing - fluency, structure, age related level				
F	Speaking and listening- speech therapy				
G	Maths- fluency, reasoning, retention of procedure				
External barriers					
H	Attendance				
I	Home support and challenges faced at home				
J	Self-esteem				
4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>		<i>Intended impact on achievement?</i>

<b>A</b>	Help to alleviate family issues	<ul style="list-style-type: none"> <li>• TAC meetings</li> <li>• Counselling</li> <li>• Behavioural support</li> <li>• NSPCC/child-line workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be able to participate fully in school life; enabling greater self-esteem and confidence.</li> </ul>
<b>B</b>	Support deprived children to meet their expected level	<ul style="list-style-type: none"> <li>• Subsidised breakfast club</li> <li>• Subsidised residential costs</li> <li>• Uniform provided</li> <li>• NSPCC/child-line workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to achieve expected level of progress and attainment appropriate to their circumstances.</li> </ul>
<b>C</b>	Support vulnerable children and children with learning difficulties	<ul style="list-style-type: none"> <li>• Staff mentors</li> <li>• Restorative leaders</li> <li>• Extra staff on duty to support vulnerable children at play time</li> <li>• Lunch time &amp; after school clubs</li> <li>• Individualised and small group targeted support</li> <li>• Home learning club</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be able to participate fully in school life; enabling greater self-esteem and confidence.</li> <li>• Pupils to achieve expected level of progress and attainment appropriate to their circumstances.</li> </ul>
<b>D</b>	Narrow the gap in reading to enable PP children to achieve expected and/or accelerate progress	<ul style="list-style-type: none"> <li>• Reading mentor program (low attaining PP pupil with a high attaining PP pupil)</li> <li>• Book shop visits</li> <li>• Author visits</li> <li>• Daily 1-1 reading with PP children</li> <li>• Reading morning</li> <li>• Phonics screening and teaching</li> <li>• 1-1 and small group intervention support</li> <li>• Improved reading environment</li> <li>• Y4/5 involvement in book factor</li> <li>• Re-training for BRP</li> <li>• x6 PP pupils receiving BRP</li> <li>• Whole class reading</li> <li>• Salford reading test</li> <li>• Redevelopment of home-learning policy with focus on reading</li> <li>• Basic reading skills choir</li> <li>• Improving teaching and learning in reading (DHT)</li> <li>• Monitoring</li> <li>• Observations</li> <li>• Assessment tracking</li> </ul>	<ul style="list-style-type: none"> <li>• To raise the aspirations of PP children and support them to achieve their full potential.</li> <li>• To support PP children to develop their reading where home reading may be difficult to achieve.</li> <li>• To develop an enjoyment of reading for children from non-reading families.</li> <li>• Pupil Premium children to achieve progress and attainment in-line with national averages for disadvantaged pupils.</li> <li>• All children to reach targets set internally by school.</li> </ul>
<b>E</b>	Narrow the gap in writing to enable PP children to achieve expected and/or accelerated progress.	<ul style="list-style-type: none"> <li>• Improving teaching and learning in reading (DHT)</li> <li>• 'Hot' and 'cold' tasks to prove progress</li> <li>• Big writing</li> <li>• Marking PP books first</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to achieve expected level of progress and attainment.</li> <li>• Pupil Premium children to achieve progress and attainment in-line</li> </ul>

		<ul style="list-style-type: none"> <li>• 1-1 and small group intervention support</li> <li>• Re-developed home-learning policy with a spelling focus</li> <li>• Writing workshops</li> <li>• Blog writing</li> <li>• Monitoring</li> <li>• Observations</li> <li>• Assessment tracking</li> </ul>	<p>with national averages for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• All children to reach targets set internally by school.</li> </ul>
<b>F</b>	Improve speaking and listening skills to support.	<ul style="list-style-type: none"> <li>• Speech therapy</li> <li>• Theatre company workshops- drama</li> <li>• End of year school performance</li> <li>• Performance at the plaza- book factor (year4/5)</li> <li>• Choir performance</li> <li>• Monitoring</li> <li>• Observations</li> <li>• Assessment tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to have targeted support to improve confidence and develop speaking and listening skills.</li> </ul>
<b>G</b>	Narrow the gap in maths to enable PP children to achieve expected and/or accelerated progress.	<ul style="list-style-type: none"> <li>• Marking PP books first</li> <li>• Interactive theatre groups in maths</li> <li>• Improving teaching and learning in maths (maths specialist)</li> <li>• Maths training at staff inset (maths consultant)</li> <li>• G&amp;T year 6 maths group</li> <li>• 1-1 and small group intervention support</li> <li>• Monitoring</li> <li>• Observations</li> <li>• Assessment tracking</li> <li>• Math competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium children to achieve progress and attainment in-line with national averages for disadvantaged pupils.</li> <li>• All children to reach targets set internally by school.</li> </ul>
<b>H</b>	To improve attendance of PP children	<ul style="list-style-type: none"> <li>• Rewards and incentives- given in assembly</li> <li>• HT parent meetings with children attending less than 85%</li> <li>• Letters of concern sent home</li> <li>• Individualised incentives put in place</li> <li>• Rewards put in place with those attending at 98%</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils to attend school each day and to improve the overall attendance of PP children.</li> <li>• Target of PP children to rise by 0.5% to 95%. Whole School target of 96.5 shared with parents weekly in the ROAR.</li> </ul>
<b>I</b>	Home support	<ul style="list-style-type: none"> <li>• Home-learning club in place</li> <li>• PP children given places in club first</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of pupils who need additional home learning help are supported to be able to achieve and complete home learning tasks.</li> </ul>
<b>J</b>	To continue to increase and raise self-esteem	<ul style="list-style-type: none"> <li>• Forest schools</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will build self-esteem and</li> </ul>

		<ul style="list-style-type: none"> <li>Lunch time clubs (art, nature club, gardening, Lego and board games)</li> <li>Sports clubs</li> <li>Growth Mindset</li> </ul>	<p>confidence to enable them to achieve their full potential.</p> <ul style="list-style-type: none"> <li>Pupils will self-assess their increased confidence at the end of the sessions.</li> </ul>
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5. Planned expenditure						
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	Who for?	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
The progress of disadvantaged children is given a specific priority in school with a designated lead professional.	Pupil Premium Champion	ALL	<ul style="list-style-type: none"> <li>To ensure Higher Achieving (HA) children who are eligible for PP funding are given opportunities to develop mastery and exceed Age Related Expectations (ARE's).</li> <li>To lead and co-ordinate support needed for disadvantaged children who are tracking below ARE/making slow progress towards ARE's.</li> </ul>	<ul style="list-style-type: none"> <li>Higher Achieving PP children will be given the opportunity to take part in a range of activities; providing 'mastery' opportunities</li> <li>Progress of disadvantaged children will be monitored towards ARE's and ensure that this is at least in line with or above.</li> </ul>	Nicola Windas	Reviewed each term
<p>To raise the standards of quality first teaching for all pupils in school relating to maths and ensure that all staff have the expertise needed to support disadvantaged pupils within the main teaching sessions.</p> <p>To ensure all children make at least expected progress and that disadvantaged children make progress that is in line with non-disadvantaged pupils in</p>	<p>Maths specialist (Sharon Scott)</p> <p>Maths consultant (Tara Lockran)</p> <p>Local school cluster</p>	ALL	<ul style="list-style-type: none"> <li>To ensure consistent implementation of practice and expectations across the school.</li> <li>To significantly improve Maths SATs outcomes.</li> <li>To significantly improve outcomes of pupils across the Key Stages.</li> <li>Disadvantaged children are making less than expected progress.</li> <li>To improve and train staff members (September inset).</li> <li>To share best practice.</li> </ul>	<ul style="list-style-type: none"> <li>Book monitoring</li> <li>Lesson focus study- with a focus on questioning</li> <li>Shared practice</li> <li>Lesson observations- identifying how practise has improved</li> <li>Team teaching with year 5</li> <li>Lesson modelling</li> <li>Assessment tracking grids</li> </ul>	Sharon Scott Tara Lockran School cluster groups	<p>Reviewed each half term- Autumn term (year 5)</p> <p>Monitoring each half term</p>

maths.						
<p>To raise the standards of quality first teaching for all pupils in school relating to English and ensure that all staff have the expertise needed to support disadvantaged pupils within the main teaching sessions.</p> <p>To ensure all children make at least expected progress and that disadvantaged children make progress that is in line with non-disadvantaged pupils in English</p>	DHT specialist teaching	ALL	<ul style="list-style-type: none"> <li>To ensure consistent implementation of practice and expectations across the school.</li> <li>To significantly improve English SATs outcomes.</li> <li>To significantly improve outcomes of pupils across the Key Stages.</li> <li>Disadvantaged children are making less than expected progress.</li> <li>To share best practice.</li> </ul>	<ul style="list-style-type: none"> <li>Book monitoring</li> <li>Lesson focus study- with a focus on questioning</li> <li>Shared practice</li> <li>Lesson observations- identifying how practise has improved</li> <li>Team teaching</li> <li>Lesson modelling</li> <li>Assessment tracking grids</li> </ul>	James Cash	<p>Reviewed each half term</p> <p>Monitoring each half term</p>
To ensure children make at least expected progress	Teaching Assistant hours for Maths & English support in class.	ALL	<ul style="list-style-type: none"> <li>To ensure effective delivery of quality first teaching in class.</li> <li>To provide individualised academic support at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings- strategies put in place for PP children</li> <li>TA's to record when and how they are supporting children- to show evidence of progress</li> <li>Assessment tracking grids</li> <li>TA folder monitoring</li> <li>Monitoring (SLT and MLT)</li> </ul>	James Cash YGL Class teachers SLT MLT	Reviewed each half term
To ensure children develop a greater enjoyment of maths.	Maths Events	ALL & HA	<ul style="list-style-type: none"> <li>To encourage a raised interest in maths by presenting maths in new and exciting ways and promoting an investigative approach to maths teaching and learning,</li> <li>Maths competition- to provide challenge for HA pupils</li> </ul>	<ul style="list-style-type: none"> <li>All children to attend events</li> <li>Maths companies offer interactive performance</li> <li>Introduce pupil evaluations</li> <li>Termly competitions</li> </ul>	Sharon Scott External providers Stockport School Stockport Grammar	Reviewed each term
To ensure children develop a greater enjoyment of English	English Events	ALL & HA	<ul style="list-style-type: none"> <li>To encourage a raised interest in English- speaking and listening in new and exciting ways</li> <li>Workshops provided for upper KS2 to encourage &amp; develop speaking and</li> </ul>	<ul style="list-style-type: none"> <li>All children to attend events</li> <li>English companies offer interactive performance- introduce pupil evaluations</li> <li>Assessment tracking grid</li> </ul>	External provider Simply books- Nicola Windas	Reviewed each term

			listening skills <ul style="list-style-type: none"> <li>• Writing workshops- to provide challenge for HA pupils</li> <li>• Book/author events- to encourage regular and varied reading</li> <li>• Attending book shop visits- to share book reviews and 'love of reading'</li> </ul>			
<b>Total budgeted cost</b>						£53719

<b>ii. 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>When will you review implement action?</b>
Academic needs are addressed in a small group basis.	HLTA Targeted intervention support.	LA  LA	<ul style="list-style-type: none"> <li>• To ensure phonics screening identifies varied gaps in pupil's phonetical understanding.</li> <li>• Barriers are identified and strategies are put in place to support children who are making less than expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Screening test to take place each term to show progress</li> <li>• Pupil progress meetings</li> <li>• Assessment tracking grids</li> </ul>	Chris McDonald Jo Harvey YGL Class teachers	Phonics reviewed termly Intervention reviewed half termly
Individualised academic support at all levels.	Teaching assistant hours for afternoon activities	ALL	<ul style="list-style-type: none"> <li>• To ensure children make at least expected progress. Barriers are identified and strategies are put in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Assessment tracking grids</li> <li>• Ongoing AFL- to support children on 'red' in afternoon sessions</li> </ul>	James Cash YGL Class teachers Teaching assistants	Half termly
Individualised support at all levels. (Boosters)	After school small group work led by teachers to support children not making expected progress	Y6 pupils	<ul style="list-style-type: none"> <li>• To ensure that children make at least expected progress.</li> <li>• To ensure Year 6 children are well equipped for tackling the SATS assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised academic support at all levels- progress identified through termly assessment</li> <li>• Assessment tracking grids</li> </ul>	James Cash Chris McDonald Dan Threader Dave Barton Emma Bastin Cheryl Rock Bob Wellings Jo Harvey Emily Russell Kate Constant	Half termly
Children make at least expected progress in reading	Teaching Assistant hours for BRP	Y6 pupils	<ul style="list-style-type: none"> <li>• To increase confidence in reading.</li> <li>• To ensure progress is evidenced- entry and exit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment- entry and exit results</li> <li>• Timetable</li> <li>• BRP trained staff</li> </ul>	Margaret Andrews Brian Wilkinson Carol Pollitt Lynda Petrie	Reviewed termly

				<ul style="list-style-type: none"> <li>Re-training to take place</li> </ul>	Debbie Cockburn Wendy Delaney Michelle Bird Janette Quinn Sue Lucas Laura Wyartt Tam Rimmer	
The engagement of reluctant readers	Reading Club	ALL	<ul style="list-style-type: none"> <li>To develop a love of reading</li> </ul>	<ul style="list-style-type: none"> <li>Regular reading sessions each week</li> </ul>	Gill Collins	Reviewed each half term
Improved attendance of specific pupils. Reduction in the number of persistent late pupils.	Subsidised Breakfast Club places	ALL	<ul style="list-style-type: none"> <li>Improved attendance figures.</li> <li>Targeted rewards</li> <li>Introduction of rewards for children attending at 98%</li> </ul>	<ul style="list-style-type: none"> <li>Analyse attendance figures</li> <li>Rewards and certificates provided and presented in assembly</li> <li>Letters of concern sent out for children attending below 90%</li> <li>HT parent meetings- meeting pupil attending below 85%</li> </ul>	Lynne Heys Ed Milner	Reviewed each half term
To build self-esteem	Lunchtime supervision for targeted children. Sports coach lunchtime interventions.	ALL	<ul style="list-style-type: none"> <li>Vulnerable children accessing high quality sports provision in addition to PE lesson in school.</li> </ul>	<ul style="list-style-type: none"> <li>Trained staff</li> <li>High PP participation rate</li> <li>PP given place in club first</li> </ul>	Jo Grantham	Reviewed each term
G&T maths group	Maths specialist G&T maths group	HA	<ul style="list-style-type: none"> <li>High attaining children given extra challenge in maths</li> </ul>	<ul style="list-style-type: none"> <li>Maths specialist to plan and lead sessions</li> <li>Assessment tracking grids</li> </ul>	Sharon Scott	Reviewed each term
To accelerate progress in reading for PP pupils working below ARE	Teacher led provision to advance progress for disadvantaged children below ARE to work with a PP mentor that is working at or above ARE	HA and LA	<ul style="list-style-type: none"> <li>Children who are making less than expected progress in reading are provided with an extra session to advance progress</li> <li>PP children working above/at ARE are provided with opportunity to extend themselves- through teaching others</li> </ul>	<ul style="list-style-type: none"> <li>Barriers are identified</li> <li>Peer mentor program to run throughout school</li> <li>Monitor and assess using PITA descriptors and pupil progress trackers</li> <li>Communication with T and OA</li> <li>Reduce attainment gap between PP children and those nationally by 25%</li> <li>Audit throughout the year</li> <li>Assessment tracking data</li> <li>Phonics screening development</li> </ul>	Nicola Windas Kate Constant Jo Harvey Dave Barton	Reviewed each term
<b>Total budgeted cost</b>						£20358

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 implement action?
Book factor	English enrichment	ALL	<ul style="list-style-type: none"> <li>To motivate and inspire children to read varied books</li> </ul>	<ul style="list-style-type: none"> <li>Book monitoring- linked to book factor writing</li> <li>Assessment tracking (year4/5)</li> </ul>	Jo Harvey	Reviewed annually
To foster a love of reading and encourage regular reading	English enrichment - trips to Simply Books. Theatre trip for book signing.	HA	<ul style="list-style-type: none"> <li>To ensure targeted children make significant progress in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Book monitoring- linked to book factor writing</li> <li>Assessment tracking</li> <li>Pupil feedback</li> </ul>	Nicola Windas	Reviewed termly
To raise self-esteem and improve progress. Extra lunch time-supervisor	Confidence building/emotional support - 1:1 sessions led by teaching assistants	ALL	<ul style="list-style-type: none"> <li>Support for pupils with additional needs: emotional, social and behavioural.</li> <li>Reduce barriers to learning and ensure targeted pupils make increased progress.</li> </ul>	<ul style="list-style-type: none"> <li>Organised</li> <li>Regular clubs- art, nature, gardening, Lego, reading, board games club</li> <li>Well resourced</li> <li>Small group- OA led</li> <li>Keeping registers</li> </ul>	Debbie Cockburn Sophie Gibbon Tam Rimmer Mrs Warrior Mrs Williams	Each half term
To raise self-esteem and improve progress.	Home Learning Club	ALL	<ul style="list-style-type: none"> <li>To extend learning time.</li> <li>To build on work completed in class. Regular completion of home learning which will aid children to meet targets. Promotion of positive attitudes to school and an aid to parents to support learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>Home-learning letters given out to PP children</li> <li>Regular attendance</li> <li>Support provided</li> </ul>	Debbie Cockburn Tam Rimmer	Reviewed each half term
To provide learning experiences in a natural environment.	Forest Schools	Year 4 ALL	<ul style="list-style-type: none"> <li>To inspire ALL learners and provide regular opportunities to achieve and develop confidence and self-esteem through practical outdoor activity</li> </ul>	<ul style="list-style-type: none"> <li>Pupil evaluation</li> </ul>	Cheryl Rock	Reviewed each half term
To provide disadvantaged children with unique opportunities to enrich their school experiences.	Cookery enrichment	ALL	<ul style="list-style-type: none"> <li>Children taught practical skills. Maths and English learning can be related to a real life context.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to attend regular training</li> <li>Well-supported (2-12 ratio)</li> </ul>	Sue Lucas Laura Wyatt	Reviewed each term



To ensure all pupils have access to school visits to enrich their curriculum and remove the potential cost barrier	School visits support	ALL	<ul style="list-style-type: none"> <li>All children have access to educational visits, including residential which support their learning in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>100% attendance from PP children, where possible</li> </ul>	Gill Collins Ed Milner	Each term
To ensure the children understand the serious effects of bullying.	Anti-bullying productions	ALL	<ul style="list-style-type: none"> <li>Pupils are aware of what bullying is through the STOP message.</li> <li>Anti-bullying assembly</li> <li>Anti-bullying week</li> <li>Circle time</li> </ul>	<ul style="list-style-type: none"> <li>NSPCC assembly</li> <li>Childline workshops</li> <li>Pupil survey</li> </ul>	Debbie Fitzgerald All staff members	Each term If & when incidents occur
To ensure all pupils have access to the wider curriculum	Music tuition	ALL	<ul style="list-style-type: none"> <li>All pupils have access to provision which is linked to their strengths, thus motivating pupils to learn and enjoy music.</li> </ul>	<ul style="list-style-type: none"> <li>PP children attending music clubs where possible</li> </ul>	Liza Austin Strange	Each term
To ensure all pupils have access to a well-balanced diet. To ensure all pupils have the equipment they need to access the full range of curriculum opportunities.	Welfare	ALL	<ul style="list-style-type: none"> <li>The provision of free school milk which is an excellent food for children's growth and development.</li> <li>To help student stay physically active, build teamwork and other social skills by providing PE kit when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>All PP children receive free school milk</li> <li>All pp children are given 'first place' at school sports club</li> </ul>	Gill Collins	Each term
<b>Total budgeted cost</b>						£12545