

## Pupil premium strategy / self-evaluation (primary)

1. Summary information					
<b>School</b>	Skegby Junior Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£110.880	<b>Date of most external recent PP Review</b>	Jan 19
<b>Total number of pupils</b>	174	<b>Number of pupils eligible for PP</b>	84 (48.3%)	<b>Date for next internal review of this strategy - final</b>	Oct 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>40%</b>	<b>42%</b>
<b>% achieving age related standards in reading</b>	<b>48%</b>	<b>45%</b>
<b>% achieving age related standards in writing</b>	<b>53%</b>	<b>65%</b>
<b>% achieving age related standards in maths</b>	<b>40%</b>	<b>55%</b>
<b>progress in reading</b>	-4.8	
<b>progress in writing</b>	0.8	
<b>progress in maths</b>	-2.3	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills in year 3 are low. Not all children have reached the required standard in phonics at KS1 and this slows reading progress in subsequent years.
<b>B.</b>	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension at a higher order being challenging.
<b>C.</b>	Poor comprehension skills / reasoning impact on mathematical understanding and attainment.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupils dietary, health and social + emotional welfare needs are not always met
<b>E.</b>	Attendance is low for certain pupils

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	1. Improve oral language skills for pupils eligible for PP in Year 3.	Pupils eligible for PP in Year 3 make rapid progress by the end of the year so that all pupils eligible for PP make expected or better progress.
	2. Phonological awareness improves Reading / Writing attainment and progress in Year 3.	All Year 3 children eligible for PP will meet the required standard for phonics.  All Year 3 children eligible for PP will make expected or better progress in reading and writing.
	3. Attainment in RW across all KS2 improves.  Progress across the KS is good or better than good.	% of pupils achieving ARS increases.  Pupil make expected or better than expected progress.
B.	Pupils develop a wide vocabulary and language skills which are reflected in their RW	End of Year KS results for reading /writing in KS2 improve. Internal tracking data for RW shows good or better than good progress.
C.	Improved comprehension skills and reasoning in maths.	End of Year KS results for maths in KS2 improve. Internal tracking data for M shows good or better than good progress.
D.	Pupils' health, dietary and social+ emotional needs are addressed.	Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc)
E.	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p><b>A:1</b></p> <p>Improve oral language skills for pupils eligible for PP in Year 3.</p>	<p>Pupils eligible for PP in Year 3 make rapid progress by the end of the year so that all pupils eligible for PP make expected or better progress.</p>	<p>Year 3 PP children's progress was above expected.</p>	<p>This approach will be used again. We will also use a similar approach to challenge higher ability pupils.</p>	<p>£6,016</p>
<p><b>A:2</b></p> <p>Phonological awareness improves Reading / Writing attainment and progress in Year 3.</p>	<p>All Year 3 children eligible for PP will meet the required standard for phonics.</p> <p>All Year 3 children eligible for PP will make expected or better progress in reading and writing.</p>	<p>All Year 3 children eligible for PP met the required standard for phonics.</p> <p>The progress for pupil premium children in Year 3 was above expected.</p> <p>1 PP child received phonics phase 5 interventions.</p> <p>12 PP children received writing interventions. 7 PP children received reading support.</p>	<p>The phonics programme will continue in 2019 -2020.</p> <p>In class support will continue to allow children the opportunity to apply their phonics skills.</p>	<p>£1,518</p>
<p><b>A3</b> Attainment in RW across KS2 improves</p> <p>Progress across the KS is good or better than good.</p>	<p>% of pupils achieving ARS increases.</p> <p>Pupil make expected or better than expected progress.</p>	<p>Y6 SATs – reading 45% writing 65%. PP – reading 48% writing 53%</p> <p>Y6, Y5 and Y3 PP children made better than expected progress in writing. Y4 was slightly under.</p> <p>All PP children made better than expected progress in reading.</p>	<p>Interventions will continue.</p> <p>SLT will monitor groups closely to ensure expected or better progress is made.</p>	<p>£8,557</p>
<b>Total Budgeted cost</b>				<b>£16,091</b>
<p><b>B.</b> Pupils develop a wide vocabulary and language skills which are reflected in their RW.</p>	<p>End of Year KS results for reading /writing in KS2 improve. Internal tracking data for RW shows good or better than good progress.</p>	<p>All children accessed the enrichment programme. All children attended educational visits and all Y5/6 children had the opportunity to attend a residential.</p> <p>All children attended a weekly Forest School session. Photographs were used each week as a stimulus for independent writing.</p> <p>Y6 SATs – reading 45% writing 65%. PP – reading 48% writing 53%. Y6 PP children have made better than expected progress.</p>	<p>The enhancement programme will continue.</p> <p>Forest Schools will continue, along with the use of photographs to stimulate writing.</p> <p>The Enrichment and Employability strand will continue to be developed as the Academy prepares for Careers Mark.</p>	<p>£22,590</p>

Total Budgeted cost

£22,590

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>B.</b> Pupils develop a wide vocabulary and language skills which are reflected in their RW – <b>Y5 and Y6.</b>	End of Year KS results for reading /writing in KS2 improve. Internal tracking data for RW shows good or better than good progress.	Y6 SATs – reading 45% writing 65%. PP – reading 48% writing 53%. Y6 PP children have made better than expected progress.  Y5 - reading 67% writing 58%. PP – reading 67% writing 58%. Y5 PP children have made better than expected progress.	Interventions to continue in Y5 and increase during Summer 2.  Employ a part time teacher (1.5) to plan and deliver Y6 interventions.  SLT to coach staff in planning and assessing interventions. SLT to monitor interventions for effectiveness	£12,216
<b>C.</b> Improved comprehension skills and reasoning in maths.	End of Year KS results for maths in KS2 improve. Internal tracking data for M shows good or better than good progress.	Y6 SATs – maths 55% PP – 40%  Y4, 5 and 6 PP children made better than expected progress.  Y3PP children made expected progress.	Interventions to continue.  Employ a part time teacher (1.5) to plan and deliver Y6 interventions.  SLT to coach staff in planning and assessing interventions. SLT to monitor interventions for effectiveness	£788  £16,878
<b>C.</b> Improved progress for high attaining Y6 pupils in maths.	End of Year KS results for maths in KS2 improve. Internal tracking data for M shows good or better than good progress.	GDS Y6 SATs – maths 10% PP –7%  Y6 progress – 6.26 PP – 6.67 (expected – 5)	As above.	£3,000

C. Improved progress for Y6 girls in maths.	End of Year KS results for maths in KS2 improve. Internal tracking data for M shows good or better than good progress.	Y6 girls – maths – 36% Y6 girls progress – 6.57	As above.	£6,000
A3. Attainment in R across all KS2 improves.  Progress across the KS is good or better than good.	% of pupils achieving ARS increases.  Pupil make expected or better than expected progress.	PP children reading ARE – Y6 – 47% Y5 – 67% Y4 – 50% Y3 – 65%  All PP children have made better than expected progress	As above.	£7,118
<b>Total Budgeted cost</b>				<b>£46,000</b>
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Pupils' health, dietary and social+ emotional needs are addressed.	Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc)	20 PP children attended breakfast club.  23 PP children attended after school club.  Attendance support was given to the parents of 14 PP children.  All PP children accessed the lunchtime reading club on a regular basis.	Breakfast club and after school club to continue. Regular promotion on newsletters.  SLT and attendance officer to consider rewards for good attendance and support for poor attendance, ensuring it is bespoke where needed.	£10,511

<p><b>D.</b> Pupils' health, dietary and social+ emotional needs are addressed.</p>	<p>Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc)</p>	<p>3 pupil premium families attended adult/family learning programmes in school. One programme to be re-arranged.</p> <p>The SENDCO was part of the above.</p> <p>The SENDCO worked with outside agencies eg SBAP, Family Support to enable parents to be signposted to the relevant agencies. 1-1 sessions were held with the SENDCO.</p>	<p>Family learning to take place in the Spring and Summer terms 2019.</p> <p>The school will continue to work closely with SBAP to provide groups in school and sign post parents to their parenting courses/groups.</p>	<p>£7,275</p>
<b>Total budgeted cost</b>				<p>£18,215</p>
<p><b>E.</b> Pupils attendance and behaviour improves to maximise progress and attainment.</p>	<p>Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.</p>	<p>Attendance  Whole School July 2018 = 94.81% July 2019 = 95.79%  PP July 2018 = 94.30% July 2019 = 94.89%  PA July 2018= 10.91% July 2019 = 5.14%  Attendance support was given to the parents of 14 PP children.</p>	<p>Support to continue from SLT and SENDCO. Bespoke support may be needed.</p> <p>SLT and attendance officer to consider rewards for good attendance.</p>	<p>£8660</p>
<b>Total budgeted cost</b>				<p>£8,660</p>
<b>TOTAL</b>				<p>£111,556</p>