

# Jordans School Pupil Premium Strategy Statement

1 – Summary information					
School	Jordans School				
Academic Year	2017-2018	Total PP budget	£2640	Date of most recent PP Review	July 2017
Total number of pupils	64	Number of pupils eligible for PP	2	Date for next PP Strategy Review	July 2018

2 – Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving Expected standard end of KS1 reading, writing, maths	-	90%
% achieving Expected standard end of KS1 reading	-	95%
% achieving Expected standard end of KS1 writing	-	90%
% achieving Expected standard end of KS1 maths	-	86%

3 – Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A	Children make good progress but have poor attainment
B	Low self-esteem and confidence for some PP children, sometimes leading to behavioural challenges
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
C	Hard to reach parents
D	Economic hardship

4 – Outcomes (desired outcomes and how they will be measured)		Success criteria
A	Improved attainment for children with PP	Pupils with PP make as good rates of progress as 'other' pupils.
B	Children with PP have improved self-esteem and confidence meaning they are emotionally ready to learn.	Children and their families have strong relationships with staff and friends. Fewer incidents of low level behaviour observed.

<b>C</b>	Good attendance rate of parents at parents' evenings, PP meetings and other school events.	Attendance at parents' evenings in line with that of other parents.
<b>D</b>	Families are not excluded from their child attending school trips, JSA fundraising events, school uniform purchases or after school club participation.	Children included fully in all wider school activities.

<b>5 – Planned expenditure</b>					
<b>Academic Year</b>		<b>2017-2018</b>			
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					
<b>i. Quality of teaching for all</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 implementation?</b>
A: Improved attainment for children with PP	Quality First Teaching training in differentiation and personalised learning. Embedding of new marking policy to give improved feedback to children.	PP money to be invested in longer term change which will help all pupils. Research from the Sutton Trust has shown that the strategy which enables children to make the most progress is high quality feedback.	Review of marking policy. Staff meeting time also allocated to monitoring effectiveness.	Pupil Premium lead – HB  All staff	January and June 2018
B: Children with PP have improved self-esteem and confidence meaning they are emotionally ready to learn.	Development of the school's PSHE curriculum to underpin the whole curriculum – a focus on resilience, a growth mind-set.	PP money to be invested in longer term change which will help all pupils.	PP meetings with parents and class teachers to discuss the effect of circle time and PSHE themes. Growth Mindset training and resources as applicable.	Pupil Premium lead HB  All staff	January and June 2018
<b>Total budgeted cost</b>					<b>£1040</b>

<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 implementation?</b>
A: Improved attainment for children with PP	Intervention support work used as appropriate in targeted areas such as Phonics	1:1 Tuition/1:2 tuition has been proved to accelerate rates of progress.	Entry and exit data of intervention tracked with targets and expectations set at the start of Pupil Progress Meetings	Pupil Premium lead - HB	At end of intervention periods – approx every 6-12 weeks.
<b>Total budgeted cost</b>					£1398
<b>iii. Other approaches</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 implementation?</b>
C: Good attendance rate of parents at parents' evenings, PP meetings and other school events.	Emphasis on ensuring the 'hard to reach' parents attend important meetings regarding their children.	Research shows that parental support is the most important factor in children making good progress and being successful.	Personal phone calls to parents where they have not responded to letters about Parents' Evenings. Alternative appointment times offered if appropriate.	Class teachers	Parents' Evenings dates – October and June
D: Families are not excluded from their child attending school trips, JSA fundraising events, school uniform purchases or after school club participation.	Clubs, trips, uniform, tickets etc for JSA events to be paid for my PP budget.	Parents will feel supported by the school, their children will be fully included and not disadvantaged in any way by economic hardship.	PP meetings to discuss the payment options, families to express an interest in clubs, communication lines kept open about economic hardship.	Pupil Premium lead - HB	June 2018
<b>Total budgeted cost</b>					£200

6 – Review of expenditure				
Previous academic year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
A: Improved attainment for children with PP	Quality First Teaching training in differentiation and personalised learning. Embedding of new marking policy to give improved feedback to children.	Success criteria met. Strong impact on all pupils.	Continue with approach – providing feedback to children on a 1:1 basis is highly beneficial.	£1000
B: Children with PP have improved self-esteem and confidence meaning they are emotionally ready to learn.	Development of the school's PSHE curriculum to underpin the whole curriculum – a focus on resilience, a growth mind-set.	PSHE Curriculum is having a strong impact. Families also reports that their children are happy and ready to learn.	Continue with approach. Growth Mindset training for staff is planned for this academic year.	
ii. Targeted support				
Desired outcome	Chosen action/approach	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
A: Improved attainment for children with PP	Intervention support work used as appropriate in targeted areas such as Phonics	Success criteria met – children made above expected progress with intervention/focused work.	Continue with approach. Focus on closing attainment gap.	£1000
iii. Other approaches				
Desired outcome	Chosen action/approach	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
C: Good attendance rate of parents at	Emphasis on ensuring the 'hard to reach' parents attend important	Success criteria met. Parents received parents evening	Continue with approach.	£0

parents' evenings, PP meetings and other school events.	meetings regarding their children.	consultations – parents provided positive feedback about their child.		
D: Families are not excluded from their child attending school trips, JSA fundraising events, school uniform purchases or after school club participation.	Clubs, trips, uniform, tickets etc for JSA events to be paid for my PP budget.	Neither family requested support for this area.	Continue with approach. Working closely with families to ensure children can attend a club if they should want to.	

#### 7 – Additional detail

Within school, individual 'pen portraits' are completed which provide further detail about the child's strengths and areas of need.