



Iver Village Junior School

Pupil Premium Policy

Pupil Premium Lead: Sarah Chapman-Allen

Pupil premium Governor: Andrew Nurse

Article 26, 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Sept 2017 to 2018

Philosophy:

At Iver Village Junior School the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

The Pupil Premium Definition:

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. In 2017 to 2018 the proposed funding is £1320 per pupil. For Looked After Children the funding is £1900.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils.

IVJS Pupil Premium Ethos and Aims:

Promoting and ensuring that every child reaches their full potential is paramount at Iver Village Junior School. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect.

No one child is the same and thus this is reflected in the wide variety of ways PP is utilised. The provision provided encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that PP should be used to impact the wider school but it is also pertinent that the PP is specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from our other intervention programmes.

- Iver Village Junior School adopts a whole school approach with all being empowered and accountable for their pupil premium pupils. It is also a key focus for SLT with a shared purpose but has one strategic lead who is on the Senior Leadership Team.
- There should be no gap in progress or attainment between pupil premium pupils and their cohort.
- Pupil premium funds will be ring fenced to directly benefit and target pupils from the wider school but also specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from other intervention programmes as required.
- All expenditure to be evaluated using key performance indicators including attendance, attainment, progress and punctuality.
- PP is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our PP governor.
- Governors, especially our PP governor, to be fully involved in the monitoring and evaluation of the PP interventions, analysis and costings.

IVJS Contextual Information:

September 2017:

	Year 3	Year 4	Year 5	Year 6	Total and Percentage compared to Whole School Roll
Total	13	13	8	15	49 (23%)
Girls	3	10	4	9	26 (53%)
Boys	10	3	4	6	23 (47%)
FSM	3	6	4	4	17 (35%)
Ever Six	10	7	4	11	32 (65%)
Traveller Background	2	1	0	2	5 (10%)
White British	11	11	5	9	36 (73%)
White and Black Caribbean	0	0	1	1	2 (4%)
SEN	6	4	3	6	19 (39%)

Total students in school, PP and Non PP: 212

Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us as an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium. We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated' (Appendix A).

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

How We Will Make Decisions Regarding the Use Of The Pupil Premium:

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

Development of the Policy:

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Roles and Responsibilities:

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head and Senior Leadership Team.

The Head and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that the staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through teacher appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Pupil Premium Lead to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

Our Inclusion Manager has day-to-day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. She has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. We know how to customise this research to fit the needs of our pupils and school context.

Our Head Teacher and Inclusion Manager in conjunction with the finance committee will monitor the use of the Pupil Premium to track the allocation and use of Pupil Premium funding. They, alongside the Governing Body, will also check to see that it is providing value for money.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing Body:

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Our Pupil Premium Governor, John Barrett is responsible for ensuring the implementation of this policy.

Our governing body will, at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

Pupil Premium Provision and practices;

We have a PP governor to provide challenge and question effectiveness.

Iver Village Junior School have a Pupil Premium Register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data. This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are. PP is an agenda item at every weekly meeting, Governor meetings and finance meetings to ensure it remains a high profile at all times. During these times, interventions and provisions are discussed, renewed and analysed for impact. SLT team also evaluate value for money through the scrutiny of analysed data, as well as additional evidence, which demonstrates the positive impact of our interventions. In addition to this, teachers are presented with context sheets on a half termly basis whereby all vulnerable group children are clearly shown and these include all areas of PP.

Provision for 2017 - 2018:

The total pupil premium fund allocated for 2017 to 2018 is £68,160 (including adopted children). The school ethos is to supplement and enhance the provision to provide the best outcomes for ALL our children, pupil premium and non-pupil premium. The calculated figures show the money directly spent on pupil premium; additional funding is used from the school budget to support many of these interventions for ALL our pupils.

We constantly review and update our interventions throughout the academic year in accordance with our evaluations of impact and value for money.

Iver Village Junior School Key Priorities 2017-2018:

Involving parents and carers and making the family unit central to Pupil Premium is a continued key priority for us this year and working with our transition schools. Furthermore, a rigorous and thorough assessment process for all our pupil premium pupils and the groups within Pupil Premium (including boys, girls, and SEN pupils) and provision management, evaluating each of the interventions directly compared to the allocation of funds, will continue to be used throughout the year to ensure maximum value for money and impact. This analysis will subsequently inform future provision, policy, actions and practice. We will continue to investigate and explore innovative and creative new interventions to ensure we utilise our pupil premium resources to the utmost effect. Our Senior Leadership Team and Pupil Premium Governor, alongside the whole Governing Body, will ensure a whole school vision continues to be shared with all stakeholders in their drive to ensure excellence of standards and provision for our Pupil Premium pupils.

Monitoring and Reviewing the Policy:

Our work in relation to the Pupil Premium will be reviewed on a ½ termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, pupils, governors and parents and carers.

Disseminating the Policy:

This Pupil Premium policy along with the details of actions will be published.

- On our website (with paper copies available on request in the school office).
- In the staff handbook and as part of induction for new staff included.
- We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

Reviewed September 2017

Next Review September 2018

Iver Village Junior School

Pupil Premium 2017 - 2018

1. Summary information					
School	Iver Village Junior School				
Academic Year	2017	Total PP budget	£68160	Date of most recent PP Review	N/A
Total number of pupils	212	Number of pupils eligible for PP	49	Date for next internal review of this strategy	July 2018

1. Current attainment (Summer 2017)				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
	2016	2017	2016	2017
% achieving in reading, writing and maths	42%	50%	67%	71%
% at ARE in reading	64%	65%	76%	77%
% at ARE in writing	44%	60%	57%	77%
% at ARE in maths	61%	69%	68%	85%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading skills across the Year groups are lower for pupils eligible for PP than for other pupils.
B.	Limited exposure to wider cultural experiences – leads to low aspirations for pupils
C.	Poor language and communication skills in children's ability to express themselves and give clear reasons for opinions

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

D. Attendance issues for a small group of Year 5 and 6 pupils (eligible for PP) affecting progress of learning

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve Reading skills across year groups for pupils eligible for PP through the use of Guided Reading sessions, Interventions, and the use of the Power of Reading	Pupils eligible for PP across the school make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Reading.
B.	Teachers identify and plan opportunities to provide a rich and broad curriculum enhanced by a variety of trips, visitors and experiences that will broaden pupils understanding and enjoyment of the world	Planned work scrutiny, feedback forms and discussions with pupils show improved engagement in learning. Pupil survey will show improved attitudes to learning. Pupil standards meetings will show the gap between PP and NPP pupils is diminishing.
C.	Improve language and communication for children through the use of Philosophy for Children to help children explain their ideas and make their own inferences and deductions	The Gap between PP and NPP children will diminish in reading and writing through the development of their language and communication skills
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93% to 96% in line with 'other' pupils.

4. 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?
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Progress in reading across the school will show that the gap between PP and NPP is diminished	Training for staff in Guided Reading sessions and P4c. Adapting Literacy to the use of Power of Reading – focusing all writing around a theme of a book. Develop reading intervention groups	Progress in reading for PP children in lower than NPP across all year groups. Our SATS result of 61% is slightly below national average. Also the percentage of PP children achieving expected standard is 50%.	Literacy coordinator trained in the power of reading – has developed a clear Literacy plan for teachers to follow. Literacy coordinator to monitor and evaluate guided reading sessions in classrooms and provide clear training to all.	Literacy coordinator	December 2017 / July 2018
Improved language and communication outcomes for all children	All staff to be trained in Philosophy for children Level 1. Staff meetings to discuss impact and approaches to Philosophy for Children.	Reading assessments show that children find giving opinions and supporting their views with evidence difficult. They also find it very difficult to express this. An increasing number of children who are PP are also SEN with SLCN difficulties.	P4c coordinator (Deputy) to monitor the development of P4c and support teachers in the classroom. Continuous staff training throughout the year to continue development and understanding.	Deputy Head	Ongoing throughout the year – final evaluation in July 2018.
Progress in maths for PP children will diminish the difference between PP and NPP reaching ARE	SLT member trained as a Maths Mastery teacher. Organise and develop the maths curriculum. Support NQT's in teaching and planning maths. Develop maths intervention groups	The ARE attainment for PP children in maths 69% is significantly below NPP 85%. Reading has a clear link to this – getting children to understand word problems which were identified in recent assessments.	Numeracy coordinator and PP coordinator to monitor maths teaching and maths interventions. Maths coordinator to disseminate training to staff and then complete learning walks	Numeracy coordinator	December 2017 / July 2018

Total budgeted cost

£30,000

ii. Targeted support

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?
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To improve the reading for all children including high achievers across the school	Implement the power of reading in Literacy lessons and develop the teaching of Guided Reading sessions. Develop reading intervention groups The power of reading throughout the year – including inviting an author, Library visit and various reading events.	2016/2017 end of Key stage assessments. SATS results for reading being lower than national average 61%.	Literacy coordinator to monitor quality of guided reading sessions and the impact of the new Literacy curriculum – Power of reading using the books purchased. SENCo to monitor and observe reading intervention groups	Deputy head, Literacy coordinator and SENCo	December 2017 / July 2018
To improve the outcomes for specific pupils at risk of not making expected levels in reading, writing and maths in Year 6	Targeted 1:1 and small group interventions using PIXL resources run by the Deputy and LSA.	Assessments from Year 5 and clear analysis of the data show clear gaps in children's learning.	Individual and small group teaching in regular sessions – deputy planned timetable. Regular feedback and monitoring to assess impact of sessions	Deputy head and SENCo and Year 6 class teachers	Ongoing throughout the year. December 2017 / July 2018
To support pupils in school and at home to develop their maths skills.	Resources to support targeted 1:1 and small group sessions. Develop cracking maths and cracking facts with children and parents	PP children achieving ARE at the end of year is below average and significantly below NPP at 65%.	Maths lead to launch Maths Mastery at school. SENCo to develop the maths intervention groups and support LSA's in delivering. Monitor the impact of the interventions	Maths Lead SENCo	Half termly assessments

Total budgeted cost £20,000

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?
To minimise external barriers to pupils' attainment and progress	Work alongside vulnerable families to get children in school.	Pupils' progress and attainment will be improved by minimising the external barriers for vulnerable pupils e.g. improving	Attendance officer, learning mentor and SENCo to focus on key children. Regular updates to SENCo will	SENCo and attendance Officer	December 2017 / July 2018

	Target persistent absentees and work with the children to want to come to school through use of house-points and special events.	attendance.	enable the progress of these pupils to be tracked. Attendance officer to target and support families of persistent absentees to improve attendance		
Provide and resource a wide, creative curriculum enriched through trips and experiences which engage and motivate learners	Provide funding for pupils in each year group to subsidise high quality trips and experiences to support the curriculum and improve pupil engagement.	Providing children with high quality experiences to support the curriculum will lead to pupils' improving their understanding, engagement and enjoyment of the curriculum.	Evidence collected after each trip to monitor impact on pupils' learning and engagement.	Head and Deputy	December 2017 / July 2018
To improve the quality of interventions delivered by LSA's to ensure that pupils receive good/outstanding teaching	Provide training and support for LSAs through the use of the MITA project. Develop training in high quality resources to support children.	High quality training enables LSA's to provide high quality support to all children they are supporting.	Regular training for TA's, observations and clear monitoring of the intervention groups – half termly monitoring.	SENCo	December 2017 / July 2018
To provide more opportunities for pupils to engage in a variety of sports activities	Provide more extra-curricular sporting opportunities, including the involvement of local clubs, leagues and groups.	Participation in sporting activities increases educational engagement and attainment, builds self-esteem and team work.	Provide high quality clubs and invite coaches in throughout the year to teach various sports.	P.E leader	December 2017 / July 2018
Total budgeted cost					£20,000

Appendix A 2016 - 2017

2. Summary information

School	Iver Village Junior School				
Academic Year	2016	Total PP budget	£58080	Date of most recent PP Review	N/A
Total number of pupils	188	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2017

1. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	42%	67%
% at ARE in reading	64%	76%
% at ARE in writing	44%	57%
% at ARE in maths	61%	68%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

C.	Maths skills in Year 3 are lower for pupils eligible for PP than for other pupils.
D.	High ability pupils who are eligible for PP are making less progress than other PP children
C.	Reading skills across the Year groups are lower for pupils eligible for PP than for other pupils.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance issues for a small group of Year 5 and 6 pupils (eligible for PP) affecting progress of learning
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
E.	Improve Maths 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 meet age related

		expectations in maths.
F.	Higher rates of progress across year groups for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3,4, 5 and 6 by teacher assessments and successful moderation practices.
G.	Improve Reading skills across year groups for pupils eligible for PP	Pupils eligible for PP across the school make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Reading.
H.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 91% to 96% in line with 'other' pupils.

5. Planned expenditure

Academic year

2016 - 2017

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.

iv. 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?
A. Improved Maths skills in Maths year 3 B. Improved progress for high attaining pupils	Staff training on differentiation / maths skills development Use of Cracking Maths Direct teaching of arithmetic skills	Assessment indicates that 33% of PP children in Year 3 are at ARE compared to 50% non PP. We want to narrow this gap. There is also more of a focus on arithmetic skills (Year 6 SATS) and children knowing their timetables earlier.	Maths Co-ordinator to support planning in Year 3 Peer observations Monitoring of Maths book Monitoring Cracking maths scores Monitoring of arithmetic scores	Maths co-ordinator	June 2017

B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. CPD on Mastery	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observations Moderation between year groups	English lead	June 2017
C. Improve Reading skills across year groups for pupils eligible for PP B. Improved progress for high attaining pupils	Staff training and development of Guided Reading sessions Develop our Library / range of books	Reading is a high priority in our school and feel that we need to dedicate more time and develop our effectiveness of Guided Reading across the school to develop children's comprehension skills as well as their fluency in reading.	Peer observations Organise class teachers timetables to ensure staff delivering sessions Literacy co-ordinator to observe sessions / monitor GR folders A wider variety of books in our Library	English lead	June 2017
Total budgeted cost					£20,000

v. Targeted support

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?
A. Improved Maths skills in Maths year 3 B. Improved progress for high attaining pupils	121 and small group provision for maths for focus PP children, using Numicon	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Observations of provision ½ termly assessments	Year 3 teachers LSAs Inclusion Manager	Jun 2017

B. Improved progress for high attaining pupils	<p>Mastery booklets for Maths.</p> <p>Y6 Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p> <p>Y5/Y6 work alongside Beaconsfield High School</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions have been shown to be effective.</p> <p>We want to combine this additional provision with some 'aspiration' interventions such as talks from students from Beaconsfield High School.</p>	<p>Impact overseen by maths co-ordinator. LSA CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	Pupil Premium Coordinator	Mar 2017
C. Improve Reading skills across year groups for pupils eligible for PP	<p>Beaconsfield High children to work with PP children in Year 5/6 to support reading in a 121 or small group provision.</p> <p>121 and small group provision for reading for focus PP children</p> <p>PP children to be heard read at least twice a week</p>	<p>Some of the students need targeted support to catch up. This is a reading/comprehension programme which has shown to be effective in our school.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Observations of provision ½ termly assessments</p>	Year 3 teachers LSAs Inclusion Manager	Jun 2017
Total budgeted cost					£35,000

vi. 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. Increased attendance rates for pupils eligible for PP.	<p>Deputy Head / Secretary to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Attendance prizes to continue – including an end</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing from Secretary about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	Pupil Premium Coordinator	Jun 2017

	of year attendance (Bike) and certificates for best improved				
Total budgeted cost					£5,000

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 Maths skills in Maths year 3	Staff training on differentiation Focus use of Numicon in Year 3 / maths skills development Use of Cracking Maths Direct teaching of arithmetic skills	The gap between PP and non PP has diminished – 77% ARE PP compared to 80% ARE Non – PP. Maths PP children have also exceeded non PP children in steps progress making 6.8 0 Non PP 6.6 steps of progress.	Approach to continue in Year 3 and Year 4 with the use of numicon and arithmetic practice focusing on cracking maths and cracking facts. Continue the focus on the key children SEN interventions have also supported with 2 requests for EHC assessments. SLT member becoming a Maths Mastery specialist next year.	£5000 (approx.)
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. CPD on Mastery	Tracking of AGT /PP implemented. Results: Reading 40% making expected progress / 60% below average Writing – 100% making expected/above progress Maths – 100% making expected/above progress There is a clear impact in writing and maths.	Approach used for writing has made a clear impact and 100% of PP/AGT children are making good progress. There is a clear approach across the whole school with staff training and moderation with other schools. Reading is a key focus next year to extend our more able children.	£5000 (approx.)

<p>C. Improve Reading skills across year groups for pupils eligible for PP</p>	<p>Staff training and development of Guided Reading sessions</p> <p>Develop our Library / range of books</p>	<p>During Easter our Library was developed with a whole new range of reading books. The children are excited about this and enjoy the books. Guided Reading sessions have had a clearer focus and children enjoy the variety of tasks set.</p> <p>Reading outcomes: Year 3 – 77% Year 4 – 79% Year 5 – 53% Year 6 – 61%</p> <p>SLT member trained on the power of reading</p> <p>Reading Club</p>	<p>Library and change of Guided Reading sessions have had more of a focus support and is working well. This needs to continue next year.</p> <p>PIXL groups to start in September with the new Year 6 children – these groups to be taken by Mr Clifford.</p>	<p>£12000 (approx.)</p>
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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
<p>A. Improved Maths skills in Maths year 3</p> <p>B. Improved progress for high attaining pupils</p>	<p>121 and small group provision for maths for focus PP children, using Numicon</p>	<p>The gap between PP and non PP has diminished – 77% ARE PP compared to 80% ARE Non – PP. Maths PP children have also exceeded non PP children in steps progress making 6.8 0 Non PP 6.6 steps of progress.</p> <p>Provision 121 and small group worked well – key focus on arithmetic skills alongside using numicon to support timetables</p>	<p>Ongoing provision for key focus children for small group interventions focusing on maths skills.</p> <p>Continue to use numicon for whole class, small group support and 121 to aid learning.</p>	<p>£10000</p>

<p>B. Improved progress for high attaining pupils</p>	<p>Mastery booklets for Maths.</p> <p>Y6 Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p> <p>Y5/Y6 work alongside Beaconsfield High School</p>	<p>Year 6 small group with an experienced teacher to aid learning. Maths results shows 78% achieving with 30% above average – this is above national average.</p> <p>Unfortunately Beaconsfield High were unable to work with us as had another school to support – will look at working with a different secondary school next year.</p> <p>A member of SLT became a Maths Mastery Specialist – starting from September.</p>	<p>Continue to provide an experienced teacher to support high attaining children.</p> <p>Key teacher to work and improve progress across all subjects with PIXL resources.</p> <p>Next year to find another secondary school to work with to support our AGT children.</p> <p>Maths Mastery Specialist to provide training to staff</p>	<p>£15000</p>
<p>C. Improve Reading skills across year groups for pupils eligible for PP</p>	<p>Beaconsfield High children to work with PP children in Year 5/6 to support reading in a 121 or small group provision.</p> <p>121 and small group provision for reading for focus PP children</p> <p>PP children to be heard read at least twice a week</p>	<p>Unfortunately Beaconsfield High were unable to work with us as had another school to support – will look at working with a different secondary school next year.</p> <p>Focus groups have happened though-out the year groups including PIXL groups in Year 6. These groups have also been from experienced teachers (Deputy and SENco in Year 6)</p> <p>Library has been updated and guided reading sessions improved – staff training on this.</p> <p>PP children in Year 3/4 have been heard read twice a week.</p> <p>Reading outcomes: Year 3 – 77% Year 4 – 79% Year 5 – 53% Year 6 – 61%</p> <p>Reading club</p>	<p>Reading is still a clear area to develop, especially in Year 5 (Year 6 from September).</p> <p>121 and small group support is showing progress is being made – more focus on different types of questions and key phrases used in questions.</p> <p>Deputy to provide PIXL reading groups for key focus children in Year 6 twice a week from September.</p>	<p>£10000</p>

iii. Other approaches

Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost
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	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
D. Increased attendance rates for pupils eligible for PP.	<p>Deputy Head / Secretary to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Attendance prizes to continue – including an end of year attendance (Bike) and certificates for best improved</p>	<p>Attendance is improving with the incentives of prizes and rewards given. Working together we have provided breakfast club to key PP children to help make sure that they are in school on time. This has improved.</p> <p>Current attendance is:94%</p>	<p>The incentives and rewards has driven the schools / children competitive side for all children to be in school.</p> <p>We are continuing to look at this area next year – looking at providing different rewards and incentives for September.</p>	£6000

1. Additional detail

Our Pupil Premium profile is shown below.

	Year 3	Year 4	Year 5	Year 6	Whole School Roll
Total	13	9	15	10	47
Girls	10	5	9	6	30
Boys	3	4	6	4	17
G and T	0	0	0	1	1
FSM	6	4	4	4	18
Ever 6s	5	5	11	3	24
In care	1	0	0	1	2
PLAA	1	0	0	2	3
Traveller Background	1	1	2	2	6
White British	11	7	12	8	38
Any other background	2	1	3	0	6
SEN	3	2	3	6	14

Throughout the year we have had many new Pupil Premium children starting at various points.

Year 3 – 3 new children
 Year 4 – 2 new children
 Year 5 – 2 new children
 Year 6 – 3 new children

We have also had some Pupil Premium children leave:

Year 3 – 2 children leave
 Year 4 –
 Year 5 – 3 children leave
 Year 6 – 2 children leave

Iver Village Junior School

Pupil Premium Evaluation 2016 - 2017

Progress across the school for Pupil Premium children

	Below average progress	Expected progress	Above average progress
Reading	46%	30%	24%
Writing	10%	22%	68%
Maths	20%	31%	49%

The gap is successfully narrowing between PP children and their peers across all 3 subjects. PP children are diminishing the differences. In writing and maths PP children are making above expected steps of progress. Reading is a focus for 2017-2018.

	PP children	Non PP children	Difference
Reading	5.5	6.4	-0.9
Writing	8.8	9.8	-1.0
Maths	6.3	6.6	-0.3

This is further broken down into year groups (assessed from Summer term 2 data)

Year 3

12 children are entitled to access Pupil Premium.

	PP children	Non PP children	Difference
Reading	5.4	5.8	-0.4
Writing	7.4	7.5	-0.1
Maths	6.8	6.6	+0.2

Year 4

7 children are entitled to Pupil Premium.

	PP children	Non PP children	Difference
Reading	5.7	6.0	-0.3

Writing	6.0	6.3	-0.3
Maths	6.0	6.2	-0.2

Year 5

15 children are entitled to Pupil Premium.

	PP children	Non PP children	Difference
Reading	6.4	8.1	-1.7
Writing	10.7	11.6	-0.9
Maths	6.9	7.3	-0.4

Year 6

10 children are entitled to Pupil Premium.

	PP children	Non PP children	Difference
Reading	4.4	5.5	-1.1
Writing	11.1	13.6	-2.5
Maths	5.6	6.2	-0.6