

**Pupil Premium Strategy 2018/2019
Stanford Junior & Infant School**

Amount Received	£43,500
Pupil Premium Champion: Clair Smith	Governor: Julie Childs
Total number of pupils receiving allocation at September 2018	32 children (24 active in school, 21 Pupil Premium, 1 Service Child, 1 LAC & 3 Pupil Premium Plus)
Year Group/No. of children entitled to Pupil Premium funding 1st April 2018	Percentage of the 2018/19 cohort entitled to Pupil Premium Funding
Foundation Stage 2 – 0 pupils out of 31	0.0%
Year 1 – 2 pupils out of 26	7.6% (+1 Service = 2.7%)
Year 2 – 5 pupils out of 34	14.7%
Year 3 – 2 pupils out of 27	7.4%
Year 4 – 3 pupils out of 36	8.3%
Year 5 – 7 pupils out of 37	18.9%
Year 6 – 6 pupils out of 34	17.6%
Total pupils on roll - 32 pupils out of 231 (Jan18)	13.9% (+1 Service Children = 0.9%)

<u>Action/Intervention</u>	<u>When</u>	<u>Lead Responsibility</u>	<u>Cost</u>	<u>Impact</u>	<u>Outcomes</u>
Employ teaching staff to provide intensive support to Year 5 and 6 – 8 hours per week to raise attainment and progress in maths, reading and writing and build learning confidence and improve progress of targeted pupils, including those with SEN. <i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in reading & writing in Y5 & 6.</i>	From Sept 2018 onwards with regular reviews linked to Pupil Progress Meetings and Data Analysis	HT/DHT – Data/PPM Inclusion Manager – Intervention CS/JM Teaching staff JJ- TA	£15000	Regular reviews linked to Pupil Progress Meetings and Data Analysis (half termly). Teaching staff to monitor using SPTO (on-going). SLT to feedback to governors through the Monitoring Cycle (FGB x3 per year).	

<p>Employ a Learning Mentor to ensure quality pastoral provision is available for pupils and parents/carers and staff, including those with SEN.</p> <p><i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i></p>	<p>From Sept 2018 – 3 afternoons p/w with dedicated sessions involving PP children.</p> <p>Regular pastoral classroom drop-in by LM with focus including PP children.</p>	<p>MC – Learning Mentor</p> <p>SLT:- CS- Assessment & Behaviour Lead</p> <p>EH – Inclusion Manager</p>	<p>£5500</p>	<p>Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting and used to highlight any trends or behavior patterns which may direct additional intervention (on-going monitoring / half termly report).</p> <p>Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions (on-going monitoring / half termly report).</p>	
<p>Provide specific, focused, scaffolded support and challenge for identified pupils, including those with SEN, to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 in the afternoons.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 & 6.</i></p>	<p>8 hours per week</p>	<p>JJ – TA in Yr 6</p> <p>SLT :- CS – KS 2 Lead & Deputy CT</p> <p>CS – Assessment Lead</p>	<p>£5500</p>	<p>Measure through regular data snapshots based on quality provision, assessment for learning and assessment without levels, linked to the monitoring cycle (on-going monitoring / half termly report).</p>	
<p>Provide specific, focused, scaffolded support and challenge for identified pupils, including those with SEN, to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 afterschool.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 & 6.</i></p>	<p>3 hours per week.</p>	<p>JJ – TA in Yr 6</p> <p>SLT :- CS – KS 2 Lead & DHT</p> <p>CS – Assessment Lead</p>	<p>£2300</p>	<p>Measure through regular data snapshots based on quality provision, assessment for learning and assessment without levels, linked to the monitoring cycle (on-going monitoring / half termly report).</p>	
<p>Pay for or subsidise Pupil Premium Children to attend Breakfast Club.</p> <p><i>To give the children an active and healthy start to the day, increase and maintain the positive</i></p>	<p>20 hours per year if all active children attend.</p>	<p>KM/MC/DHT</p>	<p>£2000</p>	<p>Measure through regular register monitoring, cross checking behaviour records, progress, attainment and attendance against days attending Breakfast Club (on-going monitoring / half termly</p>	

attendance levels of PP children and to ensure that behaviour of this group is of a high standard.				report).	
Support and fund educational visits for PP pupils <i>To help ensure that children look forward to their time in school with enthusiasm and broaden their experience of the world.</i>	From Sept 18 - Aug 19 Hook Days, Visits And Butlins Residential (June 2019)	Office / CS	£1500	Promote the funding of trips and ensure PP children are aware that they can access the trips at no / reduced cost (on-going monitoring of trip registers / letters to include notice to PP children)	
To provide free milk to those in receipt of funding. <i>To help ensure that children get a healthy drink at the start of the day as part of an ongoing balanced diet, to help support a positive behaviour and engagement in school.</i>	From Sept 2018	Office / CS	£200	Promote the funding of milk and ensure PP children are aware that they can access it at no cost (on-going monitoring of milk registers / letters home to include notice to PP children)	
CPD to continue to improve Quality First Teaching <i>To help teachers to maintain engagement amongst disadvantaged pupils and ensure that provision of support is tailored to meet the needs of specific groups.</i>	Staff Training Days	LH/ CS	£2000	Staff training delivered to all teachers. Compare registers, pupil progress and attainment and behaviour prior and post training to assess impact.	
CPOMS Safeguarding System <i>To help record and monitor incidents and plan support for children in terms of behaviour and safeguarding to ensure children are happy and safe in school at all times.</i>	Sept 2018	CS	£775	Weekly review of behaviour and safeguarding incidents to ensure that PP children, including those with SEN, are both happy and safe in school, are closely monitored and are not disproportionately represented amongst the whole school cohort.	
SPTO Assessment and Progress monitoring system <i>To help monitor progress and attainment amongst PP groups to ensure these children,</i>	Sept 2018	CS	£1700	Termly review of progress and attainment data with a key focus on PP children to identify any gaps and ensure they are closed quickly and effectively with specific, timetabled support.	

<i>including those with SEN, are making positive and sustained progress.</i>					
To provide extra-curricular activities PE activities <i>To help promote an ongoing positive ethos towards life, school and learning; and to help support a positive behaviour and engagement in school, including those with SEN.</i>	Sept 2018	CS/JM – Assessment Lead/PE Lead EH – Inclusion Manager DK – SBM	£1500	Measure through regular register monitoring, cross checking behaviour and attendance against days attending afterschool provision (on-going monitoring of registers / termly sports report)	
To further develop the role of Play Leaders to support and nurture a playtimes <i>To help support positive behaviour and engagement in school.</i>	Sept 2018	KM – SMSC EH – Inclusion Manager	£1000	Play leaders to have timetabled activities to run on the playgrounds at morning playtime and at lunch to help support focus children in having enjoyable and successful unstructured time in school. Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting of playtime and lunchtime incidents (on-going monitoring / half termly report). Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions which are linked to playtime issues (on-going monitoring / half termly report).	
Lexia Interactive Reading Programme <i>To help promote reading and literacy levels amongst PP groups to ensure these children, including those with SEN, are making positive and sustained progress.</i>	Sept 2018	CS/JS	£525	Termly review of progress and attainment data with a key focus PP children to help timetable Lexia-based interventions and monitor their impact.	
To provide 1-1 TA support where appropriate to re-integrate and access the curriculum.	As required	EH – Inclusion Manager	£500	Measure through regular behaviour log / pastoral folder monitoring (on-going monitoring).	

<p><i>To help pupils to quickly reintegrate into lessons following any absences or issues to help support positive behaviour and engagement in school.</i></p>		CS - Behaviour			
<p>Pastoral Coaching for targeted children- Fluent Coaching</p> <p><i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i></p>	Sept 2018 Onwards	<p>CS – Behaviour</p> <p>MC – Learning Mentor</p> <p>EH – Inclusion Manager</p>	£3500	<p>Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting and used to highlight any trends or behaviour patterns which may direct additional intervention (on-going monitoring / half termly report).</p> <p>Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions (on-going monitoring / half termly report).</p>	