

School context

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
87			94	3	0	0

Junior School Pupil premium focus for 2018 -19

Total pupil premium allocation for 2018-19 Junior school £114,840

Cliff Park Junior School aims to provide high quality learning opportunities for all our children. We aim to do this by provided a stimulating environment and learning experiences which nurture, challenge, support and celebrate the success of each and every child. We strive to remove barriers to learning and have identified 3 areas that need to be overcome for all to achieve: -

1. Academic achievement in all subjects with particular focus on Maths and English
2. Health and Well-being including behaviour support and attendance
3. Enrichment and Engagement

Focus 1 Academic Achievement

Barriers

Characteristics of learning – Persistence, perseverance and resilience

- Many of our children do not have the skills to maintain concentration and keep on trying even when they encounter difficulties. They do not always have a 'have ago attitude' to new opportunities to learn.

Weak Language and Communication skills affecting reading, spelling and writing

- Our Pupil Premium children traditionally over time have not performed as well as non PP children in core subjects such as reading, writing and spelling

Weaker Mathematical skills

- Pupil Premium children have weaker math's skills with regard to number, particularly arithmetic and math's sense

Last review date : Autumn 18

Objective	Initiatives	Cost	Notes / Evaluation	RAG
<i>To accelerate the rates of progress in all subjects with a focus on Mathematical skills</i>	<i>Interventions and Pick and Fix sessions delivered by TA's and HLTA's</i>	<i>£ tbc</i>	<p><i>All relevant staff @ % of salary without double counting salaries allocated to 1:1 support</i></p> <p><i>Then split between Maths and English</i></p> <p>Impact</p> <p>PP children directly targeted for additional support. KS2 PP outcomes 2019 up from 32% in 2018 to 63% in maths. This is above the Norfolk % and within 4% of the national %</p>	

	Focus on ensuring more able are challenged and make good or accelerated progress		Impact Higher scores in maths up 1% (24% 2019) to 25% in 2019. This is 4% above the Norfolk % and 2% below the national %	
	Year 6 support pre-school Maths club booster sessions	£ tbc	From additional claims summary Impact Attainment: Overall maths outcomes at KS2 significantly improved from the previous year (up 13% from 62% to 75%) This is 1% above the Norfolk % and 4% below the national % Progress: Overall progress in maths is up 2.2%. PP progress is significantly up from -6.8 to -1.4 on the previous year	
To accelerate the rates of progress in all subjects with a focus on English and Communication skills	Small group and 1:1 sessions for Reading and Phonics in yr 3 and 4 through appointment of an TA specialized in phonics and catch up reading full time in class	£15246	Loraine Jerrard 100% salary Impact Target pupils attended x2 weekly sessions. All pupils increased from baseline scores with over 70% moving to next phase phonics.	
	Interventions and Pick and Fix sessions delivered by TAs and HLTAS focus on yr 6 plus some other year groups	£ tbc	All relevant staff @ % of salary without double counting salaries allocated to 1:1 support Then split between Maths and English Impact Attainment: Reading outcomes at KS2 up 4% from previous year (from 63% to 67%) Still slightly below Norfolk % of 67 and significantly below national % of 73% PP Reading outcomes 14% up on previous year (56% as compared with 42%) but slightly below Norfolk % of 58% and significantly below national % of 62% so remains a key target Progress: Progress in reading overall is up from -2.9 to -2.2 on the previous year. PP progress in reading is up from -6 to -4.1 although remains a key target for 2020. Combined overall PP RWM scores are up from 25% to 33% but remain a key target for improvement for 2020.	
	Focus on ensure more able are challenged and make good or accelerated progress		Impact Higher scores in reading have dipped from 23% to 18% so this is a core target for 2020	
	Lexia to support reading	£342	Per pupil split of £2310 total cost @ 24.6% All target pupils accessed Lexia for Autumn term. Whilst all children made progress on the Lexia grid, impact of 'pick and fix' intervention was stronger so TA resource was switched to this from January 2019. In year data	

			<i>for Y3-5 demonstrates xxxxx progress in reading from start to end of year.</i>	
<i>To further develop the characteristic for learning of commitment</i>	<i>Develop and programme/ action plan around the implementation of improving persistence, perseverance , resilience , self-belief , ability to manage distractions , concentration</i>		Impact: <i>Incorporated into wider school curriculum. Behaviour logs evidence significant improvement in many core areas, particularly in years 3-5. Additional emphasis planned for developing perseverance resilience (Little Leaders project etc. in 2020.)</i>	

Focus 2: Health and Well Being

Barriers

Attendance and Punctuality

- Attendance data shows that over time Pupil Premium children have a lower attendance figure than non PP children. We have found through close monitoring of attendance and supporting our families through early intervention ensures the school provides the best possible opportunity to improve outcomes for our children

Lack of healthy lifestyle

- Many of our children and parents need support/guidance and more opportunities to enable them to adopt a healthy lifestyle. It is extremely important for children of primary school age to lead a healthy lifestyle, including eating nutritious meals as well as getting plenty of exercise

Low self esteem

- Developing an attitude that 'all can be achieved with effort and practice', and the importance of developing intrinsic motivation will have a lasting impact on children's ability to learn

Finding it difficult to fall within the expected conduct behavior standards

- Many of our children and families may have challenges with routines, managing emotions and poor social skills

Learning behaviours – e.g. resilience, concentration, organization etc.

Objective	Initiatives	Cost	Evaluation	RAG
<i>To encourage active and healthy lifestyle</i>		£ tbc	Impact <i>All children taking part in two, hour long, active sessions. Key linked science objectives integral to science curriculum consistently delivered.</i>	
<i>To ensure children have the opportunity to access a good quality breakfast before school and after school care</i>	<i>Breakfast Club and After School Provision funded as priority by Trust</i>	£2470	See funds summary Impact <i>1 Targeted child offered funded place for Breakfast Club. Attendance and behaviour significantly improved for this pupil as a result. 6 Pupils benefitted from funded ASC places.</i>	
<i>To improve self-esteem and support learning behaviors by enabling full participation in Sport and other curriculum aspects in the life of the school</i>	<i>Equipment and uniform provision (PE)</i>	£ tbc	Budget from PE grant line but allocate clothing to PP Impact <i>Provision in place and utilised. All children now have daily access to required uniform and kit and are able to participate consistently in sport.</i>	
<i>To support Social and Emotional development of children and families</i>	<i>Behaviour support plus nurture / ELSA KS 2 Nurture sessions "Yellow jacket" lunchtime responsibility</i>	£13081 £13310 £26144	C. Wright 50% salary T. Quin 100% salary E. Watson split per pupil Targeted pupils received ELSA support in school. Impact was variable as evidenced by behavior/incidents logs over time.	

			No specific group nurture provision offered at KS2 during year 2018/19. 1 targeted pupil making particular progress leading to higher levels of inclusivity.	
<i>To improve attendance and punctuality</i>	<i>Attendance</i>	£13081 £369	C. Wright 50% salary Attendance consultancy (Debbie Gower) Impact 43 FPNS issued throughout the year. 4 pupils fast tracked Overall attendance was 95.1% (PP 92.79%) PA (on roll) was 10.2%	

Focus 3: Enrichment and Engagement

Barriers

Limited experience and opportunities in life outside their immediate locality

- Many of our Pupil Premium children do not have the opportunity to experience visiting museums, theatres, art galleries, etc.

Lack of opportunity with regard to extra-curricular clubs and activities

- Pupil Premium children may not have the same opportunities as non PP children with regard to additional activities such as dance, gymnastics, archery and music

Less home support for learning

- More support, guidance and opportunity for our Pupil Premium children is required to ensure they use homework to maximise their learning

Lack of parent engagement/ involvement in learning and wider school life

- The Sutton Trust – EEF Teaching and Learning Toolkit, Sutton Trust 2016, suggests (following two pieces of research) that ‘increasing parental involvement in primary schools has an average 2-3 months positive impact’

Objectives	Initiatives	Cost	Evaluation	RAG
<i>Parents have a range of opportunities to come into school to share in their child's learning and find out how they can best support their child at home</i>	<i>Learning café</i> <i>Celebration events</i> <i>Curriculum information</i> <i>Adult learning</i>	£25 equipment £387 salaries	<i>See funds summary</i> Impact Over the course of the year 541 parents visited learning or celebration events and directly supported their child in school	
<i>Provide opportunities for support with homework and extended study</i>	<i>Library opening</i> <i>Subscriptions - Literacy planet,</i> <i>Accelerated reader, Abacus Maths,</i> <i>Sumdog, PiXL</i>	£3957 £2013	<i>PP % of A. Law salary</i> <i>PP % of total cost – see funds summary</i> Impact	

			Library well utilised by pupils and families alike. Tracked by class teachers through Accelerated Reader. Accelerated Reader, PiXL and TTRS subscriptions having the greater impact upon supporting higher outcomes for pupils in all year groups.	
To provide a range of opportunities to children who may not otherwise experience them in raising aspirations	Music Fees children have the opportunity to learn an instrument for the year.	£730	See funds summary	
	Educational visitors to school	£216	See funds summary	
	Educational visits (trips) and residentials	£3690	See funds summary	
	Opportunities fund		Impact All PP pupils were supported in be able to participate in educational trips and visits, including residentials where applicable. 90 pupils were able to access trips and experiences which might not otherwise have been possible. 1 pupil accessed funded peripatetic music tuition.	