



# Pupil premium strategy statement – Falcon Junior School



1. Summary information					
School	Falcon Junior School				
Academic Year	2019 - 20	Total PP budget	£78, 780	Date of most recent PP Review	01/04/2019
Total number of pupils	429	Number of pupils eligible for PP	60	Date for next internal review of this strategy	

2. Current attainment					
	Year 6 2018 Attainment	Year 6 2018 Progress	Whole School Attainment	Whole School Progress	Pupils not eligible for PP Progress National 2018
% achieving in reading, writing and maths	46%		61%		
% making progress in reading	69%	0.6	77%	-2	0.31
% making progress in writing	62%	-2.4	76%	-2.5	0.24
% making progress in maths	46%	-1.7	77%	-1.8	0.31

3. 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.	Low levels of progress from Key Stage 1 to Key Stage 2 in Maths
B.	Low levels of progress from Key Stage 1 to Key Stage 2 in Reading
C.	Increase Computing provision in school to support Accelerated Reader.
D.	Levels of support in classroom need to be increased

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increase in progress from KS1 – 2 in Maths measured by VA (national data) and internal progress data.	Children make progress in line with national averages.
B.	Increase in progress from KS1 – 2 in Reading measured by VA (national data) and Star Reading Age progress (Internal data).	Children make progress in line with national averages. Star Reading Scores show increasing rates of progress in reading age.
C.	Fully functioning ICT Suite with Computing facility in classes	ICT capacity facilitates increased rates of progress.
D.		

5. Planned expenditure					
Financial year	2019-20				
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?
Increase the rates of progress in Reading and Mathematics from individual starting points.	Additional support for Pupil Premium children through targeted HLTA support (1-2-1 and small group tuition)	Education Endowment Foundation and Sutton research on Feedback (highest impact on pupil progress (8+ Months)) and 1-2-1 tutoring/small group work (+4/5 Months).	Monthly meetings with HLTA to review provision and through staff meetings with teaching staff. Termly pupil progress meetings.	ES	£9214
Increase the rates of progress in, and develop a love for, reading.	Purchase and implement Accelerated Reading across the school with dedicated, daily reading time.	Evidence from other schools indicates that AR and dedicated reading time accelerates progress and understanding for all learners. Dedicated reading time helps develop a love of reading.	Staff experienced in AR implementation to drive the initiative. Timetabling and planning a term in advance of implementation. INSET for staff.	ES and GH	Christmas 2019 £4000
<b>Total budgeted cost</b>					£13214
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?
Children receive feedback and intervention at the point of curriculum delivery to ensure maximum impact.	Restructure of Teaching Assistants to ensure each class has the same TA for 18.25 hours a week. Nine hours a week funded by PP for intervention and feedback.	Education Endowment Foundation and Sutton research on Feedback (highest impact on pupil progress (8+ Months)).	Regular data drops (3 times a year). Focussed Pupil Progress Meetings with Teacher and TA. SENCO meetings with TAs.	SW	April 2020
<b>Total budgeted cost</b>					£46080
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?
Increase school Computing capacity (to support the implementation of Accelerated Reader) and develop learning for the 21 <sup>st</sup> Century.	Purchase 30 refurbished PCs and redistribute Media Suite PCs to classrooms to increase capacity and support children's learning	To support the school infrastructure for implementing Accelerated Reader and for developing research, computing and independence skills	Discussions and research with ICT Technician. Feedback from staff using ticketing system to identify issues and ensure they are rectified.	ES, SL and JS.	Autumn 2019
<b>Total budgeted cost</b>					£17000

6. Review of expenditure				
Previous Financial Year		2018-19		
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
Increase attainment and progress in maths.	Employ a specialist maths teacher to teach in all year groups and to enable smaller grouping through setting.	Maths progress and attainment are improving across the school. Specialist teacher has led INSET and parent meetings regarding maths and calculation. PP and non-PP children have benefitted as a result.	The new academic year will see the maths sets being dissolved. Evidence from EEF shows maths setting has a negative impact on progress, particularly for lower sets.	£30000
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
Nurture – children are well supported in their social and emotional learning.	Nurture sessions for children taking place every afternoon	Pupils well being increased through having time to talk and a safe place to go. Non-PP children have benefitted too.	Nurture to be expanded to run full time with a dedicated room available. Boxhall Profile to be expanded beyond Year 3. Nurture for All training needed to develop skills.	£10000
Support within the classroom increasing attainment and progress across the curriculum	Teaching Assistants in each classroom with dedicated PP/small group time	Pupils supported across a wide variety of lessons and subjects, both PP and non PP leading to increasing skills and knowledge	TA deployment across the school is rather confused at times; more specific time should be timetabled to enable this support to be realised fully.	£20500