



Pupil Premium Statement

1. Summary Information

School	Queen Eleanor's CofE Junior School				
Academic Year	2016-2017	Total Pupil Premium budget	£70,435	Date of most recent PP review	September 2016
Total number of pupils	371	Total number of eligible pupils	52	Date for the next PP review	September 2017

2. Attainment 2016-17 (Based on Year 6 end of Key Stage results)

<i>Queen Eleanor's figures for pupils eligible for Pupil Premium</i>		<i>National figures for pupils eligible for Pupil Premium</i>	
% achieving expectations in reading, writing and maths	43%	% achieving expectations in reading, writing and maths	60%
% making expected progress in reading	43%	% making expected progress in reading	72%
% making expected progress in writing	43%	% making expected progress in writing	79%
% making expected progress in maths	57%	% making expected progress in maths	76%
% achieving a higher standard in reading	14%	% achieving a higher standard in reading	23%
% achieved a greater depth in writing	14%	% achieved a greater depth in writing	18%
% achieving a higher standard in maths	0%	% achieving a higher standard in maths	20%

3. Barriers to future attainment (for pupils eligible for Pupil Premium including higher ability)

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

A.	Pupils being 'ready to learn' in class (pupils are secure emotionally and mentally).
B.	Limited speech and language skills which impact on learning.
C.	Poor general learning skills e.g. organisation, commitment, resilience, etc.
D.	Gaps in prior learning

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

E.	Consistent attendance and punctuality
F.	Access to resources such as books, etc.



G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models
H.	Lack of regular routines including home reading, homework, spellings and having correct equipment in school e.g. PE kit, swimming kit, etc.
I.	Lack of parental engagement with the school
J.	Parents perceptions of education e.g. priority placed on learning and achievement in the home, parents own negative experiences of school

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
A.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance to exceed 95% with less persistent absentees than non-disadvantaged.
B.	Pupils' can access learning in class because their physiological, safety, feelings of belonging and esteem needs are met.	Pupils are ready to learn in class with the need for constant adult intervention. The number of adults interventions drops over time as pupils become ready to learn more quickly.
C.	Gaps in learning are identified and targeted teaching/interventions teach to these gaps.	Formative assessment will show gaps are being addressed and pupils will make expected (or exceeding) progress.
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening activities.	Pupil achieve (or exceed) expected levels in reading and writing and make or exceed) expected progress for their chronological age.
E.	Pupils become excellent mathematical problem solvers.	Pupil achieve (or exceed) expected levels in reading and writing and make or exceed) expected progress for their chronological age.
F.	Pupils are exposed to a wide range of experiences including sporting, cultural and social experiences.	Pupil achieve (or exceed) expected levels in Maths and make or exceed) expected progress for their chronological age.

5. Planned expenditure

Academic year	2016-2017
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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?
Pupils new to Year 3 to settle into the school quickly and effectively and to	Child to adult ratio increased around transition days.	More adult support in class means disadvantaged children can access more of the teacher's time.	The SENCo will monitor effectiveness on a regular cycle.	SLT	Half termly



make appropriate progress					
For pupils in Year 4-6 to make expected progress (or more than expected progress if they are falling behind).	Additional intervention groups will be created during assembly time and Teaching Assistant timetabled time. Child to adult ratio increased around disadvantaged children within the class.	Additional adults means pre-planned intervention groups can take place and can also be ad-hoc according to need. More adult support in class means disadvantaged children can access more of the teacher's time.	This will become part of the monitoring cycle for lesson observations. SENCo to evaluate as well.	SLT & SENCo	Half-termly
Total budgeted cost					£5,494.59

6. Review of expenditure					
Academic year		2016-2017			
I. Quality of teaching for all					
Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria?</i>	Lessons learned	Cost	
For Pupil Premium pupils to make (or exceed) national expectations for progress and attainment.	Additional teaching interventions for Literacy and Maths.	Results show pupils performed below national benchmarks for reading, writing and maths at the end of Key Stage 2.	More work needs to be done with teachers around support for Wave 1 children. Greater emphasis needs to be placed on tracking groups of learners. Some elements of this approach were successful for some children and not	£6,917.42	



			others. A greater analysis needs to be made of why this was the case.	
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II. Targeted support

Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria?</i>	Lessons learned	Cost
For Pupil Premium pupils to make (or exceed) national expectations for progress and attainment.	Additional Teaching Assistant hours targeting 1 to 1 or small group teaching.	As results show, pupils performed below national benchmarks for reading, writing and maths at the end of Key Stage 2. In year progress data shows an improved picture for reading and maths but not for writing.	This approach only had a limited impact and will need to be reviewed for some children.	See above

III. Other approaches

Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria?</i>	Lessons learned	Cost
To improve pastoral provision.	HSLW work to target specific children in the hope of improving their self-esteem and raising attainment.	Pastorally, pupils and families were very well supported and this element was a success.	Pastoral support needs to be extended for disadvantaged children.	£427.38
To ensure disadvantaged pupils access enrichment experiences.	This outcome was not reached.	This outcome was not reached.	This outcome was not reached.	£0

7. Additional detail

We targeted most of our pupil premium funding on a targeted intervention based on reading and delivered by one of our trained Teaching Assistants.

We have also focused on speech and language interventions and providing children with ELSA support by training a Teaching Assistant.