



Pupil Premium Strategy 2018-19

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| Amount of Pupils in school | 480 |
| Premium Funding received 2018-19 | |
| Number of eligible pupils | 49 (10%) |
| Total PP received | £80,180 |

Identified barriers to educational achievement

Pinner Park Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Effective communication skills - Speech and Language development; reading; writing
- Multiple challenges in many cases - children can be LAC + SEN; Pupil Premium + SEN; Pupil Premium + EAL. Poor language skills; reading regularly and for enjoyment – support is not available at home for reading. Interpreting information can be a challenge when comprehending questions in Reading and Maths; limited general knowledge and life experiences
- Behaviour – pupils with specific social and emotional needs which affect their learning; learning attitudes – can be passive learners and the need to raise aspirations
- Attendance
- Many of the children have outside families concerns that cause anxieties and worries and impact on learning eg. Poor housing situations; family crisis situations – separation; bereavement etc.
- Parental engagement with school especially with regard to attendance at information and workshop events and home learning



Key expenditure – how the allocation will be spent

| Area of spend | Focus | Total allocation |
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| Additional Class teacher/ TA support in classes for targeted interventions | English and Maths, Personal and Social | £38,000 |
| Funding for Learning Mentors – Learners for Life | English and Maths, Personal and Social | £22,610 |
| Enrichment experiences - Funding for extracurricular music lessons and clubs | Personal and Social | £10,000 |
| Enrichment experiences - Funding for school trips and residential visits | Personal and Social | £5,000 |
| Funding for Counsellor | Personal and Social | £1,700 |
| Funding for external partners to support children and families e.g psychologist, family support work, behaviour support team | Personal and Social | £2,700 |
| Total | | £80,010 |

| Area of Spend | Intended outcomes – why these approaches were taken | Actions |
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| <p>Achievement <i>Additional funding used to:</i></p> <ul style="list-style-type: none"> Provide additional targeted teacher and TA support in classes for focused interventions & bespoke targeted intervention support | <ul style="list-style-type: none"> Tracking of pupils' progress means that progress of each individual is closely monitored. Teaching tailored to needs of pupils in specific areas to ensure good progress Pupils who are also on SEN register are monitored closely for progress against SEN plan objectives Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning Precision teaching is an effective strategy known to impact on learning and consolidation of skills and knowledge for | <ul style="list-style-type: none"> Analysis of progress each term. Pupil progress meeting – half-termly and all PP pupils tracked closely; agreed strategies in place to support progress or to target any gaps in learning. Planning – engaging lessons; accurate assessments informing planning; self-selection of challenge; pupils can explain their successes; know what to do when stuck; pupils strive for independence and success Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and |



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| | <p>some pupils eg. targeting times tables; sight words; spelling words</p> <ul style="list-style-type: none"> • Support within lessons to improve understanding of learning in reading, writing and maths • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Careful tracking of homework to include reading journals – ensure regular reading takes place; • Priority reading with TAs if pupils are unable to read at home • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress | <p>maths calculation strategies and terminology</p> <ul style="list-style-type: none"> • Pupils are 'Learners for Life' – targeted in the classroom; additional support with Learning mentors if needed. • Attendance – monitoring of attendance and meetings with parents to promote good attendance if below 90% • Teacher and SENCO review – careful planning of interventions to be completed each half term/phase • TAs record progress against SEN support plan objectives – reviewed regularly by SENCO; complete impact statements to provide evidence of outcomes and plan for next steps • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • Teachers and TAs liaise with SENCO and PP lead (DHT) closely and regularly update tracking for pupils with SEN |
| <p>Learner for Life <i>Additional funding used to:</i></p> <ul style="list-style-type: none"> • Provide Learning Mentor support • Provide Play Leader/ Club coordinator • Provide Breakfast Club leaders | <ul style="list-style-type: none"> • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • Barriers to learning identified with teacher/ parent/ child (pupil conference); strategies put in place to support child. | <ul style="list-style-type: none"> • Pupils identified through discussion with inclusion team and class teachers for support from Learning Mentor • Entry and exit assessment carried out to measure progress and identify gaps • Mentor to liaise with class teachers and inclusion team to discuss progress and next steps |



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| | <ul style="list-style-type: none"> • Learner for Life - Bespoke programmes based on individual needs – classroom & small group work. Attitudes to learning very positive; focus on building resilience and enjoying challenges in learning, particularly in Y6 – high school ready. | <ul style="list-style-type: none"> • Class teachers/ year group leaders complete information sheet to build an individual profile of each child. • Targets developed with CT & pupil to develop strategies for learning in the classroom and playground – building growth mindset; resilience; learning from mistakes (B Line) • |
| <p>Enrichment Experiences <i>Additional funding used to:</i></p> <ul style="list-style-type: none"> • Provide access to extra-curricular music lessons and clubs | <ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence • Interests identified of individual pupils and opportunities offered in clubs to broaden children's life experiences and knowledge to develop independence and knowledge of healthy lifestyle choices | <ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs • Office staff to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing) • Children interviewed about interests - After school club participation and Breakfast club offers made to identified pupils. |
| <p>Enrichment Experiences <i>Additional funding used to:</i></p> <ul style="list-style-type: none"> • Partially fund school trips and residential trips | <ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential school visits. | <ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • Teachers made aware of funding available |



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| <p>Pupil Welfare and well-being <i>Additional funding used to:</i></p> <ul style="list-style-type: none"> • Provide access to Counsellor services with ConnectEd and Harrow Horizons – to support children and their families • Provide Learning Mentor support | <ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • To enable parents to support children and develop positive relationships in the home • To identify specific barriers to learning and needs of identified children through interviews and classroom observation • To support effective transition from Infant school/ to high school. | <ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for correct support – needs identified as social; emotional; learning behaviours - support that is targeted and impactful • Programmes to promote confidence; strategies to deal with change – transition programmes; Peer mediators; circle of friends • Identified pupils discussed at weekly pastoral meetings • Regular opportunities for counsellor to feedback to relevant staff, inclusion team and parents • Inclusion leader to meet weekly with HT • Inclusion team and partners to liaise / report to class teachers on required actions |
| <p>Parental Engagement <i>Additional funding used to:</i></p> <ul style="list-style-type: none"> • Identify and deliver opportunities for parental workshops and family learning | <ul style="list-style-type: none"> • To improve parental engagement in children’s learning and school life • To enable parents to be better equipped to support their children’s learning • To improve the self-esteem of pupils leading to increased confidence and attainment in the classroom • To enable parents to continue their own learning | <ul style="list-style-type: none"> • Plan regular curriculum workshops for parents in different year groups • To offer coffee/ parent interest workshops • Gather and take into consideration the views of parents on school policies • Plan family learning opportunities linked to reading and writing • Evaluate the impact of parental involvement • Celebrate the diversity of the school community |



How will the school measure the impact of the Pupil Premium

- To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Pinner Park Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil Progress meetings will take place at each half term and will include a member of Senior leadership team, teachers and Inclusion Leader.
- Each term the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.
- Pupil Premium Funding and the impact of this is a regular item at governors' meetings.

Designated staff member in charge: D English / N Quilfeldt

Nominated governor: For review pending amalgamation with Pinner Park Infant School & Nursery

Dates of next Pupil Premium Strategy Reviews:

- W/B 15th October 2018
- W/B 12th December 2018
- W/B 4th February 2019
- W/B 25th March 2019
- W/B 20th May 2019
- W/B 1st July 2019