

Pupil Premium Strategy Statement: James Bateman Junior High School



1. Summary information					
School	James Bateman Junior High School				
Academic Year	2017/18	Total PP budget	£109.390	Date of most recent PP Review	Autumn 2017
Total number of pupils	367	Number of pupils eligible for PP	106	Date for next review of this strategy following next PP review	Summer 2018

2. Current attainment of Disadvantaged Pupils in EY/Key Stage 1		
	<i>SCHOOL RESULTS 2018</i>	<i>NATIONAL BENCHMARKS 2018</i>
Current attainment of disadvantaged pupils in Key Stage 2		
	<i>SCHOOL RESULTS 2018</i>	<i>NATIONAL RESULTS FOR ALL PUPILS 2018</i>
% of pupils achieving the expected standard in reading, writing and maths	59	70
reading attainment score	93	80
writing attainment score	72	83
maths attainment score	69	81
Reading at greater depth	17	33
writing at greater depth	3	24
maths at greater depth	10	28

1. 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.	Emotional difficulties, low self-esteem or low aspirations of pupils about themselves.
B.	Many PP are SEN or previous low attainers and have gaps in their numeracy /and or literacy skills.
C.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
D.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	James Bateman is located in a deprived area where unemployment is high.
B	Pupil attendance is now above average but presents a challenge for the school in terms of maintaining and engaging with some difficult to reach parents.
C	Obesity and Poor Dental Health are amongst the highest in the area.
D	Living Environment and Employment deprivation indicators are high.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that the prior higher ability disadvantaged pupils make the right progress	The number of disadvantaged pupils in the prior higher attainment group make the expected progress
B.	Increase the progress of those eligible for PP in writing across Key Stage 2	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing, particularly Y5 & Y6
C.	Increase the rate of attendance for those eligible for the grant.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups.
D.	PP have high aspirations and high self-esteem through extra-curricular activities and responsibilities. Teachers demonstrate high expectations of all learners, at all times. Staff to work with Visyon to target vulnerable pupils through counselling.	Clubs will show PP attendance is regular

3. Planned expenditure					
Academic year	2017/18				
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 ?
Ensure that disadvantaged pupils make the expected progress from KS1 to KS2 in reading, writing and maths	Improve the opportunities for mathematics CPD. Increase the opportunities for application of mathematics across the curriculum. Focussed additional support from TA's and additional teachers in mathematics. Review the teaching of reading across the school, building in additional opportunities.	Additional opportunities to apply mathematics learning across the curriculum using Bloom's Taxonomy as question stems in mathematics is proven in school and nationally to raise standards in these areas. Additional high quality CPD for staff in mathematics – through Maths Hub. Disadvantaged to received daily reading sessions and targeted support from PP mentor. Introduction of PUMA/PIRA assessments across the school.	Key driver for our School Improvement Plan (SDP) and incorporates all reporting mechanisms Internal monitoring External monitoring	AF SLT	July 2018
Further increase the progress of those eligible for PP in writing across Key Stage	Increase TA and teacher focus on the writing. Effective CPD for all staff in writing standards and moderation to ensure accuracy of judgements. Whole school approach to writing across the curriculum. Introduction of 'Free Writes'.	The school has previously documented the improvements in writing due to increased first-hand experiences.	Additional training for new and existing members of staff. Key driver for our School Improvement Plan (SIP) and incorporates regular reporting mechanisms with Governor involvement. Internal monitoring External monitoring	DHT	Feb 2018
Total budgeted cost					£39,500

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 ?
Further improve the rate of attainment for disadvantaged pupils at Key Stage 2 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects.	Increase the number of Teaching Assistants. Target feedback for higher able pupils as a key strategy to be used by teachers.	We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas. Feedback and use of AfL is well documented by EEF as having significant impact. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.	Improved leadership using a strategic approach. Improved teacher appraisal systems- relating specifically to pupil outcomes Increased % of children on track and above in end of year assessments will be monitored through ½ termly pupil progress meetings. TA's will be focussed on intervention only.	AF	Feb 2018
Ensure that PP boys make as much progress as PP girls – particularly in writing. Also, that both make more progress than their peers in writing, mathematics and reading across Key Stage 2.	Additional school staff identified to lead smaller group teaching of core areas. Review the style of teaching and the curriculum to ensure maximum learning from boys.	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning. Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TA's.	Leaders will manage their team to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Progress Leaders, HT, DHT and AHT	Half Termly
					£61,000
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 ?
Improve the rate of attainment across the school by improving	Improve the range of after school activities and additional visits for eligible	School has demonstrated through partnerships The Maths Hub, Keele University Science Team, Hempstalls	Teachers will identify work to be covered and pupils identified. The success will be	Class teachers, SLT	Half termly

access to teacher led wider opportunities.	pupils to inspire writing, reading and maths application of basic skills.	Teaching School additional longer term partnerships must be funded by PP grant to ensure that all pupils have equality of access with additional funding of teachers.	monitored by targeted children remaining on-track for ARE, or better throughout the year.		
Increase the rate of attendance for those eligible for the grant.	Use Attend to develop family attendance, learning and well-being support to compliment school provision.	PA attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being. PP parents are often our most difficult to reach so by building effective relationships we will foster more productive communication between home and school.	Monitored by Attendance Lead. Key Issue in the school improvement plan and regularly reported to the GB	HT/AHT	Termly
Increased involvement in sports and targeted motor skill development reducing obesity levels across the school.	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available	Engagement in sports promotes physical and mental well-being. It also addresses some of the obesity concerns.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of participation and attitudes.	AHT	July 2018
Access to educational visits for all	To ensure that all children are able to attend the residential visits through providing subsidies.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the Government's welfare reforms.	Take up of this subsidy will be monitored by the School Business Manager and Finance Assistant.	Head teacher	April 2018
Increase the opportunity for pupils to attend residential adventurous activity courses	Outdoor Education provision for Year 5, 6, 7 & 8 pupils	There are a number of case studies showing that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. The school applies such learning to the school environment through the creative curriculum and through residential visits to OEC's in KS2, York or London in Y7 and Berlin in Y8	Progress Leaders Monitor this and Curriculum leaders ensure links to the curriculum are explicit during these visits	PL and AHT	July 2018.
Total budgeted cost					£10,600