

Marchwood Junior School's Pupil Premium Profile Sep 2017	
Total number of pupils in the school	313
Number of PP-eligible pupils:	47 x FSM/ FSM+6 51 x service/ service+4
Total pupil premium budget:	£88,380

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<ul style="list-style-type: none"> • In 2013, and also in the previous year, those pupils who were eligible for the additional funding reached higher levels of attainment than others in the school. • Pupils supported by the additional government funding mostly make good progress. • Leaders have ensured that the school spends the additional funding appropriately. They have used the funding to employ additional members of staff, principally teachers, and also an emotional literacy support assistant. By these means, the school has furthered its commitment to promoting equality of opportunity and tackling discrimination.
Summary of school's performance data:	<p><i>Does the school's performance data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?</i></p> <p>In 2014 and 2015, PP children achieved well comparably to non PP children. In 2016, the gap widened but in 2017, the gap was successfully reduced in many areas.</p>

1. Summary information					
School	Marchwood Junior School				
Academic Year	17/18	Total PP budget	£88,380	Date of most recent PP Review	n/a
Total number of pupils	313	Number of pupils eligible for PP	49 FSM/ FSM+6 (16%) 51 service/ service+4 (16%)	Date for next internal review of this strategy	Jan 18

2. Current attainment	
	<i>Pupils eligible for PP at MJS</i>
% achieving age related expectations in reading, writing and maths	45
% achieving age related expectations in reading	45
% achieving age related expectations in writing	64
% achieving age related expectations in maths	73

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils who are eligible for PP funding are less likely to meet age-related expectations than non-PP. This gap has narrowed across the subjects in recent years but continued intervention is needed to further narrow the gap.
B.	Social and behavioural issues for a small number of children eligible for PP are having a detrimental effect on their academic progress.
C.	Some children are not supported in completing homework tasks at home, which negatively impacts on their follow up work in class and development in reading, spelling and tables.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance for FSM is historically lower than for non PP FSM children. Lack of routine (sleep, food, homework) linked to above.	
4. Desired outcomes		Success criteria
A.	Pupil Premium eligible pupils make progress at least as good as that of all children and if starting points were lower, they catch up and keep up. (To be measured through data, pupil progress meetings, monitoring of feedback and planning).	Data shows swift progress and high attainment, work in books indicates rapid progress is secured.
B.	Behavioural and social needs addressed and barriers to learning moved/ reduced.	Children to develop strategies to manage their behaviour and needs more successfully, demonstrated through case studies and resulting improved academic achievement and progress.
C.	Pupil Premium eligible pupils attend school as often and are as punctual as other pupils – SIMS attendance data	ELSA support to children and parents, rewards in school and increased profile of good attendance across school identifies improved rates of attendance of PP pupils and increased engagement with parents

5. Planned expenditure						
Intervention	Objective	Cost	EFF toolkit	Expected impact (EFF)	Success criteria	July 2018 review
Emotional literacy support workers (ELSA)	Address individual needs that are impacting on a child's ability to effectively learn (24 hours a week)	£14,000	Social and emotional learning	+4	Children experiencing family or individual emotional and mental health issues are supported and able to function at an improved level.	Children and families supported by our ELSAs have been well supported and records indicate children have made good progress with individual issues.
Coaching support for all staff	Improve the quality of teaching and learning provision for PP children (x 5 mornings and 1 afternoon)	£19,000	Metacognition and self regulation	+8	The gap between PP and non PP is narrowed between each assessment point.	In all year groups, the % of PP children working at ARE matched or was above their KS1 level. In three out of four year groups, the % of children working at greater depth level was above their KS1 level (the fourth year group matched their KS1 level).
Proportion of DH salary	Raise profile of PP children's needs and accelerate their progress through engaging increasing parental engagement	£5,000	Parental involvement	+3	Identification of barriers for children not making appropriate progress and teaching strategies for success – evidence in elsa notes and increased progress in RWM.	Starstruck launched with Y6 children: 9/11 children achieved Starstruck in the autumn term. This was extended to all year groups in the spring/summer terms. PP attendance gap narrowed to its smallest in the last eight years.
Small group boosters for 23 weeks from Nov 2017	Accelerate progress of PP children in RWM	£4,000	Small group tuition	+4	The gap between PP and non PP is narrowed between each assessment point.	In all year groups, the % of PP children working at ARE matched or was above their KS1 level. In three out of four year groups, the % of children working at greater depth level was above their KS1 level (the fourth year group matched their KS1 level).

Contribution towards additional teacher in Y6	Accelerate progress of Y6 PP children	£20,000	Reducing class size (from 32 to 21)	+3	The gap between PP and non PP is narrowed between each assessment point.	Between July 17 and July 18, the proportion of FSM children achieving ARE increased from 42% to 64% (58% for PP children) and from 0 to 8% for the % achieving greater depth.
Intervention	Objective	Cost	EFF toolkit	Expected impact (EFF data)	Comments	Mid year review
Nurture support	Provide nurture group for four afternoons a week for children with social and emotional needs	£7,800 + £1,000 costs	Social and emotional learning	+4	Identification of barriers for children not making appropriate progress and teaching strategies for success – evidence in elsa notes and increased progress in RWM.	Children in rockets have made significant anecdotal progress in their social and emotional development and in their progress in class. <i>(Evidence in boxalls and in data records).</i>
CPD for staff	Training for staff re closing the gap between pp and non pp children	£1,000	Metacognition and self regulation	+8	Current attainment matches or is above KS1 teacher assessment.	In all year groups, the % of PP children working at ARE matched or was above their KS1 level. In three out of four year groups, the % of children working at greater depth level was above their KS1 level (the fourth year group matched their KS1 level).
Contribution towards LSA 1:1 support	Staff use AFL to address pre and post teaching gaps to accelerate the progress of PP children before school at the start of every school day. (12 lsas daily)	£10,000	Metacognition and self regulation	+8	Current attainment matches or is above KS1 teacher assessment.	In all year groups, the % of PP children working at ARE matched or was above their KS1 level. In three out of four year groups, the % of children working at greater depth level was above their KS1 level (the fourth year group matched their KS1 level).

Homework club	In school individual support and feedback for children who do not receive this support at home	£3,000	feedback	+8	Current attainment matches or is above KS1 teacher assessment.	Children attended the club and this supported them with their learning and confidence. Parents reported this helped family situations at home. PP attainment matches KS1 TA in all year groups.
Breakfast club	Breakfast club provided free for PP children whose attendance is poor and who struggle with social and	£3,580	Social and emotional learning	+4	Increased attendance at school from point of starting breakfast club	PP attendance gap was diminished because key children came into breakfast club regularly.
Total budgeted cost: £88,380						