



## Samuel Lucas JMI School

### Pupil premium strategy statement

<b>1. Summary information</b>					
<b>School</b>	Samuel Lucas JMI School				
<b>Academic Year</b>	2017 - 18	<b>Total PP Budget</b>	£32,260	<b>Date of most recent PP Review</b>	Autumn 2017
<b>Total number of pupils</b>	361	<b>Number of pupils eligible for PP</b>	30	<b>Date for next PP Strategy Review</b>	Autumn 2018

<b>2. Current attainment</b>		
	Pupils eligible for PP (Samuel Lucas)	Non PP children (Samuel Lucas)
% achieving ARE or above in reading, writing, and maths (or equiv)	91%	95%
% achieving ARE or above in reading	91%	96%
% achieving ARE or above in writing	86%	95%
% achieving ARE or above in maths	91%	95%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
In school barriers (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Levels of resilience for some pupils could be improved: this can lead to an over-reliance on adult support/learned helplessness.
<b>B.</b>	Some children appear to lack confidence in social situations and this can affect their relationship with their peers and adults.
External barriers (issues which also require action outside school, such as low attendance rates)	
<b>C.</b>	Some children do not receive the same level of support in terms of home learning as others.
<b>D.</b>	Some children do not have access to sporting activities

<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured.</b>	<b>Success criteria</b>
<b>A.</b>	Pupils will adopt a growth mindset and become more independent learners.	Children will demonstrate a 'have a go' attitude in both whole class and small group teaching.
<b>B.</b>	Children will appear more confident, with greater self-belief.	Improved demonstration of the 5 Rs Resourceful Relationships Resilience Risk taking Reflective
<b>C.</b>	Children will have access to greater levels of support to help with home learning.	Home learning completed on time to the best of the child's ability.
<b>D.</b>	Children will participate in a range of sporting activities.	To continue to participate in the activities provided.

<b>5. Planned expenditure (i and ii)</b>					
<b>Academic Year 2017-18</b>					
How we use pupil premium money to improve classroom pedagogy, provide targeted support and whole school strategies.					
<b>Quality teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will be ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date of implementation.</b>
Levels of resilience for some pupils could be improved.	Our 5 Rs are embedded throughout our curriculum.	Developing the 5 Rs enables pupils to continue learning effectively throughout their lives.	Staff training in the 5 Rs. Promotion of this approach in all classrooms with teachers frequently referencing back to them. Assemblies with 5 R focus Small group sessions with qualified teachers in maths and English where the 5 Rs are promoted to enhance learning	SLT  All staff take responsibility including a dedicated Booster Group teacher and additional support in Y6	Autumn 2018

<p>Some children appear to lack confidence in social situations.</p>	<p>New PSE curriculum to be in place this academic year.</p> <p>Social skills groups to promote friendship and self-esteem.</p> <p>Peer teaching</p>	<p>The Health Related Behaviour Survey (2014) shows that 86% of children in North Hertfordshire have worries linked to emotional health and wellbeing.</p> <p>By teaching their skills to others this will embed their learning and increase confidence.</p>	<p>All staff to be given training on this in staff meetings.</p> <p>Inclusion Co-ordinator has been NESSIE trained to provide intervention.</p> <p>1:1 peer teaching</p>	<p>SLT to train staff in new PSE curriculum.</p> <p>Inclusion Co-ordinator and LSAs to deliver interventions.</p> <p>To be carried out during class time where appropriate.</p>	
<p>High achieving children to be challenged according to their needs.</p>	<p>1:1 or small group support</p> <p>Teacher to pupil feedback</p>	<p>High-achieving children cannot be allowed to 'coast'. We have high expectations for all children.</p> <p>To ensure that pupils can take ownership of their learning target and be proud of what they have achieved.</p>	<p>Additional challenges to enhance work set in class will be offered according to need.</p> <p>Termly feedback between pupil and teacher.</p>	<p>Qualified teacher support for English and Maths</p>	

<b>i) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will be ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date of implementation.</b>
Levels of resilience for some pupils could be improved. Some children appear to lack confidence in social situations.	Qualified teacher to be employed to teach PP children in small groups or individually.  The children will be grouped by need and be encouraged to participate in a nurturing environment focusing on developing their growth mindset. We hope that this in turn will help them become more independent in whole class teaching, thus allowing them to flourish.	We want to provide extra support to improve middle and higher attainment. Small group or 1:1 boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the Education Endowment Foundation (EEF).	Time out of the class for the children (timetabled with class teachers every week.)  Close liaison with class teachers to identify children's needs.  Engaging with parents and addressing any concerns that they might have on a regular basis.	SLT  All staff take responsibility including a dedicated Booster Group teacher	Autumn 2018

<p>Some children do not receive the same level of support in terms of home learning as others.</p>	<p>To have computers available for children who need access.</p> <p>Stationery readily accessible as needed.</p> <p>Homework club</p>	<p>Some children do not have access to necessary resources in the home e.g internet access.</p> <p>Some children do not have a suitable working environment outside school.</p>	<p>Homework club run by qualified teacher and targeting children who need academic, emotional or practical support to complete tasks.</p> <p>Feedback from teachers as to whether work has now been completed.</p>	<p>KS1 and KS2 teaching staff</p>	
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<b>ii) Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will be ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date of implementation.</b>
To ensure that children receive support to cope with social situations at lunchtimes.	Targeted children have access to facilities as needed to help them with social skills.	Some children do not cope well in large groups, finding it overwhelming. A quiet space is provided.	Quiet club is run on a daily basis and children are directed there as required.	KS1 and KS2 teaching staff	Autumn 2018
To enhance children's learning experience and social skills through extra-curricular activities.	Children are invited to attend clubs during and after the school day.	These clubs offer enrichment opportunities to those children who may not otherwise have a chance to participate.	Children are invited to join these clubs as appropriate to their needs. Pupil voice obtained to assess impact.	School staff and outside agencies.	Spring 2018
To ensure that all children receive the same opportunities in school.	Financial support for curriculum and extra curriculum activities as needed.	All children should have the chance to participate in all areas of school life without economic restrictions.	This support will be offered by the school as and when needed by the Head teacher.	Head teacher and teaching staff	Autumn 2018
To ensure that all children have the access to learning resources as needed.	Additional resources to be bought to support home learning.	Some child do not have the necessary resources to complete work at home. Some would benefit from various resources in order to help them access their learning at home.	Individual resources will be allocated to children by the teacher on need basis.	Teaching staff	Autumn 2018
To attract less active young people to participate in sport.	To promote active sport opportunities in school.	To engage children of all ages in PE and sporting opportunities and promote a healthy lifestyle.	To work towards the Schools Games Mark as part of the NH School Sports Partnership.	Head teacher Carl Smith Teaching Staff	Autumn 2018

<b>6. Review of expenditure</b>				
<b>Previous Academic Year 2016 – 17 Total funding received £30,940</b>				
<b>i) Quality teaching for all &amp; targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost £30,440</b>
Improved attainment throughout the curriculum	Meeting children's individual needs through the curriculum. CPD for teachers and support staff.	Broad and balanced curriculum in place to support the needs of children therefore opportunities to diminish the difference in their outcomes.	Assessing pupil progress meetings showed effective teaching and learning and children making progress.	<b>Training courses expenditure £4,940</b>
To improve the standards of reading and the level of engagement of children.	Reciprocal reading	Reading is being taught consistently in KS2. Reciprocal reading has positively impacted attainment in reading across KS1 and KS2.	The whole school approach to reading was successful and, with new staff coming on board, needs to be embedded.	
Improve Year 6 English and maths results	Booster groups by qualified teacher	With one exception, all pupil premium children reached required levels in reading, writing, SPAG and maths.	Targeted support is effective.	<b>Qualified teacher with specific responsibility employed on 0.6 contract – Teaching Assistant additional hours paid to work with EYFS and KS1 children for nurture groups. £25,500</b>
To improve English and maths results across KS1 and KS2 and to increase the children's confidence and growth mindset promoting more independence.	Booster groups by a qualified teacher	All children made progress towards their targets across the year groups. Class teachers reported improved levels of engagement in whole class teaching.	One to one teaching, particularly in KS1 may target the needs of the child more accurately.  Focusing the lessons on one subject per ½ term should help children to maintain focus and consolidate learning.	



<b>ii) Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost £500</b>
To ensure that children received the same level of support in terms of home learning as others.	Targeted children have access to facilities as needed to help them with their home learning during Quiet Club time at lunch.	Children had access to resources and a suitable learning environment to enable them to complete their home learning.	Quiet club, although being continued, is not a suitable environment for dedicated home learning. For this reason we are setting up a home learning club in Sept 2017.	<b>£100 - resources</b>
To enhance children's learning experience and social skills through extra-curricular activities.	Children are invited to attend clubs during the school day and after. Children supported with residential journey costs and day trip expenses.	Clubs offered enrichment opportunities to those children who may not otherwise have a chance to participate. Tennis, trampolining, Cookery Eatery amongst others were enjoyed.	Children's confidence grew with their exploration of new skills. Inclusion for all.	<b>£400</b>