



National College for
Teaching & Leadership



Pupil premium strategy statement: Sandon JMI School

1. Summary information					
School	Sandon JMI School				
Academic Year	2019-20	Total PP budget	£6,600	Date of most recent PP Review	Sept 2019
Total number of pupils	92	Number of pupils eligible for PP	5 currently	Date for next internal review of this strategy	September 2020

2. Current attainment		
Based on July 2019 attainment	<i>Pupils eligible for PP (2017/18)</i>	<i>Pupils not eligible for PP (2018/19)</i>
% achieving in reading, writing and maths combined - end of Yr6	100%	70%
% making progress in reading - whole school	100%	80%
% making progress in writing - whole school	100%	70%
% making progress in maths - whole school	100%	70%

3. 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.	Perseverance, resilience and knowledge of metacognition and self-regulated learning lower than non-PPG peers.
B.	All staff must continue to have a very clear understanding of the unique needs of every PPG pupil.
C.	Poor punctuality

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance below 90% – linked to low resilience and lower levels of parental engagement	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils in receipt of PPG display a love of learning, understanding their strengths and weaknesses and know how to improve.	Through pupil voice children will be able to explain how they have improved and can improve further.
B.	Teachers plan excellent lessons for all learners, providing bespoke elements for PPG pupils	The difference between PPG and non-PPG attainment and progress diminishes.
C.	PPG pupils to be punctual and have the same start to the school day as their peers.	Increased punctuality.
D.	Greater family involvement in the whole school community to increase motivation and understanding that every lesson counts.	At least 96% attendance.

4. Planned expenditure					
Academic year	2019/20				
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?
Pupils in receipt of PPG display a love of learning, understanding their strengths and weaknesses and know how to improve.	High quality PSHE to improve self-awareness	EEF research found that metacognition and self-regulation	AfL, fewer PPG students will have growing gaps compared to their peers.	SENCo	Half termly at PPG/below ARE review meetings and pupil progress meetings.
Teachers plan excellent lessons for all learners, providing bespoke elements for PPG pupils	Quality first teaching Identification of gaps/weaknesses	All learners need to be challenged and have the ability to improve. The more aware children are of their gaps and how to address them the better equipped they are to improve.	Subject leaders to collaborate to ensure high expectations are being consistently communicated.	Subject leaders	Half termly at PPG/below ARE review meetings and pupil progress meetings.
Total budgeted cost					£3,500

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?
Pupils in receipt of PPG display a love of learning, understanding their strengths and weaknesses and know how to improve.	Emotional support through strong relationships with staff and Play Therapy sessions.	Secure attachment to at least one significant adult has been found to have a significant positive impact upon all children.	High levels of support provided at regular planned times.	SENCo	Half termly at PPG/below ARE review meetings and pupil progress meetings.
Teachers plan excellent lessons for all learners, providing bespoke elements for PPG pupils	Precision teaching to pin point weaknesses Specific bespoke teaching with a teacher or specialist intervention TA.	Short sessions of teaching can address misconceptions and fill gaps. If pupils are prepared for new teaching, they will be more willing to participate and face challenges.	Enhanced progress and attainment in R, W, M with higher attaining PPG children working at greater depth.		Half termly at PPG/below ARE review meetings and pupil progress meetings.
PPG pupils to be punctual and have the same start to the school day as their peers.	Breakfast club provision	Children will have a calm start to the morning and will register.	Weekly review of punctuality.		Weekly review of punctuality - communication with parents through letters and meetings.
Greater family involvement in the whole school community to increase motivation and understanding that every lesson counts.	Family Support Worker Parent workshops and meetings Attendance surgeries and input from Attendance Improvement Officer (AIO)	Extra support for parents offers a tailored approach for individual families, allowing signposting to highly relevant services. Engaging parents and making them feel welcome in comfortable in school can improve their view of the education system. AIO is highly qualified to work in partnership with schools and families to improve attendance.	Regular contact with FSW. Create and maintain a friendly welcoming, inclusive atmosphere. Termly visits from AIO		Termly reviews
Total budgeted cost					£3,100