

Summary information					
School	Langstone Junior School				
Academic Year	17 - 18	Total PP budget	£141 360	Date of most recent PP Review	June 2017
Total number of pupils	381	Number of pupils eligible for PP	111	Date for next PP Strategy Review	Jan 2018

Pupil Premium Strategy

At Langstone Junior School, we have decided to combine the additional funding from Pupil Premium with that received for children from Forces families for 2016 – 17, this will be £141, 360. There are currently 111 children.

We aim to ensure that pupil premium children are able to achieve their full potential. The needs of all children are met by carrying out an initial assessment of need. The areas we consider are Academic requirements, Welfare (including behavioural, social and mental well-being) and finally Enrichment. We want all children with this entitlement to benefit from this holistic approach where all possible needs are considered.

Academic – children’s academic needs are identified in class and their progress and attainment is looked at separately to the rest of the children. Any individual or group gaps in performance to other children in their class or more widely those nationally, will be addressed through interventions such as ‘Better Reading Program’, ‘Inference Training’ or more broadly in-class support. Staff development will also benefit this group and indeed more widely all children. These gaps are currently cohort specific but are linked to the areas of Maths and Reading. If the child is more able then opportunities will be sought to extend and enhance their learning.

Welfare - The nurture team closely monitors children with an entitlement separately to the rest of the school. They provide support for both family and child/ children when it is needed. In addition to this, the Attendance Officer will work closely with families to ensure barriers to good attendance are addressed.

Enrichment - this enables the school to be fully inclusive by supporting the cover of costs to build a curriculum based on experience. This funding partly enables the school to meet the needs of individuals with updating technology and providing resources that teachers identify as helping to address gaps in learning or valued experiences.

The impact will be measured through standards achieved in each cohort and current gaps in performance closing. It will also be evident through attendance figures and feedback from Nurture Team support. Finally, the enrichment element will be measured through attendance figures, student, staff and parent voice – providing your view is essential to further development.

The report for spending can be found in the document called ‘Pupil Premium Allocation Spending’ together with previous impact of spending. A review of this strategy will be carried out termly to ensure a consistent and current focus on the needs of this group.



Current attainment and progress									
Attainment		Disadvantaged (your school)				Other national			
% of pupils achieving the expected standard in reading, writing and maths		EXS+	Higher			EXS+	Higher		
		52%	4%			61%	%		
Progress		Disadvantaged (your school)				Difference from national (highlight if sig)			
		23 children in year group. 2 in Low band, 18 in Mid and 3 in High				Awaiting data			
		Overall	Low	Mid	High	Overall	Low	Mid	High
Progress score for reading: low, middle, high		-0.6	6.5	-0.9	-1.1				
Progress score for writing: low, middle, high		-0.8	3.6	-1.2	0.1				
Progress score for maths: low, middle, high		-1.4	6.8	-2.0	-2.3				
1. Barriers to future attainment (for pupils eligible for PP)									
In-school barriers (issues to be addressed in school, such as poor oral language skills)									
A.	Children have developed conceptual understanding but now struggle with links and application (Academic)								
B.	Children need to develop written responses to inference style questions (Academic)								
C.	Children need to develop skills of resilience, reflection and deep thinking in order to face challenges (Welfare & Enrichment)								
External barriers (issues which also require action outside school, such as low attendance rates)									
D.	Attendance rates of some FSM children (Welfare & Enrichment)								
E.	Some children have limited life experiences to draw upon (Enrichment)								