

Purbrook Junior School



Pupil Premium Statement 2015 – 2016

What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals (FSM), those who are Looked After Children (LAC) and those who are from service families. This is because the DfE has recognised that a good education is the key to improving young people's life chances. Addressing the disparity between rich and poor pupils is a top priority and the Pupil Premium for free school meals will provide additional funding specifically linked to the objective of boosting pupils' attainment.

The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The DfE have agreed that it is for schools to decide how the Pupil Premium is spent. We are best placed to assess what additional provision should be made for the individual pupils within the school.

Pupil Premium at Purbrook Junior School

At Purbrook Junior School, we want every child to achieve their very best. We strive to ensure that all children attain well and make good progress. Rigorous monitoring and tracking of all pupils helps us to identify any pupils not making good progress and help us to plan and implement effective personalised interventions in a well-structured and timely manner.

The Purbrook Junior School 'Getting to Good Action Plan 2015-2016' has the following Pupil Premium Objective:

Ensure that additional funding for disadvantaged pupils is used more effectively to accelerate progress and that the school can account for its impact on achievement.

The impact the school expects is:

- There is a strategic approach to the provision of Pupil Premium funding
- Improved outcomes for Pupil Premium children
- Acceleration in the Pupil Premium children's progress
- Pupil Premium plans reflect improved outcomes
- Governors hold the school to account for impact of Pupil Premium Funding
- Progress of disadvantaged pupils is accelerated so that the attainment of pupil premium pupils at least mirrors the attainment for non FSM pupils
- The use and allocation of funding is rigorously evaluated against impact of pupil outcomes and underpinned by the principles of best value
- Information published on the school website clearly identifies how funding has been spent and the impact of the spending
- Greater links and understanding between home and school resulting in improved attainment, attendance and parental engagement
- Clear actions defined from the review to ensure rigorous and robust systems supporting Pupil Premium funding

Activities and Interventions

- Pupil Premium Leader to implement the school’s ‘Team Around the Child’ system for identifying needs
- Individual action plans put in place • Team Around the Child meetings to evaluate the impact of individual provision termly
- Half termly Pupil Progress meetings with Class Teachers to review progress of all Pupil Premium children
- Teaching and Learning Lead Teacher to work with all teachers to promote consistently good and outstanding teaching, including differentiation for all groups of children
- Rolling programme of monitoring to ensure teachers are demonstrating their raised expectations for disadvantaged (and other groups) of pupils • HSLW to allocate time to support Pupil Premium pupils and their families
- HSLW to work in close connection with Parent Support Adviser to signpost families to specific services
- HSLW, DHT and AA to look at attendance patterns and distribute letters as required at the discretion of the HSLW
- ELSA to allocate time to support Pupil Premium pupils
- HSLW and ELSA to monitor impact of family work
- Regular and robust review of intervention programmes to evaluate the impact

How much pupil premium money will our school receive for the 2015-2016 financial year?

Funding received for those currently receiving FSM or having received FSM in the last 6 years	Funding received for parents serving in the Armed Forces	Looked After Child funding	Post Looked After / Adopted Child funding	Total
74 pupils @ £1,323 £97,680	6 pupils at @ £300 £1,800		4 pupils @ £1,900 £7,600	£107,080

Pupil Premium Statement of funding and impact.

Provision	Cost	Impact
Teaching and Learning Lead teacher employed to: - improve the quality of teaching and learning across the school - ensure greater consistency in quality of teaching across the school - coach and mentor specific teachers and pupil premium children	£29490	The teaching across the school is good. The deployment of an outstanding practitioner as TLL has improved the teaching so that there is more consistently good teaching across the school. The TLL works with all teachers to improve QFT. The impact of the Teaching and Learning Lead’s work has been a considerable factor in the improved consistency of good teaching. The TLL has worked with some key staff where practice was not always securely good. Through personalised mentoring and coaching programmes in the autumn term, four teachers have been honing their skills and increasing expectations of pupils’ work and behaviour. The programme has now been widened to all teachers with individual plans for improving practice linked to detailed analysis of pupils’ assessment information.
Leadership and management of Pupil premium	£11962	

		<p>As of July 2016 (14 class teachers across Y3-6) 14% of teaching is outstanding (2), 100% is good or better (14). This is an improvement on the autumn term where 86% was good or better. Triangulated evidence shows that teaching is now good in all classes.</p> <p>Where the Teaching Learning Lead Teacher worked alongside children on their learning behaviours, teachers reported that 87% of pupils had improved their learning behaviours. The TLL worked with a target group of PP children over a period of weeks to identify good learning behaviours and put these in to practise.</p>
Team Around the Child Meetings	<p>£14790</p> <p>(revised June 2016 :£7395)</p>	These took place in the Autumn Term and enabled teachers to develop a good understanding of the children's needs. A slightly different approach was adopted for the Spring and Summer Term, which involved relevant stake holders.
ELSA support so that pupils are reading to learn and HSLW to support specific families, particularly with reference to improving attendance.	£16,255	<p>Qualitative data suggest the ELSA role in supporting children has been effective. There continues to be some pupil premium pupils who will require this support in the next academic year.</p> <p>The HSLW has supported children in a variety of ways including; happiness at school and home, anxiety, well-being and attendance. The HSLW has supported many families relating to attendance and well over half have improved their attendance. One child's attendance has improved from 77% to 84% and although this is still low, this represents a significant improvement. Attendance for pupil premium will need to be a focus for the next academic year.</p>
Booster classes for pupil premium pupils in reading, writing and or maths so that more pupils are working at ARE by the end of the academic year.	<p>½ day per week for 15 weeks £4099</p> <p>Booster classes – after school 6 hours per week after school for 15 weeks £4472</p>	<p>Reading 47% of pupils who received reading booster support achieved ARE in the text. 87% according to Teacher assessment.</p> <p>Writing 67% of pupils who received writing booster support achieved ARE in the Spag Test. EKS1 data shows that 43% of pupil premium pupils were working at ARE, by the EKS2, Teacher assessment indicates that 65% are working at ARE. This represents a 22% increase.</p> <p>Maths 85% of pupils who received maths booster support achieved ARE in the test. 94% according to Teacher assessment.</p>
Well being-	£14047	This includes provision of breakfast club, hot dinners for those not entitled, uniform provision, Provision of hot meals for those who are entitled, support with financial hardship, residential trips, Freedom Club

Subsidising School trips	£1000	100% of pupil premium pupils had access to three school trips/visits per year.
External agency involvement	£3000	Specialist assessment conducted of those pupils who are pupil premium and SEND. Reports shared with class teachers to support teaching and learning in the classroom.
Delivery of interventions such as precision teaching, Write from the start(20 hours per week - LSA)	£9062	Interventions which have been particularly effective in specific year groups are as follows: Year 3 – English - Targeted teacher support for handwriting, key domains, spelling, fine motor skills. Maths – Rising stars and pre-teaching of topics. Year 4 – English – High frequency words precision teaching Maths – Precision teaching, daily additional maths Year 5 – English - Paired reading, targeted teacher support for handwriting, fine motor skills, phonics support Maths – Targeted teaching time for maths Learning behaviours Year 6 – English - Additional reading. Reading boosters (according to Teacher Assessments) Maths – Targeted boosters.

Total spent: £105,994

Key Stage Two 2015 2016 Outcomes

Pupil Premium		
Attainment in Reading	39% at ARE	16% below NA
Attainment in Writing (TA)	52% at ARE	1% above NA
Attainment in SPAG	65% at ARE	4% above NA
Attainment in maths	57% at ARE	2% below NA
Attainment in reading, writing and maths	27% at ARE	11% below NA