

St Giles Junior School

Pupil Premium Report 2016/17

Background

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to:

- local authority maintained schools, including special schools and [pupil referral units \(PRUs\)](#)
- voluntary-sector [alternative provision \(AP\)](#), with local authority agreement
- special schools not maintained by the local authority (NMSS)
- academies and free schools, including special and AP academies

St Giles Junior School

- Here at St Giles Junior School There are currently 204 pupils in total on roll, the school roll is falling year on year. It is two-form entry school. At this time 53 students are PP which constitutes roughly 25% of our roll. Therefore roughly 25% of children at St Giles Junior School are eligible for this 'Closing the gap' funding.
- A Pupil Premium Champion was appointed at the end of October 2016 whose responsibility it is to oversee the management of PP funding, plan initiatives and measure impact while liaising with all stakeholders with regard to how best to close the gap and achieve the best outcomes for PP eligible children.

Funding

Total in for **2015/2016** we received £1320 for each of 57 pupils total **£75,240**

Total in for **2016/2017** we are due to receive £1320 for each of 46 pupils total **£60,720**

Total in for 2017/2018 we are due to receive 45 pupils @ £1,320 = £59400 plus 2 LACs @ £1,900 each Total **£63,200**

This is for pupils distributed thus throughout the school:

Currently our PP distribution at St Giles is currently as follows:

Y3 12 children
Y4 12 children
Y5 15 children
Y6 15 children

In our Optimising Pupil Premium Report January 2017 it was noted that:

- There are Significant gaps between whole cohort and National expectations
- Significant gaps exist between Disadvantaged and other pupils in our school and also between national expectations
- The gaps in reading and maths are the most concerning.

As a school we have prioritised the use of PP funding in a carefully planned variety of ways, and are now developing our use of interventions with clearly measurable outcomes to improve our understanding of how the 'gaps' are closing within our school and between our disadvantaged pupils and the national picture.

How the funding was spent, impact in blue

The funding received for the 2016/2017 cohort was and is being spent in a diverse way to support children across the school and across the curriculum. 12/53 PP children are also on our SEN register so there is a large funding crossover with SEN issues. The PP Champion has worked to rationalise spending carefully where this has been a feature – eg where money has been spent on an Educational Psychologist – her caseload has been analysed down to specific children.

Spending made to improve the rates of progress for children with pupil premium funding were as follows

- **Children's learning mentor** – emotional support on a needs basis – planned time for children some of whom are PP) £4426..Emerging impact: Learning mentor works on areas – anxiety, anger, bereavement, self esteem, resilience, 'time to talk'. Half of her caseload is PP children. She has a referral process, engages with parents, runs an 8 week (1 hour per week) programme with individual children. Many children who have made accelerated progress have been in sessions with our Children's learning mentor.
- Dedicated **SENDCO** time devoted to Pupil Premium children. SENDCO runs 'Early help meetings' FOR 2 pp children, she meets with parents and family support workers in this time. She also attends CLA meetings and PEP meetings. Her time from PP budget amounts to: 1/6 of her time £5500 – Emerging impact – these children are at very high risk of permanent exclusion. SENDCO time reduces this possibility and therefore significantly improves their access to education and life chances at this point.
- **DHT (Deputy Headteacher)** - time spent directly on behaviour an hour each day (card duty, monitoring lunch time issues, phone calls/speaking to parents and visiting students in class to resolve issue. £4835 Emerging impact good to be green monitoring shows that in Autumn term 19 of the school population of 53 PP children were regularly paying back Yellow or red cards, this has fallen to

12/53.

- **TA time** – specific TAs have a varied role and works with EAL children. Also working specifically with children who have significant gaps, are PP and have behaviour difficulties (and are working on the very specific targets of for eg a DH report card, or are SEN. **£1462 + £7686** Emerging impact: both of these TAs improve learning with children and help to close gaps through specific IEP targets
- We employ an **intervention TA** who works solely on: Maths intervention in Y3 (IEP maths children) and baseline based interventions – eg number bonds, Speech and Lang Programme from Sp and lang therapist for PP child, IEP work and handwriting in Y3 and Read Write Inc
- **Total £12110**
- **Emerging impact:** **RWI** Is helping some of our most vulnerable children (PP and SEN) make good progress and for children with small gaps in their phonics it has been a successful quick fix. For 3 of our most vulnerable children (2 of them PP) it has been invaluable, as an example, some have made more progress in 2 months than they did for the whole of 1 year prior to introduction of RWI.
- **Forest School** aimed at Pupil Premium Children and focuses on: turn taking, sharing, taking risk, This financial year, 16 PP children have attended Forest School so far Total: **£2000**. Emerging impact: Improved social skills, ability to speak up and mix within peer group, so-operative skills, skill building and responsibility, late attendance also improved for attendees. Class teachers noted increased ability to use the above skills to advance learning in class.
- **Trips** have been subsidised **£108.00 ***
- **Nurture groups** are established for some PP children in the form of 'Helping Hands (Y3 and 4)' and 'Buddies' (y5 and 6) **£8140 + £7661 respectively for TAs trained in nurture provision** Emerging impact: Boxall profiles taken pre and post nurture indicate very good progress for children in both developmental and diagnostic strands. Sample PP children made great progress in areas of 'improving self negativity' Many of the children who have made accelerated progress have been in a nurture group.
- **School uniform** has been bought for PP children in need of it **£24.50** (sundries)
- **Positive discrimination** is used to promote 'mastery' experiences for PP children (author visits/trips)
- **Third Space learning** was booked as an intervention for PP Year 6 for whom Maths is a barrier/dip. Third Space programme began 10.1.17 –Emerging Impact: individual pupil profiles reports show achievements so far– in terms of new learning acquired/existing learning consolidated each week. All PP children are benefitting from this personalised tuition and show a significant amount of 'new content learnt' each week, for eg lesson 3 – percentages – new content learnt was commonly 75% of new content per child. This supplements/reinforces and pre teaches so that content can be covered more thoroughly and reinforced for effective mastery. Staff can plan next steps carefully against tutor reports. **£2600**

- **An experienced senior teacher was deployed** to reduce adult/child ratio within upper Key Stage 2 focussing directly on a Pupil Premium group (1:10) for English and Maths and Reading from January 2017 onwards. 4 full mornings per week, Total **£5500**
Impact: All children in this group attained their expected level for Year 6 and some achieved beyond expectation (Teacher Assessment)
- **ACE** – attendance improvement Officer - **£496**
- **Educational Psychology** sessions – 5/6 recipients of assessments, support and reporting/meetings by EP concerned Pupil Premium students and so have really formed part of their PP support/ongoing advice to support access to curriculum.
£3745
- **Specialist teacher from Early Intervention Service** – assists with support for PP children - **£4051**

Currently, our aim as a school is to get all PP children working at or above their year group (if they were exceeding at KS 1 they will be expected to exceed at KS2), as the sooner they get there the better the chance to maintain and progress.

Data collection has shown that children who are eligible for pupil premium have made the following attainment over the last academic year with targeted support:

Mid term progress within the year 2016-17 – All Pupil Premium children

Maths

Year 3 – In Autumn, there are 11 PP children: 7 who broadly maintained progress to Summer, 1 made accelerated progress (who had significant support through PP funding), 2 students (1 EAL and 1 SEN) made some progress but not satisfactory.

Year 4 – In Autumn, there are 15 PP children: 10 who broadly maintained progress to Summer, 5 made accelerated progress (2 had significant support through PP funding)

Year 5 – In Autumn, there are 12 PP children: 5 who broadly maintained progress to Summer, 7 made accelerated progress (all 7 of these have had sustained or targeted PP funding support)

How PP children performed last year against national pic 2016

Reading

Year 3 – In Autumn, there are 11 PP children: 6 who broadly maintained progress to Summer, 3 made accelerated progress (3 had significant support through PP funding), 2 made progress though not satisfactory

Year 4 – In Autumn, there are 14 PP children: 6 who broadly maintained progress to Summer, 8 made accelerated progress (5 had significant

support through PP funding)

Year 5 – In Autumn, there are 12 PP children: 3 who broadly maintained progress to Summer, 6 made accelerated progress and 3 made progress though not satisfactory. All children who have made accelerated progress have had sustained or targeted support through PP funding

Writing

Year 3 – In Autumn, there are 11 PP children, 8 who broadly maintained progress to Summer, 2 made accelerated progress (they both had significant support through PP funding), and 1 made progress though not satisfactory.

Year 4 – In Autumn, there are 11 PP children: 8 who broadly maintained progress to Summer, 6 made accelerated progress (4 had significant support through PP funding)

Year 5 – In Autumn, there are 12 PP children: 3 made accelerated progress (3 of those had significant support through PP funding)

2016-17 PPG Attainment and Progress Against Non-PPG					
			Autumn	Summer	+/- Autumn to Summer
YEAR 3	READING	PPG Students	58% (7/12)	75% (9/12)	+17%
		Non-PPG Students	63% (17/27)	85% (24/28)	+22%
	WRITING	PPG Students	25% (3/12)	67% (8/12)	+42%
		Non-PPG Students	33% (9/27)	82% (23/28)	+49%
	MATHS	PPG Students	25% (3/12)	58% (7/12)	+33%
		Non-PPG Students	53% (14/27)	89% (25/28)	+31%
YEAR 4	READING	PPG Students	40% (7/10)	64% (7/11)	+24%
		Non-PPG Students	58% (21/36)	81% (29/36)	+23%
	WRITING	PPG Students	20% (2/10)	36% (4/11)	+16%
		Non-PPG Students	47% (17/36)	65% (24/36)	+18%
	MATHS	PPG Students	30% (3/10)	45% (5/11)	+15%
		Non-PPG Students	64% (23/36)	76% (28/36)	+12%
YEAR 5	READING	PPG Students	60% (9/15)	50% (8/16)	-10%
		Non-PPG Students	78% (29/38)	82% (32/39)	+2%
	WRITING	PPG Students	40% (6/15)	25% (4/16)	-15%
		Non-PPG Students	61% (23/38)	61% (24/38)	-
	MATHS	PPG Students	40% (6/15)	56% (9/16)	+16%
		Non-PPG Students	61% (23/38)	82% (29/39)	+21+

PROVISIONAL		KS1 SATS	KS2 SATS	+/- KS1 to KS2	
YEAR 6	READING	PPG Students	7/14 (50%)	6/14 (43%)	- 7%
		Non-PPG Students	40/47 (86%)	35/47 (74%)	- 12%
	WRITING	PPG Students	5/14 (36%)	8/14 (57%)	+19%
		Non-PPG Students	36/47 (77%)	40/47 (85%)	+8%
	MATHS	PPG Students	8/14 (58%)	6/14 (43%)	-15%
		Non-PPG Students	40/47 (86%)	32/47 (68%)	-18%

Total spent: £70 351

Future Plans

All of the provision put in place in the 2016-17 spend from pupil premium is to continue in school to ensure these pupils, along with all pupils in school make the best progress possible.

- Further spending plans include a greater focus on developing English and Maths mastery groups for bright disadvantaged children where groups of applicable PP children work on mastery projects around school: developing a school garden in maths for eg – including real life work of weights and measures, purchasing and budgeting. Undertaking an author project in English.
- Continuing to fund the training and provision of Read, Write Inc which has proved to be very effective as a precision tool thus far, to enhance and increase the phonic reading scheme to support the early development and reinforcement of a strong phonic base, possibly including Fresh Start as a reading programme for applicable Upper Key Stage 2 students...
- After school club provision is also being considered with pupil premium children having free access to an educational based after school club with additional reading and access to the internet.
- Extending Third Space Learning provision – used most recently for Year 6 PP children, (individual online maths tuition) to Year 5 in order to pre-teach or reinforce maths skills alongside those taught in class.
- Achievement for All is being considered for PP children in order to promote a personalised 'gap closing' programme.
- All interventions will have measurable 'entry and exit' criteria to measure impact.