

St Giles Junior School

Pupil Premium Report to Governors 2017/2018

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 192 pupils in total on roll; the school roll is falling year on year. It is two-form entry school. At this time 55 students are PP including 1 Post LAC and 2 LAC. This constitutes roughly 28% of our roll. Therefore roughly 28% 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. Additionally the school are being supported by SSIF (January 2018) specifically in the area of the Pupil Premium Grant: This support from the Strategic School Improvement Fund is intended to further build a school-led system, and aims to target resources at the schools to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places.

St Giles has been selected by Warwickshire Council to be part of this project to receive extra support from the Department for Education. This will mainly focuses on improving the academic achievement for all students even further and we hope will continue into summer 2019.

Funding

Total in for 2017/2018 45 pupils @ £1,320 = £59,400 plus 2 LACs @ £1,900 each Total £63,200

- 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 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.

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:

Disadvantaged At or Above Spring 2017-18 against Non-Disadvantaged

Y	Year 3 Disadvantaged Differences		Percentage of Pupils At or Above their ARE Expectations											
			Reading			Writing			Mathematics			Reading, Writing and Mathematics Combined		
			Term	ARE	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged
3	Summer End of Term Y2	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Autumn Mid Term Y3	OT	50.00% (7/14)	0.0%	50.00% (15/30)	35.71% (5/14)	4.3%	40.00% (12/30)	42.86% (6/14)	3.8%	46.67% (14/30)	28.57% (4/14)	1.4%	30.00% (9/30)
3	Autumn End of Term Y3	OT	42.86% (6/14)	10.5%	53.33% (16/30)	35.71% (5/14)	4.3%	40.00% (12/30)	35.71% (5/14)	14.3%	50.00% (15/30)	28.57% (4/14)	8.1%	36.67% (11/30)
3	Spring Mid Term Y3	OT	37.50% (6/16)	15.8%	53.33% (16/30)	31.25% (5/16)	8.8%	40.00% (12/30)	31.25% (5/16)	18.8%	50.00% (15/30)	25.00% (4/16)	11.7%	36.67% (11/30)
3	Spring End of Term Y3	OT	56.25% (9/16)	23.8%	80.00% (24/30)	56.25% (9/16)	3.8%	60.00% (18/30)	50.00% (8/16)	3.3%	46.67% (14/30)	50.00% (8/16)	10.0%	40.00% (12/30)
4	Summer End of Term Y3	OT	69.23% (9/13)	19.7%	88.89% (24/27)	61.54% (8/13)	23.6%	85.19% (23/27)	53.85% (7/13)	38.7%	92.59% (25/27)	46.15% (6/13)	27.9%	74.07% (20/27)
4	Autumn Mid Term Y4	OT	61.54% (8/13)	20.6%	82.14% (23/28)	30.77% (4/13)	22.8%	53.57% (15/28)	23.08% (3/13)	48.4%	71.43% (20/28)	15.38% (2/13)	34.6%	50.00% (14/28)
4	Autumn End of Term Y4	OT	53.85% (7/13)	24.7%	78.57% (22/28)	30.77% (4/13)	22.8%	53.57% (15/28)	23.08% (3/13)	51.9%	75.00% (21/28)	15.38% (2/13)	38.2%	53.57% (15/28)
4	Spring Mid Term Y4	OT	61.54% (8/13)	20.6%	82.14% (23/28)	38.46% (5/13)	29.4%	67.86% (19/28)	46.15% (6/13)	39.6%	85.71% (24/28)	30.77% (4/13)	33.5%	64.29% (18/28)
4	Spring End of Term Y4	OT	61.54% (8/13)	17.0%	78.57% (22/28)	38.46% (5/13)	29.4%	67.86% (19/28)	46.15% (6/13)	39.0%	85.19% (23/27)	23.08% (3/13)	39.9%	62.96% (17/27)
5	Summer Mid Term Y4	OT	45.45% (5/11)	29.5%	75.00% (27/36)	27.27% (3/11)	36.6%	63.89% (23/36)	36.36% (4/11)	33.1%	69.44% (25/36)	27.27% (3/11)	33.8%	61.11% (22/36)
5	Summer End of Term Y4	OT	63.64% (7/11)	16.4%	80.00% (28/35)	27.27% (3/11)	39.4%	66.67% (24/36)	45.45% (5/11)	29.5%	75.00% (27/36)	27.27% (3/11)	35.6%	62.86% (22/35)
5	Autumn Mid Term Y5	OT	36.36% (4/11)	13.6%	50.00% (18/36)	27.27% (3/11)	19.9%	47.22% (17/36)	27.27% (3/11)	25.5%	52.78% (19/36)	18.18% (2/11)	23.5%	41.67% (15/36)
5	Autumn End of Term Y5	OT	18.18% (2/11)	34.6%	52.78% (19/36)	18.18% (2/11)	29.0%	47.22% (17/36)	18.18% (2/11)	31.8%	50.00% (18/36)	9.09% (1/11)	32.6%	41.67% (15/36)
5	Spring Mid Term Y5	OT	27.27% (3/11)	28.3%	55.56% (20/36)	18.18% (2/11)	31.8%	50.00% (18/36)	36.36% (4/11)	16.4%	52.78% (19/36)	18.18% (2/11)	26.3%	44.44% (16/36)
5	Spring End of Term Y5	OT	75.00% (9/12)	5.6%	69.44% (25/36)	33.33% (4/12)	19.4%	52.78% (19/36)	58.33% (7/12)	16.7%	75.00% (27/36)	33.33% (4/12)	11.1%	44.44% (16/36)
6	Summer Mid Term Y5	OT	40.00% (6/15)	37.8%	77.78% (28/36)	33.33% (5/15)	27.8%	61.11% (22/36)	60.00% (9/15)	15.0%	75.00% (27/36)	33.33% (5/15)	22.2%	55.56% (20/36)
6	Summer End of Term Y5	OT	46.67% (7/15)	34.4%	81.08% (30/37)	20.00% (3/15)	39.5%	59.46% (22/37)	60.00% (9/15)	21.1%	81.08% (30/37)	20.00% (3/15)	39.5%	59.46% (22/37)
6	Autumn Mid Term Y6	OT	25.00% (4/16)	36.5%	61.54% (24/39)	18.75% (3/16)	17.1%	35.90% (14/39)	43.75% (7/16)	7.5%	51.28% (20/39)	18.75% (3/16)	9.5%	28.21% (11/39)
6	Autumn End of Term Y6	OT	37.50% (6/16)	29.2%	66.67% (26/39)	25.00% (4/16)	23.7%	48.72% (19/39)	37.50% (6/16)	11.2%	48.72% (19/39)	18.75% (3/16)	14.6%	33.33% (13/39)
6	Spring Mid Term Y6	OT	43.75% (7/16)	22.9%	66.67% (26/39)	25.00% (4/16)	23.7%	48.72% (19/39)	37.50% (6/16)	18.9%	56.41% (22/39)	18.75% (3/16)	22.3%	41.03% (16/39)
6	Spring End of Term Y6	OT	37.50% (6/16)	36.2%	73.68% (28/38)	37.50% (6/16)	29.2%	66.67% (26/39)	56.25% (9/16)	7.9%	64.10% (25/39)	31.25% (5/16)	26.6%	57.89% (22/38)

How the funding was spent, impact in blue

The funding received for the 2017/2018 cohort was and is being spent in a diverse way to support children across the school and across the curriculum. 24% of PP children are also on our SEN register so there is a large crossover with SEN issues.

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

- **Children's learning mentor** - Works in a number of ways in school.
- 1) Is first response for attendance issues in school and meets and greets late students to establish reasons for lateness/absenteeism, she also builds relationships with families.
- 2) Our CLM provides emotional support on a planned and timetabled basis to students who are experiencing an emotional barrier to learning. Students self-refer, or are referred by Teachers or parents. 'Goodmans' profiles are used to focus on student 'Strengths and Difficulties' and to plan to develop coping skills in these areas to foster resilience in learning back within the classroom. £12000
- 1) **Attendance impact:** Meet and Greet all students at the start of the day, this allows us to be aware of any issues before the start of the day. Our mentor is also available to meet with parents/ carers, and to discuss concerns or even good news.
- Once the school day has started, our mentor then runs a 'late book'. This allows the school to monitor lateness and the reasons. Students are not reprimanded but our mentor reinforces the expectations of being in on time, a note of lunch choice is also made, this has allowed the students to enter the classroom quickly and get on with their learning with minimum disruption.
- Parents and carers of persistent offenders have received a phone call from our mentor, reminding them of the school's expectations, and the impact this has on their child's learning. This information has been shared with the Office Manager and logged, with persistent offenders being then seen by the Head teacher and finally ACE team if no improvements are seen. No attendance cases escalated to fining so improvements, where targeted, where made
- 2) Emotional Support impact: 8 week (1 hour per week) 'Time to Talk' programme with individual children. Impact: 3 students at risk of permanent exclusion are no longer at risk.
- **SENCO** - also inclusion manager - has spent direct time with PPG students who are SEN and PPG . For students at high risk of exclusion, their barrier to learning is possible exclusion. £6500 Impact - 5 students have been at very high risk of permanent exclusion and 4 are no longer at risk of this.
- Deputy HT (Acting from October 2018) - time spent directly on behaviour an hour each day (15mins card duty, 15 mins lunch time issues, 15 mins phone calls/speaking to parents and 15 mins visiting students in class to resolve issue. £4835 Impact: 'Good to be green' monitoring shows that attendance at time out sessions has reduced for PPG students and that those students are receiving fewer warnings within class/learning situations thereby interacting more positively in class.
- Tutoring - PPG students in Year 6 have received small group, after-school tutoring in order to address specific gaps in learning identified by teachers through standardised assessments. £3400 Impact: All students tutored increased knowledge in gap areas as tracked by tutor - these areas focused on key skills: 4 operations in maths, inference and deduction in Reading.

- TA working specifically with students who have significant gaps, are PP and have behaviour difficulties and are working on the very specific targets. £2800 Impact: specific IEP/ behaviour targets met
- TA works on Maths intervention in Y3 (IEP maths children) and baseline based interventions - e.g. number bonds
- Speech and Lang Programme from Sp and lang therapist for PP child
- IEP work and handwriting in Y3
- Read Write Inc. £13000
- **Forest School** - Focus groups work on turn taking, sharing, taking risk, This financial year, 16 PP children have attended Forest School *
Salary costs for Forest School for 2017/18 are: £2000
- **Emerging impact: Improved social skills, ability to speak up and mix within peer group, co-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.**
- Hardship Fund: Financial hardship presents a real barrier for some of our students - they would not be able to attend residential outdoor adventurous learning, nor would some students have appropriate uniform and so be able to participate comfortably and on a level with their peers, without financial assistance from school. £3000
- Swimming: All Year 5 PP non swimmers were funded to learn to swim without water aids - summer 2017. 7 Non swimmers swam 25m unaided after an intensive course, 1 swam 10m unaided. £400
- Nurture groups are established for some PP children in the form of 'Helping Hands (Y3 and 4)' and 'Buddies' (y5 and 6) £9000 + £8000 respectively for TAs trained in nurture provision Impact: Boxall profiles taken pre and post nurture indicate very good progress with children in both developmental and diagnostic strands. A sample PP child in Year 4 made 17 points progress towards a 'normal level' of 'negativity towards others' (from 19 to 2 - normal being a level of 1). Students have been able to show a much greater focus for learning once they have graduated from Nurture and have re-entered class. This is borne out by Year 4 cohort making more progress than any other year group across school currently.
- Our Nurture group has recently been awarded Gold status of quality assurance
- **setting within Y6** - PP group established to provide more beneficial adult to child ratio (1:10) for English and Maths and Reading from September 2017 onwards. 2 full days per week, role. £8000
- ACE - attendance improvement - £735

Total £61 970 The surplus of £1230, was kept as a contingency to support any newly identified students, these could be new to school or recently placed on the FSM register. There is often a funding lag, sometimes of a year, and the school feels it would like to purchase support even though the PP funding has yet been received.