

Pupil Premium Statement for Hursthead Junior School

The Pupil Premium is funding provided to schools, in addition to main school funding. It was introduced by the government in 2011 as a means to improve outcomes for disadvantaged learners and to narrow the attainment gap. It is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last 6 years. Schools also receive funding for children who are 'Looked After Children' or children who have been adopted. It is up to schools to decide how to spend the Pupil Premium, since they are best placed to decide what provision should be made to meet the needs of individual pupils within the school.

At Hursthead Junior School we ensure that all pupils have access to high quality teaching and learning opportunities and a significant amount of our budget is allocated to this. We keep up-to-date with research and case studies documenting best practice surrounding the use of Pupil Premium Funding but have developed our own approach to the allocation of the funding. We do not want interventions to be required to make up for anything less than high quality teaching and continue our relentless drive to maintain and improve the quality of teaching and learning for all. We aim to identify and address any gaps as soon as possible. We are constantly evaluating, reviewing and updating the ways in which we are planning for and implementing the funding and measuring the impact of our allocation.

No single intervention serves to provide a complete solution to any individual child's needs. However, we aim to provide the best opportunities for pupils to succeed. We never assume that children entitled to Pupil Premium funding are low ability children. We offer a range of different, bespoke provisions which meet the individual needs of the entitled children. This provision is rigorously monitored, evaluated and the impact discussed with teachers, parents and children on a half termly basis so that we can be sure that we are making a clear difference to the outcomes for our pupil premium children.

Pupil Premium Funding 2016-2017:
How funding was allocated and the effect of the expenditure

Total amount received: £34,640

(based on 24 pupil premium children in school during the academic year 2015-2016)

In Summer 2016- 24 pupil premium children (7% of school)

In Autumn 2016 – 19 pupil premium (5% of school)

In Spring 2017- 21 pupil premium children (6% of school)

| Provision | Costs | Objectives | Intended Impact | Review of Provision Summer 2017 |
|--|-------|---|---|---|
| Teacher-led targeted small group or individual learning activities (after school or afternoon sessions). | £5000 | To meet the needs of individuals- aims are agreed, planned and regularly evaluated between class teacher and the teacher delivering the sessions. | Increased confidence of PP children in class lessons. Deeper understanding of concepts rehearsed, consolidated or pre-taught in interventions. | <p>In Y5- 67% of PP children who took part in the extra sessions in a targeted area improved on their performance from Y4 (eg moving from M to M+) and the remaining children achieved the same level in this subject area.</p> <p>In Y4-50% of PP children who took part in the extra sessions in a targeted area remained the same and 2 improved on their performance from Y3.</p> <p>In Y3, 100% of the PP pupils who took part in extra sessions for at least one term met the expected standard in their targeted area.</p> |

| Provision | Costs | Objectives | Intended Impact | Review of Provision Summer 2017 |
|--|-------|--|---|--|
| Targeted sessions with Deputy Headteacher to support the development of appropriate learning behaviour in school- both in classroom and in playground. | £6600 | To give identified children strategies needed to deal with different emotions during lessons and at playtimes, and therefore improve their focus on academic learning. | Decrease in “red” and “amber” behaviour both in the classroom and in the playground. Increased participation and effort in lessons, leading to improved learning outcomes. | Class teachers and lunchtime supervisors report less incidents with identified children. Progress evident in identified children’s books- both in quality and quantity of work produced during lessons. |
| Targeted 1-1 or small group sessions with Year 6 PP children to prepare for National Curriculum tests | £4400 | To meet the needs of the individual- sessions are planned to consolidate, pre-teach and extend PP children as needed. | PP children meet Y6 targets set at start of year and make expected progress from KS1 | <u>PP children in Y6:</u> (4% of Y6 cohort were eligible for PP funding) 100% met expected standards in maths. 75% met expected standard or above and 25% achieved greater depth in writing. 75% met the expected standard or above and 50% achieved a High Scaled Score in reading. |
| Lunchtime support from teaching assistant and individual “check-ins” with identified children | £3600 | To support pastoral needs of identified children and support children make transitions between year groups and key stages. | Identified children are given strategies to support them when faced with situations which may result in anger or anxiety. Identified children learn to discuss their feelings with identified adult and use taught strategies in playground and dinner hall regularly. | During progress reviews, identified children expressed how having a specific adult to discuss anger/anxiety/ friendship issues with helped them develop and use strategies in the playground. Class teachers and lunchtime supervisors report less incidents with identified children. |

| Provision | Costs | Objectives | Intended Impact | Review of Provision Summer 2017 |
|--|-------|---|---|---|
| Teaching assistant support in class and small group interventions including rapid reading | £7000 | <p>To support academic achievement and progress of underperforming pupil premium children.</p> <p>To reduce the gap between PP and non-PP children academically</p> | PP children who may struggle in class are able to access curriculum with support and make progress towards meeting some of the age-related expectations, | <p>Of the PP children who had rapid reading sessions all year, 67% made significantly above expected progress, making increases of over 2 years in 10 months.</p> <p>Of the PP children who had rapid reading sessions for part of the academic year, 100% made significantly above expected progress, making increases of at least 8 months in a term.</p> |
| Social games groups with teaching assistant and friendship groups for identified individuals | £1000 | To support identified children to develop skills needed to improve learning eg communication, teamwork and cooperation | Increased confidence in class and in social situations of identified pupils. | <p>Teachers and teaching assistants report that the PP children who took part in these groups are more able to engage in playground activities with a wider social group of friends, and show less signs of anxiety when dealing with social situations.</p> <p>Teachers also report an increase in confidence and engagement in lessons, leading to better outcomes in the curriculum.</p> |
| Year group specific events such as residential visits, school trips and visitors to school | £2800 | To subsidise extra-curricular events and enrichment activities for disadvantaged pupils. | Increased engagement of PP pupils in school life and improved relationships with peers within the year group, thus increasing confidence which will lead to better academic outcomes. | Teachers, teaching assistants and parents report increased confidence and improved social skills such as teamwork and communication with others. |

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|---|---------------------|--|---|--|
| External agencies such as support for EAL pupils, LSS, Speech and Language therapy and Primary Jigsaw | £4000 | To support identified pupils with specific learning or social difficulties with targeted work from outside professional agencies. | Increased confidence in class and ability to access more aspects of the year group objectives and the National Curriculum. | Evidence recorded for individuals on SEN support plans and PEPs as appropriate. |
| CPD for staff to ensure quality first teaching for all (% of cost for PP children) | £1000 approximately | To ensure high quality professional opportunities, training, coaching and team teaching designed to continue to raise the standards of teaching and learning for all pupils. To ensure all teachers and teaching assistants fully understand changes to the National Curriculum and Assessing without Levels. | All children, including PP children receive excellent, high quality teaching from staff who have a clear understanding of the National Curriculum and how to ensure all pupils make progress. | Different staff have attended the following CPD which has helped them to support all pupils, including those eligible for PP funding: -Supporting children with ADHD -Building mathematical understanding -Dyslexia and multi-sensory teaching -Using book scrutiny to monitor teaching and learning -Behaviour Management -Dyslexia in maths -Shakespeare Festival -Restorative Approaches -Effective provision mapping - Trafford Teaching Alliance Conference |
| ACTUAL SPEND | £35,000 | | | |