



PUPIL PREMIUM STRATEGY 2017-2018

Pupil Premium is specific, additional funding provided to support the education of pupils known to be eligible for free school meals at any point in the last six years, children who have been looked after continuously for a period of six months or who left local authority care on a special guardianship order or child arrangements order and children whose parents are currently serving in the armed forces or have been eligible in the previous four years.

Pupil Premium Plus is specific, additional funding for children who are adopted.

Number/percentage of children in school who are eligible for Pupil Premium/Pupil Premium Plus: **33 pupils (13%)**

This includes:

Pupil Premium: **29 pupils**

Pupil Premium Plus (adopted children): **4 pupils**

Number/percentage of children who are eligible for Pupil Premium and who are on the SEN register: **14/33 (42%)**

Number/percentage of children who are eligible for Pupil Premium and who are on roll in the Integrated Resource: **7/33 (21%)**.

There is also a pupil with an unofficial place (awaiting a funded place) in the IR.

Number/percentage of children who are eligible for Pupil Premium and who are on SEN Support: **6/33 (18%)**

Number/percentage of children who are eligible for Pupil Premium and who have EHCPs:

8/33 (24%)

Number/Percentage of children who are eligible for Pupil Premium and who are not on the SEN register: **19/33 (58%)**

Funding for financial year 2017-2018 for children eligible for Pupil Premium:

29 X £1320 = **£38280**

Funding for financial year 2017-2018 for children eligible for Pupil Premium Plus:

4 X £1900 = **£7600**

Total amount of Pupil Premium/ Pupil Premium Plus funding for financial year 2017-2018 = **£45,880**

NUMBER OF CHILDREN IN EACH YEAR GROUP ELIGIBLE FOR PUPIL PREMIUM/PUPIL PREMIUM PLUS:

PUPIL PREMIUM

Year 3	9
Year 4	8
Year 5	3
Year 6	9
Total	29

PUPIL PREMIUM PLUS

Year 3	0
Year 4	1
Year 5	2
Year 6	1
Total	4

IDENTIFIED BARRIERS TO EDUCATIONAL ACHIEVEMENT

Nook Lane Junior School has identified the following as barriers (or potential barriers) for some of the children in receipt of Pupil Premium:

- Children in receipt of Pupil Premium who are at risk of exclusion.
- The number of children who are in receipt of Pupil Premium and also in the Integrated Resource (7) out of the 11 funded places (with 1 unofficial, not currently funded placement).
- The number of children who are in receipt of Pupil Premium and also on the SEND register for autism (10).
- The number of children who are in receipt of Pupil Premium and SEND for emotional wellbeing.
- Children in receipt of Pupil Premium with high prior attainment who may be vulnerable to not making required progress.
- Access to extra-curricular activities (educational experiences such as visits, residential experiences, musical instrument lessons and participation in physical activities)

Also, school needs to consider:

- **Children (PP) who do not have additional needs, involvement of outside agencies or other vulnerabilities and what they can access in terms of provision.**
- **Those children (PP) who are achieving well and what they can access in terms of provision or opportunities.**

Key Expenditure – How the Allocation will be Spent:

Area of expenditure	Focus	Total allocation
Children eligible for Pupil Premium with high prior attainment who may be vulnerable in making required progress	Maths & English (Additional teaching/small group tutor sessions)	<u>£7000</u>
Child eligible for Pupil Premium who are at risk of exclusion	Inclusion & achievement Offer provisional place for mainstream child in the Integrated Resource & deploy additional teaching assistant to provide support.	<u>£18,000</u>
The number of children who are eligible for Pupil Premium and also in the Integrated Resource: 7/33	Inclusion & achievement (contribution towards intensive support required for children in the IR – deploy additional teaching assistants in IR)	<u>£18,000</u>
Access to extra-curricular activities (educational experiences such as trips, residentials, music lessons, extra-curricular swimming sessions and participation in physical activities)	Personal & social	<u>£2000</u>
The number of children who are in receipt of Pupil Premium and also on the SEND register for autism.	Inclusion	Autism Education Trust training <u>£680</u> 2:1 work supporting children on outings: <u>£400</u>
The number of children who are in receipt of Pupil Premium and SEND for emotional wellbeing/attachment	Supporting families & engaging learning – attendance at training & panels	Hope Attachment training/ Consultant cost: <u>£400</u> Resources/books on attachment: <u>£100</u> Subscription for Adoption UK: <u>£300</u> Cover for teacher to attend Chrysalis/Hope Attachment meetings: <u>£300</u> Other Locality G training related to emotional wellbeing Theraplay/nurture group training/attachment & trauma/Mental Health Conference etc: <u>£500</u> <u>Total: £1600</u>
Funding for additional resources	English & Maths (Laptops) SCG Reading comprehension/maths etc.	<u>£1200</u>
Total		£ 48,560 (includes overspend)

Expenditure – Intended Outcomes and Actions:

Area of expenditure	Intended Outcomes – why these approaches have been taken	Actions
<p>Children eligible for pupil premium (including pupils with high prior attainment) who may be vulnerable in making required progress</p>	<p>Improve learning outcomes in reading, writing and maths.</p> <p>Small targeted teaching groups to enable more focused work for groups of learners.</p> <p>Improve confidence for children in specified areas.</p> <p>Consolidate learning completed in classes – time for practice and application of skills</p> <p>Tailor learning tasks to specific needs of pupils – close gaps in understanding.</p>	<p>Deliver tutoring & post learning sessions for pupil premium children to address misconceptions and prepare for next lesson.</p>
<p>Child eligible for Pupil Premium who are at risk of exclusion</p>	<p>Enable vulnerable child to avoid exclusion, develop self-esteem and confidence, make a positive contribution and achieve.</p> <p>Decrease incidences of disruption to enable rest of children in Y5 to achieve.</p>	<p>Offer provisional IR place for vulnerable pupil at risk of exclusion.</p> <p>Deploy additional TA to support pupil</p> <p>Clear communication between teacher & TA in lessons.</p> <p>Use green behaviours/visuals/clear structure to enable vulnerable child to access lessons.</p> <p>Combination of working in IR class, withdrawal for focused work, supervised breaks, reintegration into class with support.</p>
<p>The number of children who are eligible for Pupil Premium and also in the Integrated Resource: 7/33</p>	<p>Enable large cohort of children with Pupil Premium to access the curriculum successfully.</p>	<p>Deploy additional teaching assistant to support pupils eligible for Pupil Premium in the Integrated Resource.</p>

	<p>Deployment of additional teaching assistant: this is a contribution towards the fact that many of the children on pupil premium in the IR need intensive, personalised (1-1) support that exceeds the funding provided by the LA.</p>	
<p>Children eligible for Pupil Premium with high prior attainment who may be vulnerable in making required progress</p>	<p>Ensure that the school is considering those children who although disadvantaged are of high prior ability.</p>	<p>Deploy additional teacher(s) in Year 6 for small group work with targeted children</p> <p>Carefully track progress of children on Pupil Premium with high prior attainment - how on track they are to reach their targets?</p> <p>Teachers proactive in ensuring that wave 1 teaching caters for Pupil Premium children with high prior attainment.</p> <p>Teachers deliver post learning (e.g. same day maths/reading interventions) for those children with high prior attainment who are at risk of meeting their targets.</p>
<p>Access to extra-curricular activities (educational experiences such as trips, residential, music lessons and participation in physical activities)</p> <p>This can be a particular focus for children on pupil premium with high prior attainment who are achieving well. Ensure that children can access educational visits, residential and off-site learning (e.g. swimming) with additional support.</p>	<p>Ensure that children on Pupil Premium are able to access residential experiences and activities on offer in school and out of school.</p>	<p>Ensure that children who are interested in music lessons/other extra – curricular activities have access to funding for these sessions if they require it.</p> <p>Ensure that all children participate in residential experiences. Children eligible for Pupil Premium entitled to financial help, if required.</p>

The number of children who are in receipt of Pupil Premium and also on the SEND register for autism.	Ensure that all staff are up to date with autism training. Children's needs met with high quality support.	Autism Trust training for staff who support children with autism. 2:1 support for identified pupil premium children in the IR, as appropriate, for outings to increase independence, social development and self-esteem
The number of children who are in receipt of Pupil Premium and SEND for emotional wellbeing.	Supporting families & engaging learning Improving children's emotional health and readiness for learning.	Participation in a range of training opportunities/access to resources. Participation in Early Help panel meetings to discuss strategies to support children's wellbeing.
Funding for additional resources	Enable children who struggle with handwriting & spelling to have access to a word processor.	Purchase laptops for children with specific learning difficulties on Pupil Premium

How will the school measure the impact of the Pupil Premium?

- Headline progress and attainment data for children on pupil premium
- De-segregated data for typical children (not in the IR/no SEN/vulnerability) on pupil premium
- Analysis of data – including reading ages/independent skills/progression in PSHE for children in the IR
- Analysis of attendance for targeted children
- Analysis of scaling scores for impact on emotional wellbeing
- Impact on number of FCAFs/PSPs/ fixed term exclusions/incidents/feedback from inclusion team & LTA team briefings/number of sanctions in school (e.g. red box/seclusion)
- Measure the extent to which children have met their targets in IEP meetings/pupil progress meetings
- Impact of enrichment activities music lessons/after school club

Designated staff member in charge: Steven Arbon-Davis

Nominated Governor: Diane Shaw

EVALUATION

YEAR 6 MAINSTREAM CHILDREN ON PUPIL PREMIUM (7 CHILDREN)

END OF KEY STAGE 2 SATS

Scaled Score for the Expected Standard is 100+

Scaled Score for Greater Depth/Higher Standard is 110+

Maximum Scaled Score is 120

	Reading	Writing	Maths	GPS
Child 1	109 (EXP)	EXP	100 (EXP)	102 (EXP)
Child 2	102 (EXP)	EXP	94 (WTS)	98 (WTS)
Child 3	105 (EXP)	EXP	105 (EXP)	110 (GD)
Child 4	103 (EXP)	EXP	101 (EXP)	99 (WTS)
Child 5	115 (GD)	EXP	108 (EXP)	108 (EXP)
Child 6	104 (EXP)	EXP	102 (EXP)	107 (EXP)
Child 7	117 (GD)	GD	113 (GD)	120 (GD)
Mainstream Pupils Average Scaled Score	755 /7 = 107.8	N/A as no scaled score given	723/7 = 103.2	744/7 = 106.3
Mainstream Pupils EXP+	7/7 = 100%	7/7 = 100%	6/7 = 86%	5/7 = 71%

So the table above indicates clearly that the mainstream children on Pupil Premium in Year 6 have performed extremely well. This represents a significant improvement on the previous year.

Now, if we include the results for children in the IR:

Including All Children on Pupil Premium in Year 6 (10 with 3 pupils from the IR)

	Reading	Writing	Maths	GPS
Child 8	99 (WTS)	WTS	94 (WTS)	95 (WTS)
Child 9	86 (WTS)	PKG	84 (WTS)	89 (WTS)
Child 10	-	PKG	-	-
All Pupils Average Scaled Score	940/10 = 94	N/A as no scaled score given	901/10 =90.1	928/10 =92.8
All pupils EXP+	7/10 = 70%	7/10 = 70%	6/10 = 60%	5/10 = 50%

Clearly, the scaled scores and percentages are adversely affected by including the three pupils on Pupil Premium in the IR.

It is important to add that whilst the three children in the IR attained less well than mainstream pupils, the school can point to significant holistic progress for these children, given their complex profiles and complicated educational experiences before joining the school.

Data for children on pupil premium from other year groups

Year 4 (9)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Reading	11%	33%	22%	33%	0%
Year 5 (9)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Reading	33%	22%	33%	11%	0%
Year 6 (4)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Reading	25%	25%	25%	25%	0%