

Pupil Premium Review & Summary Reports

BLJS_PUPIL PREMIUM SUMMARY REPORT_November_2016_Mrs_Duynstee_Headteacher

Evaluation and impact of 2015/16 (previous Headteacher Carl Thornton)			
<ul style="list-style-type: none"> Strategic spending of the Pupil premium grant will ensure that pupils receive support and intervention tailored to their needs Pupils eligible for Pupil Premium support are clearly identified across all year groups 			
Overview of expenditure for 2015/16:		Total spending £155,791	
Qualifying Pupils	Ever 6 FSM	Looked After Children	Service Families
125	122	4	0
Pupil Premium Actions and impact: 2015-16			
Strategy	Cost	Impact/Outcomes	
<p>Teaching and learning</p> <p>A wide range of teaching and learning programmes that develop teacher skills and classroom practice. These include:-</p> <ul style="list-style-type: none"> Tailored in-house support for T and L-moving to outstanding ...Achievement For All ...Prospects Services to support T and L-Trevor Davies ...Gateway Alliance-supporting subject Leaders <p>A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils.</p>	£3000	<ul style="list-style-type: none"> All teaching at least good or better Achievement for All running across all year groups and all classes Prospects evaluate books as good Subject leaders up-to-date and able to write action plans Newly appointed additional Learning and Behaviour Mentor to support pupils and families 	
<p>Transition</p> <p>A targeted transition programme for Year 6 pupils takes place during the summer term. This allows any disadvantaged or vulnerable pupils to gain extra support and guidance during the transition phase to Year 7.</p>	£1000 (to support visits to other school and release time for class teacher)	<ul style="list-style-type: none"> Smooth transition of pupils from Years 6 to 7 Additional visits for more vulnerable such as LAC and SEN higher level needs for SEMH/ ASD 	
<p>Mentoring and well-being support</p> <p>One to one and group mentoring supports pupils with emotional and/or personal problems. When required pupils have a key member of staff who tracks and monitors progress against specific targets.</p>	£12000 (Learning Mentor salary 50%)	<ul style="list-style-type: none"> Two Learning and Behaviour mentors offer reactive and proactive support Increase in families supported through CAF 	
<p>Support for learning and inclusion</p> <p>Many aspects of the inclusion team impact on the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> Inclusive learning room and Inclusion Manager Early identification and targeted support Alternative provision support 	£49992 (JG salary 50%; AD salary FT; W salary 50%)	<ul style="list-style-type: none"> Wider access to Nurture provision 	

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<ul style="list-style-type: none"> • Support from external agencies • Motivational support to raise aspirations • Targeted projects for specific groups of disadvantaged pupils 		
<p>Leadership and management</p> <p>Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes:</p> <ul style="list-style-type: none"> • Leadership and management of an intensive identification process • Vigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place • Reviewing the impact of all provisions and interventions that are in place • Leading whole school events for disadvantaged pupils including parental engagement and motivational events 	<p>£31500 (Deputy release time)</p>	<ul style="list-style-type: none"> • Inclusion Manager appointed • Achievement for All lead appointed and now a clear whole school focus • DHT leads on Pupil Progress meetings ('So What?' grids) resulting in a higher focus on Pupil Premium pupils • Impact of 'So What?' grids measured termly and support re-addressed as necessary • Greater parental involvement at coffee morning events
<p>Intervention support groups</p> <p>An in depth programme of intervention support groups, this includes:</p> <ul style="list-style-type: none"> • Pupils not making the expected progress in English and mathematics • Pupils with social communication barriers • Pupils with very low reading ages • Extra English for pupils new to the country (EAL) • Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy 	<p>£39959 (KB salary; AS 1 day; IC 2days; KP 1.5days)</p>	<ul style="list-style-type: none"> • Pupil Progress meetings take place termly and involve key staff such as SENCO; AHT; Maths and English leads • English lead delivered additional English support to PP pupils in year 6 • Additional teacher bought in to support Basic Maths skills and x tables to PP pupils (focus: yr3/4) • Spring 2 and Sumer 1 additional sessions before and after school for PP pupils behind in Maths and English (esp Reading)
<p>Enrichment activities</p> <p>A wide range of extra-curricular activities on offer to engage pupils during lunch time and after school. This includes sports club, academic clubs, breakfast clubs and many more.</p> <ul style="list-style-type: none"> • ...Artist in residence • ...Minibus to ensure all pupils have access to educational visits •Castleton trip •Paris trip •Music tuition • Sports and after school clubs are provided free of charge 	<p>£8920</p> <p>£2520</p> <p>£5000</p> <p>£500</p> <p>£900</p> <p>£500</p>	<ul style="list-style-type: none"> • Artist providing CPD across classes to all year group (currently on sick leave) • PP children accessed Paris and Castleton residential trips • Wider opportunities provided in lunchtime and before/ after school clubs • Play-leaders

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Current attainment – SATs 2016 (RAISE on line unvalidated_Nov_2016)		
Curriculum areas:	Disadvantaged Pupils (our school):	All pupils Nationally:
% Achieving the expected standard in Reading, Writing and Maths	31%	53%
% Achieving the expected standard in Reading	49%	71%
Progress score in Reading	-2.90	1.17
% Achieving the expected standard in Writing	74%	74%
Progress score in Writing	1.59	1.19
% Achieving the expected standard in Maths	54%	70%
Progress score in Maths	-1.25	1.00

SCHOOL	Boughton Leigh Junior School	HEADTEACHER	Carl Thornton	DATE:	Aug 2015
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PUPIL PREMIUM SUMMARY REPORT

Pupil Premium - The key priorities:

Our core aim is:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expect to see:

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress;
- Close attainment gaps relative to school averages;
- Enhance reading, writing, mathematics and communication skills;
- Engage and develop learning through a comprehensive extra-curricular provision;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- Support pupils in becoming aspirational, confident and successful learners

Evaluation and impact of 2012/13 and key developments for 2013/14

Strategic spending of the Pupil premium grant will ensure that pupils receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups.

Overview of expenditure for 2014/15 was as below: Total spending £ 155791

Qualifying Pupils	Ever 6 FSM	Looked After Children	Service Families
108	104	3	1
Lead Teacher	Paula Duynstee	Funding 2014-15	

Strategy	Cost £
<p>Teaching and learning</p> <p>A wide range of teaching and learning programmes that develop teacher skills and classroom practice. These include:-</p> <ul style="list-style-type: none"> • Tailored in-house support for T and L-moving to outstanding • ...Achievement For All • ...Prospects Services to support T and L-Trevor Davies • ...Gateway Alliance-supporting subject Leaders <p>A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils.</p>	<p>£3000</p>
<p>Transition</p> <p>A targeted transition programme for Year 6 pupils takes place during the summer term. This allows any disadvantaged or vulnerable pupils to gain extra support and guidance during the transition phase to Year 7.</p>	<p>£1000 (to support visits to other school and release time for class teacher)</p>
<p>Mentoring and well-being support</p> <p>One to one and group mentoring supports pupils with emotional and/or personal problems. When required pupils have a key member of staff who tracks and monitors progress against specific targets.</p>	<p>£12000 (Learning Mentor salary 50%)</p>
<p>Support for learning and inclusion</p> <p>Many aspects of the inclusion team impact on the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> • Inclusive learning room and inclusion manager • Early identification and targeted support • Alternative provision support • Support from external agencies • Motivational support to raise aspirations • Targeted projects for specific groups of disadvantaged pupils 	<p>£49992 (JG salary 50%; AD salary FT; W salary 50%)</p>
<p>Leadership and management</p> <ul style="list-style-type: none"> • Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes: • Leadership and management of an intensive identification process 	<p>£31500 (Deputy release time)</p>

<ul style="list-style-type: none"> • Vigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place. • Reviewing the impact of all provisions and interventions that are in place. • Leading whole school events for disadvantaged pupils including parental engagement and motivational events 	
<p>Intervention support groups</p> <p>An in depth programme of intervention support groups, this includes:</p> <ul style="list-style-type: none"> • Pupils not making the expected progress in English and mathematics • Pupils with social communication barriers. • Pupils with very low reading ages. • Extra English for pupils new to the country (EAL). • Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy. 	<p>£39959 (KB salary; AS 1 day; IC 2days; KP 1.5days)</p>
<p>Enrichment activities</p> <p>A wide range of extra-curricular activities on offer to engage pupils during lunch time and after school. This includes sports club, academic clubs, breakfast clubs and many more.</p> <ul style="list-style-type: none"> • ...Artist in residence • ...Minibus to ensure all pupils have access to educational visits. •Castleton trip •Paris trip •Music tuition • Sports and after school clubs are provided free of charge. 	<p>£8920</p> <p>£2520</p> <p>£5000</p> <p>£500</p> <p>£900</p> <p>£500</p>

PUPIL PREMIUM 2015	Reading attainment					Writing attainment				Maths attainment					
	End of prev		Autumn	Spring	Summer	End of prev		Autumn	Spring	Summer	End of prev		Autumn	Spring	Summer
	KS1	YR				KS1	YR				KS1	YR			
Y3 24 pupils	14.8	14.8	16.6	17.7	19.2	14.3	14.3	15.2	16.5	17.9	15.4	15.4	16.8	18.0	19.5
Y4 30 pupils	15.1	18.7	20.2	21.1	22.8	14.0	17.3	18.8	20.0	21.4	15.3	18.7	20.1	20.9	22.6
Y5 26 pupils	14.6	22.2	23.1	24.5	26.0	13.3	20.6	21.8	23.0	24.5	14.4	21.5	22.3	23.7	25.2
Y6 TA * 26 pupils	13.0	24.5	25.6	27.1	27.7	12.9	23.3	24.3	25.8	26.8	14.6	24.8	25.7	27.3	28.0
Y6 SATs					25.2					26.5					28.4

TA* Teacher assessment regarding in class performance

Non-PUPIL PREMIUM 2015	Reading attainment					Writing attainment				Maths attainment					
	End of prev		Autumn	Spring	Summer	End of prev		Autumn	Spring	Summer	End of prev		Autumn	Spring	Summer
	KS1	YR				KS1	YR				KS1	YR			
Y3 84 pupils	16.9	16.9	18.5	20.3	21.2	16.0	16.0	17.5	18.7	20.2	16.8	16.8	18.5	19.5	21.0
Y4 81 pupils	17.2	21.4	23.2	24.3	25.3	16.3	20.0	21.7	22.8	24.0	17.0	20.8	22.6	23.7	25.0
Y5 74 pupils	15.8	24.0	25.4	26.6	28.2	14.6	22.3	23.6	24.6	26.3	15.8	23.3	24.6	25.8	27.4
Y6 TA * 62 pupils	16.0	27.9	29.3	30.3	31.0	15.4	26.4	27.7	29.1	30.1	16.6	27.7	29.0	30.1	30.9
Y6 SATs					29.0					29.6					30.6

TA* Teacher assessment regarding in class performance

PUPIL PREMIUM 2014	Reading attainment					Writing attainment					Maths attainment				
	End ofprev		Autumn	Spring	Summer	End ofprev		Autumn	Spring	Summer	End ofprev		Autumn	Spring	Summer
	KS1	YR				KS1	YR				KS1	YR			
Y3 29 <i>pupils</i>	15.0	15.0	16.1	17.1	18.4	13.8	13.8	14.9	16.0	17.2	15.3	15.3	16.5	17.6	18.6
Y4 22 <i>pupils</i>	15.1	18.8	20.1	21.0	22.9	13.9	17.2	18.5	19.2	21.0	14.7	18.3	18.9	20.3	21.9
Y5 26 <i>pupils</i>	13.0	20.5	21.9	22.9	24.3	12.8	19.0	20.2	21.8	23.4	13.7	20.7	21.9	23.1	24.6
Y6 TA* 23 <i>pupils</i>	15.3	23.3	26.4	27.7	29.3	15.0	23.2	25.9	25.9	28.0	15.4	24.3	26.1	27.9	29.2
Yr6 SATs					28.9					27.7					29.6

TA* Teacher assessment regarding in class performance

Non-PUPIL PREMIUM 2014	Reading attainment					Writing attainment					Maths attainment				
	End ofprev		Autumn	Spring	Summer	End ofprev		Autumn	Spring	Summer	End ofprev		Autumn	Spring	Summer
	KS1	YR				KS1	YR				KS1	YR			
Y3 85 <i>pupils</i>	16.5	16.5	17.6	19.3	21.3	15.8	15.8	16.7	18.3	19.9	16.4	16.4	17.5	19.1	20.6
Y4 78 <i>pupils</i>	15.2	19.4	21.0	22.1	24.0	14.3	18.1	19.5	20.7	22.2	15.5	19.1	20.7	21.8	23.3
Y5 65 <i>pupils</i>	15.5	24.3	25.0	26.7	28.0	15.1	22.5	23.5	25.3	26.5	16.1	23.8	24.6	26.3	27.7
Y6 TA* 52 <i>pupils</i>	14.7	26.2	26.7	29.3	30.1	14.7	25.4	25.8	27.9	28.8	15.3	25.8	26.5	28.9	30.0
Y6 SATs					29.8					28.3					30.6

TA* Teacher assessment regarding in class performance