

Pupil Premium Strategy: 2016/17

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	246
Total number of pupils eligible for PPG	Pupils Eligible for Free School Meals: 33
Amount of PPG received per pupil	FSM – £1,320 LAC - £1900 POST LAC – 1900 Service - £600
Total amount of PPG received	£47,960

Year Group	Hours	Weekly Cost	Annual Cost (x 46 weeks)	Number of PP children who will benefit	Rationale
3	13	£156	£7176	6	Accelerate progress, particularly in reading comprehension and number fluency.
4	13	£156	£7176	5	
5	13	£156	£7176	14	
6	13	£156	£7176	8	
TA dedicated support	21	£252	£11592	33	Reduce adult:child ratios.
Additional Support (TA in afternoons)	8	£96	£4416	33	Provide SEND support. Provide emotional and behavioural support.
SENAAT (SEND Advice Team)	3.5 days		£1580	8	Provide enriched, memorable experiences.
Positive Resolutions (Family Support)	On-going		£1900	5	

Residential trips/visits subsidy			£800	6	
Total Cost			£48992	33	

Nature of support 2016/17

There are two elements to the school's strategy:

1. Academic: ensuring those pupils who need to catch up in reading, writing and/or maths receive timely and effective additional support.
2. Pastoral: providing those pupils with mental health or behaviour issues receive the support they need to enable them to contribute positively to the school community and to fully access the curriculum.

Year 3

Small group handwriting support

Small group spelling support

Small group reading and comprehension support

Small group support in class – literacy and maths

Small group 'Singapore' maths intervention

1:1 reading and spelling intervention

Individual reading support

Year 4

Small group handwriting

Small group spelling support

Small group reading and comprehension support

Small group support in class – literacy and maths

Small group 'Singapore' maths intervention

1:1 reading and spelling intervention

Individual reading support

Guided reading

Year 5

Small group spelling support

Small group reading and comprehension support

Small group support in class – literacy and maths

Small group ‘Singapore’ maths intervention

1:1 reading and spelling intervention

Individual reading support

Guided reading

Social skills intervention

Year 6

Small group spelling support

Small group reading and comprehension support

Small group support in class – literacy and maths

Small group ‘Singapore’ maths intervention

1:1 reading and spelling intervention

Guided reading

Social skills intervention

Teaching Assistant time to support children in the classroom alongside the class teacher in English and Maths in all year groups.

Teaching Assistant time to support children in the afternoons.

The school uses Pupil Premium funding to buy in a Family Support Service (Positive Resolutions) to support both children and families who are struggling with emotional issues. This includes support for families who have experienced a trauma of some kind such as a family bereavement or a break-up, or when there is conflict in the family which has an adverse effect on the emotional well-being of the child. The service is immediate, so that when the need for support is agreed between the family and school, it can be in place within weeks. Though less quantifiable than academic intervention, the effects of this support are very clear to see, with children who were withdrawn and unhappy before the intervention, being far more engaged and contributing positively to the school and home community, following it. Where behaviour is an issue with these pupils, significant improvements are very clear after the intervention and in these cases, improvements in academic progress are evident.

A further use of the Pupil Premium funding is to provide financial support for those families who are unable to afford to pay for our two residential trips to Barnstondale Outdoor Activity Centre (a two night stay for Year 4 pupils) and Castle Head Field Study Centre (a four

night stay for Year 6 pupils). Without this funding some children would not be able to attend these trips and would therefore miss out on the invaluable experiences they offer. Although the impact of these experiences cannot be measured in data form, the benefits in terms of an increase in the children's self confidence and self esteem are clear to see.

Measuring the effectiveness of our Pupil Premium Strategy

We evaluate the impact of the strategy on a daily basis, measuring each pupil's progress towards their daily targets in lessons and their longer term 'bookmark' targets.

In addition, a termly summative test is used to inform pupil progress. Our robust tracking system enables staff to closely monitor progress and to identify when interventions are working or need to be amended.

Some of the costs above are projected and may be adjusted throughout the year depending on the needs of the children. Evaluation will focus on pupils' attainment, progress and self-confidence following intervention support.

The Pupil Premium Strategy will be reviewed during the week beginning Monday 10th July, when the results of the end of Key Stage 2 tests are available.

Attainment and possible barriers to learning

Current Attainment (Year 4 – 6)	
% PP pupils working at expected or above in reading	54%
% PP pupils working at expected or above in writing	71%
% PP pupils working at expected or above in maths	46%
% PP pupils working at expected or above in Grammar, Punctuation and Spelling	68%
Barriers to future attainment	
A lack of understanding of basic skills (reading comprehension, number fluency)	
Identified as requiring SEND support	
Identified as requiring emotional/behaviour support	
Adult : child ratio	

The following is a summary of the impact of the Pupil Premium Strategy in 2015/16:

YEAR 6 COHORT (7 pupils)

PUPIL PREMIUM ATTAINMENT

Reading

The Average Scaled Score of Pupil Premium children is 102.8 (3.0 above Pupil Premium children nationally and 1.0 below non-Pupil Premium children nationally).

77.8% of Pupil Premium children achieved the national standard (25.5% above Pupil Premium nationally and 6.1% above non-Pupil Premium children nationally).

Writing (writing is teacher assessed so there are no scaled scores)

88.9% of Pupil Premium children achieved the national standard (25.7% above Pupil Premium nationally and 10.3% above non-Pupil Premium children nationally).

Maths

The Average Scaled Score of Pupil Premium children is 102.2 (1.6 above Pupil Premium children nationally and 2.0 below non-Pupil Premium children nationally).

77.8% of Pupil Premium children achieved the national standard (21.1% above Pupil Premium nationally and 2.6% above non-Pupil Premium children nationally).

Reading, Writing and Maths combined

77.8% of Pupil Premium children achieved the national standard (39.4% above Pupil Premium nationally and 18.2% above non-Pupil Premium children nationally).

PUPIL PREMIUM PROGRESS

In Year Progress (Expected progress is 6 steps from the end of Year 5 to the end of Year 6)

Reading: 7.3

Writing: 12.3

Maths: 7.7

Progress of Pupil Premium children was better than expected in all areas.

Progress from Year 2 to 6

Reading: -1.9 (1.6 below national non-disadvantaged)

Writing: +1.2 (1.1 above national non-disadvantaged)

Maths: -2.4 (2.2 below national non-disadvantaged)

SCHOOL OVERVIEW:

PROGRESS (Expected progress is 6 points per year)

YEAR 3 (5 pupils)

Reading: 7.2

Writing: 9.0

Maths: 7.6

Progress of Pupil Premium children was better than expected in all areas.

YEAR 4 (14 pupils)

Reading: 4.9

Writing: 6.2

Maths: 6.2

Progress in reading was less than expected. Pupil Premium funding will be targeted to these children in 2016/17.

Progress in writing and maths was better than expected.

YEAR 5 (9 pupils)

Reading: 6.8

Writing: 8.4

Maths: 7.2

Progress of Pupil Premium children was better than expected in all areas.

IMPACT ON OTHER PUPILS

The Pupil Premium Strategy does not have to be spent solely on those children eligible for it; other pupils also benefit. For example, a small group intervention funded by the Pupil Premium Strategy may comprise non-Pupil Premium children. At Greasby Junior School these children are those either on the school's SEND register or are those identified as having to catch up in a particular area.

In 2015/16, the vast majority of the pupils who received additional support through the Pupil Premium Grant, made better than expected progress in reading, writing and maths.