

BLJS_PUPIL PREMIUM SUMMARY REPORT_2016-17_Mrs_Duynstee

At Boughton Leigh Junior School we are committed to promoting the progress and attainment of all children, whatever their backgrounds. We have 131 pupil premium pupils out of a total 466 pupils across 4 Year groups – 28%. Each child is allocated £1320.

What is Pupil Premium funding?

The school receives funding for all pupils who receive free school meals; who have received free school meals in the last 6 years (known as ever 6); children who are Looked After; children who have been adopted from care; children of service families and children under Special Guardianship.

How much Pupil Premium funding have we received?

In 2016-17 we expected to receive £156,180 which was based on the October 2016 pupil census figures. Final figure received: £172, 920

	Attainment - School	Attainment - National (all pupils)	Progress - school	Attainment - County (all pupils)
	2017 SATs – Unvalidated data	July 2017 (Unvalidated data)	July 2017 (Unvalidated data)	Unvalidated – data position Sept '17
Read: Cohort	63% (+5%)	71% (+5%)	-3.1	72% (+3%)
Non-disadvantaged	69%	73%		78%
Disadvantaged	47%	53%		54%
Disadvantaged minus SEND	TBC			
Write: Cohort	87%	76%	+0.3	78%
Non-disadvantaged	92%	79%		82%
Disadvantaged	74%	64%		62%
Disadvantaged minus SEND	TBC			
Maths: Cohort	67%	75%	-2.4	74%
Non-disadvantaged	76%	76%		79%
Disadvantaged	44%	58%		56%
Disadvantaged minus SEND	TBC			
Combined: Cohort	55%	61%	N/A	62%
Non-disadvantaged	65%	61%		68%
Disadvantaged	32%	39%		42%
Disadvantaged minus SEND	TBC			
GPAS: Cohort	70%	77%	N/A	77%
Non-disadvantaged	79%	79%		82%
Disadvantaged	47%	61%		61%
Disadvantaged minus SEND	TBC			
Science: Cohort	87%	82%	N/A	83%
Non-disadvantaged	92%	-		88%
Disadvantaged	76%	-		68%

BLJS_PUPIL PREMIUM SUMMARY REPORT_2016-17_Mrs_Duynstee

Disadvantaged minus SEND			
--------------------------	--	--	--

Key:

			The colouring below represents colourings at the point of the Academic Year end 2016-17 – it is set against the information we have at the time – unvalidated SATs 2017
Below expected impact	Expected impact	Better than expected impact	

Pupil Premium - The key priorities:	2016-17 financial year end review	Head teacher: Paula Duynstee	
Our core aim is:	What we expect to see:	Targeted intervention and support strategies are deployed in order to:	
<ul style="list-style-type: none"> To raise the attainment and progress of pupils eligible for Pupil Premium funding – sufficiently accelerated progress to close the gap on Non-Pupil Premium peers including Nationally Ensure that disadvantaged pupils – especially boys and the more able – meet their potential and achieve in line with National expectations Address inequalities in education of pupils from low-income families and raise the attainment of these pupils Allow equal opportunities for ‘life choices’ for our disadvantaged, vulnerable pupils 	<ul style="list-style-type: none"> Clear school priorities for the Disadvantaged pupils – especially boys and the more able (RAP 2) Good and Outstanding teaching and learning Targeted intervention – especially boys and the more able Monitoring which reflects a focus on the disadvantaged and continues to form comparisons with the non-disadvantaged Books and outcomes that are at least in line with their peers High expectations Consistent tracking and high opportunities for pupil engagement 	<ul style="list-style-type: none"> Improve levels of attainment and progress Sufficiently accelerate progress in order to close attainment gaps relative to the girls in school and National averages Enhance higher level reading skills Ensure secure knowledge of basic, fundamental writing and maths skills Engage and develop learning and emotional well-being, through a wide range of extra-curricular provision Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils Support pupils in becoming aspirational, confident and successful learners 	
What are the potential barriers to learning?			
<ul style="list-style-type: none"> Parental engagement There is less support at home from some Pupil Premium families Poor literacy levels restricting access to the curriculum Low aspirations and expectations/ self-belief for the more able Less or inadequate resources to support learning at home Attendance and lateness Narrow life experiences outside of school/ enrichment Complex issues for ‘Pupil Premium Plus’ (i.e FSM plus SEN) Social and emotional issues and low self esteem 			
Pupil Premium Actions: 2016-17			
Potential barrier addressed:	Action:	Budgeted cost:	Impact

BLJS_PUPIL PREMIUM SUMMARY REPORT_2016-17_Mrs_Duynstee

<ul style="list-style-type: none"> Parental engagement 	<ul style="list-style-type: none"> All class teachers will engage in Achievement for ALL 	<ul style="list-style-type: none"> Achievement for All (AfA) programme 0.1 cover each week to release staff to meet with parents 0.2 per half term for AfA lead to meet with reviewer <p>Allocated funding: £8500</p>	<ul style="list-style-type: none"> Increase in the number of parents accessing Achievement for All – 48 Out of these parents 71% have engaged fully with 6% reported as exceptional 4% stepped down from the programme – due to bereavement/ lack of parental response All class teachers are engaged with this programme AfA team review reports: <ul style="list-style-type: none"> The school champion is now using the performance data for target children to analyse progress, attainment and gaps. Parental engagement - Teachers now confidently use structured conversations for regular talks and meetings with parents. It is now a school approach. Leadership of Achievement for All Framework - The new Head teacher and acting Deputy Head teacher have a clear understanding of how AfA will support the improvements in school.
<ul style="list-style-type: none"> There is less support at home from some Pupil Premium families 	<ul style="list-style-type: none"> Learning and Behaviour Mentors will deliver Triple P programme to identified vulnerable families All class teachers will engage in Achievement for ALL We now have an additional CAF lead 	<ul style="list-style-type: none"> Triple P training See costing above (AfA) CAF training <p>Allocated funding: £1000</p>	<ul style="list-style-type: none"> AfA see above Triple P training has been delivered in collaboration with BCIS We have a new CAF trained member of staff – totalling 3 CAF staff have received new training on EHA (Early Help Assessment – previously CAF)
<ul style="list-style-type: none"> Poor literacy levels restricting access to the curriculum 	<ul style="list-style-type: none"> An additional member of teaching staff to be allocated to Year 6 to reduce pupil to staff ratios Provision of an additional adult to hear readers for PP Pupils RWI Fresh Start Programme (Yr5/6 boys) SOUND Training Programme Booster Groups – Pupil Premium Boys (Read-Animate) to start January 2017 x2 sessions Booster groups – Pupil Premium Boys – 	<ul style="list-style-type: none"> x1 teacher 0.5 x1 level 2 TA x 0.5 Fresh Start training and resources Level 3 TA x 4 afternoons (Fresh Start) SOUND Training x1 Level 3 TA for x2 one hour sessions x1 Level 2 TA for x2 one hour sessions Achieve 100 resources <p>Allocated funding: £34000</p>	<ul style="list-style-type: none"> Acting DHT teaches 16 pupils from yr6 – predominantly impacts on MA Greater depth readers are at 20% (National ? %); 19% greater depth writers (National 18%); 24% greater depth maths (National ? %) RWI Freshstart introduced. Development days carried out by RWI. Some children have now moved from the group as they were ‘ahead’ of the level. Read animate not started

BLJS_PUPIL PREMIUM SUMMARY REPORT_2016-17_Mrs_Duynstee

	Achieve 100 Reading		<ul style="list-style-type: none"> • SOUND training had limited progress and showed insufficient impact • Disadvantaged SEN affected the Disadvantaged data – without the SEN Pupils Disadvantaged pupils met the expected standards (except reading 99.8) • Booster groups started January – English lead to assess impact. Homework, during the afternoon and in class.
<ul style="list-style-type: none"> • Low aspirations and expectations/ self-belief for the more able 	<ul style="list-style-type: none"> • Booster Groups – Pupil Premium – More Able (Read- Animate) to start January 2017 x2 sessions 	<ul style="list-style-type: none"> • x1 Level 3 TA for x2 one hour sessions Allocated funding: £800 	<ul style="list-style-type: none"> • Read animate not started
<ul style="list-style-type: none"> • Less or inadequate resources to support learning at home 	<ul style="list-style-type: none"> • Homework packs allocated to pupils with home equipment • Reading books for year3 and 4 • Homework club (to be introduced 2017) for x2 evenings 90 mins (incl. refreshments) 	<ul style="list-style-type: none"> • Cost of homework packs to PP pupils (123) • Funding allocation to home readers • 90 mins per week (incl. refreshments) Level 2 TA Allocated funding: £1000 	<ul style="list-style-type: none"> • Homework packs allocated to all pupils – homework coming in is regular across the school and of a good standard. • Reading books for year 3 and 4 – pupils are talking about reading. • Homework club started – Jan – good initial feedback but uptake dwindled Summer term.
<ul style="list-style-type: none"> • Lateness 	<ul style="list-style-type: none"> • Credit system (to be introduced 2017) for rewarding/ acknowledging arrival in time for school for persistent offenders 	<ul style="list-style-type: none"> • Book tokens to be awarded for credits per half term Allocated funding: £250 	<ul style="list-style-type: none"> • Staff sickness has delayed • We now monitor lateness by pupil group. Letters have gone out to persistently late pupils and a text goes out each day if a pupil is late. • 5 persistently late boys are now on time each day and 1 persistently late girl. • 1 persistently late girl's family has taken up the offer of Triple P (pre EHA requirement)
<ul style="list-style-type: none"> • Attendance 	<ul style="list-style-type: none"> • Attendance Officer will monitor/ send out letters in conjunction with the HT/ meet with families 	<ul style="list-style-type: none"> • Attendance Officer time at 0.2 per half term Allocated funding: £150 	<ul style="list-style-type: none"> • Attendance lead and HT met with county. An action plan is in place. We now monitor attendance by pupils group. • Letters go out to all pupils below 90% and for pupils below 95% where there is no supporting reason for absence or whereby patterns of absence look to be forming. • Attendance lead has met with families. Calls and invitations go out to parents for all pupils below 85%.

BLJS_PUPIL PREMIUM SUMMARY REPORT_2016-17_Mrs_Duynstee

<ul style="list-style-type: none"> Narrow life experiences outside of school/ enrichment 	<ul style="list-style-type: none"> Increased access to clubs before and after school incl. Play Rangers/ Kits Sports Improvements to Jolly Brollies facilities/ activities Free trips for the curriculum Concession for residential trips - Castleton / Paris A wide range of extra-curricular activities on offer to engage pupils during lunch time and after school Access to Sports and after school clubs are provided free of charge Priority access to Sports events Priority (2:1 ratio) for Maths challenge events/ Radio Club – More Able 	<ul style="list-style-type: none"> Play Rangers before/ after school Kits Academy (proportionate) Allocated trip subsidy Residential concession Additional clubs <p>Allocated funding: £24000</p>	<ul style="list-style-type: none"> Attendance remains just under 96% but lateness has reduced. Office staff now target Pupil Premium pupil access to clubs – ringing parents to invite pupils to attend Play rangers continues throughout the lunchtime and engagement in other school activities has started such as supporting school with sporting events. Jolly Brollies have appointed x3 new staff and now plan weekly activities across an increasing range. Pupil Premium pupils accessing Paris – Range of lunchtime and after school clubs offered but inconsistency in supplier – lack of staff/ not notifying school if they would not attend etc. Issues regarding registration of pupils identified by school. Collaborative work has taken place but the issues have continued. The Kits Academy provider has stopped and P.E lead is seeking new provider. P.E lead ensures that PP pupils have access to Sports events – she reports an increase (not quantified)
<ul style="list-style-type: none"> Complex issues for ‘Pupil Premium Plus’ (i.e FSM plus SEN) 	<ul style="list-style-type: none"> Additional SEN support – manage and deliver interventions to the most vulnerable pupils RWI Catch UP – includes PP SEN SENCo manages SEN and 1:1 TAs who deliver interventions in small groups to targeted pupils. Specialist 1:1 support for SEN specific SEMH/ ASD pupils 	<ul style="list-style-type: none"> x1 Level 2 TA 0.5 SENCO time (0.3) per half term x3 full time TAs for 1:1 pupils - additional time beyond SEN allocation <p>Allocated funding: £28000</p>	<ul style="list-style-type: none"> Staff illness has affected some provision (fft) CUP plans ensure interventions are appropriately directed and have a PP focus (looking at vulnerable groups i.e boys/ SEN) RWI Catch Up into its second term of delivery Specialist advisor bought in for ASD support
<ul style="list-style-type: none"> Social and emotional issues and low self esteem 	<ul style="list-style-type: none"> The school Learning and Behaviour mentors prioritise vulnerable families and pupils. All disadvantaged or vulnerable pupils will be provided with extra support and guidance during the transition phase to Year 7 – including additional visits to their new school/ EIS transition support for SEMH and LAC 1:1 LAC tutoring 1:1 and group mentoring for pupils with 	<ul style="list-style-type: none"> Triple P programme (see previous) Transition LAC tutoring (x30 mins per week) 50% of Learning and Behaviour mentor time Nurture facilities (50% of x1 0.8 level 3 TA; x1 0.4 Level 2 TA and x1 0.2 teacher) Lee E (SEMH counselling) 50% 	<ul style="list-style-type: none"> Learning and Behaviour mentors continue to offer high level support. There are 10 EHA now compared to 7 on a September CAF. 1:1 LAC Tutoring takes place weekly – the child responds well and the TA delivering has relayed some useful insight in to the child. 2 mentors continue to provide 1:1 support and advice. X2 high level SEMH children at risk of exclusion and on reintegration plans are now

BLJS_PUPIL PREMIUM SUMMARY REPORT_2016-17_Mrs_Duynstee

	<p>emotional and/or personal problems</p> <ul style="list-style-type: none"> Nurture room facilities support a higher proportion of Pupil Premium Pupils 1:1 Music tuition 	<ul style="list-style-type: none"> Music allocation – x1 teacher 0.1 and guitar 1:1 <p>Allocated funding: £45500</p>	<p>accessing class – with TA support. X1 SEMH child – previously at risk of exclusion is now in class. X1 high level SEMH has visited a special placement and the family are supported by the mentor. A place has been accepted. X1 high level SEMH – at risk of exclusion – is now full time – with Nurture access.</p> <ul style="list-style-type: none"> Nurture team have supported x3 pupils in accessing learning to the extent that they can now access the classroom. Nurture have provided trips which have given wider opportunities. X1 high level SEMH child is now fully reintegrated back in to class after nurture intervention. Music tuition – no impact yet
	<ul style="list-style-type: none"> Establishing Forest school for access during the day including lunchtime 	<ul style="list-style-type: none"> Equipment, fencing Staff training <p>Allocated funding:£13000</p>	<ul style="list-style-type: none"> Not started – funding reallocated to support additional Pupil Premium staffing and the school library

How do we measure the impact of the Pupil Premium grant? Day to day effectiveness of actions is monitored and evaluated by those staff providing support. The overall effectiveness is then monitored and evaluated by senior leaders at Pupil Progress meetings (half termly). SAFS team (Student and Family Support) as well as the Pupil Premium Lead liaise with staff and then the wider leadership team to inform progress. Senior teachers and governors engage in regular monitoring and the staff engage in regular moderation.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes; feedback from staff, the child, parents and other professionals who may be involved; pupils' books; evidence relating to improved confidence, well-being, attitude and behaviour.
- We review the impact of our Pupil Premium spending half termly, including external review with our School Improvement Partner, and adapt our strategy according to specific group needs. Impact data is formally shared with Governors on a termly basis and our strategy reviewed and approved.