



North Borough Junior School

Pupil Premium Funding 2015-16

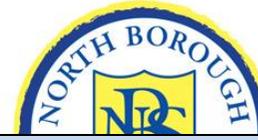
The following document indicates how the Pupil Premium Funding will be spent at North Borough Junior School

Total for the academic year 2015-16: £137,420.00

Objective	Amount allocated to the intervention/action	New or continued activity	Summary of interventions	Intended outcomes	Monitoring and Evidence
To increase the number of outstanding teachers to 50% and the capacity for outstanding leadership.	<p>£450.00 per teacher for Outstanding Teachers Conference-OSIRIS London conference</p> <p>£ 359.00 per teacher for Outstanding Teaching-Engaging Learners OSIRIS London Conference</p> <p>£450 per SLT member to attend Outstanding Leadership Conference-OSIRIS/London.</p> <p>Teaching Assistants: High Impact and Effective</p>	New	<p>CPD courses to secure elements of outstanding teaching (Outstanding Teachers Conference-OSIRIS/London).</p> <p>Outstanding Teaching-Engaging Learners Conference-OSIRIS/London)</p> <p>Two members of SLT to attend Outstanding Leadership Conference-</p>	<p>Gap narrows and 85%+ pupils make good/ outstanding progress by the end of the academic year in reading, writing and mathematics.</p> <p>Capacity for outstanding leadership increases providing strategic direction for Pupil Premium Pupils.</p>	Lesson observations, data tracking and book scrutiny, teacher/TA appraisal process.



	<p>Deployment OPTIMUS Education £300 per member of staff.</p>	<p>Be the very best we can be</p>	<p>OSIRIS/London</p> <p>Leader of Inclusion and SAFS Key Lead to attend Teaching Assistants: High Impact Training and Effective Deployment</p> <p>Ensure that Pupil Premium progress is part of all teacher and TA appraisals.</p>	
<p>Actual Impact</p>	<p>February 2015: Pupil Premium Coordinator and Science Coordinator attended Outstanding Teachers Conference in December 2015. Both fed back to teachers at a staff meeting and teachers have received a summary of teaching strategies that can be used in the classroom to ensure that the quality of teaching and learning is outstanding.</p> <p>Writing lesson observation data (October 2015/February 2016) indicates that the following teachers have gained outstanding grading and this was validated externally. However, when triangulating data to include pupil progress, lesson observations and book scrutiny, the following teachers could also be deemed to be outstanding. This means that 41% of teachers would be deemed to be outstanding. However, this will rise to 50%+, since three others also have the capacity to be outstanding teachers too, but need to focus upon narrowing the achievement gap between disadvantaged and non-disadvantaged pupils.</p> <p>Maths lesson observation data (October 2015) indicates that one teacher has gained outstanding grading: (8.5%), 58% of teachers were deemed to be good, 25% of teachers were deemed to be RI and 8.5% were inadequate. However, the latest round of lesson observation will take place the week beginning 8th February 2016 and book scrutiny has already taken place; hence it is deemed that following training and triangulation of data 50%+ of teachers should be graded as outstanding.</p> <p>Using Term 2 data (December 2015), it is evident that the gap between disadvantaged and non-disadvantaged pupils had decreased in most subjects and across all year groups since September 2015 (See Term 2 data attached). The gap is below 10% for all pupils in Year 5 in all subjects apart from reading, which is their focus. The aim is to reduce the achievement gap to below 10% in all subjects across the whole school by the end of the academic year through Quality First Teaching. Developing leadership skills of the Pupil Premium Coordinator has ensured that disadvantaged groups are a focus during Pupil Progress Meetings, Achievement Team Meetings and staff training.</p>			



- **June 2016-** The Term 5 data illustrates that the gap continues to narrow and in some subjects and year groups, progress for Pupil Premium children exceeds non-pupil premium:
 - ✚ Year 3 Reading PP progress difference is only 0.02
 - ✚ Year 3 PP attainment is 5% above all pupils for reading
 - ✚ Year 3 Writing PP progress is 0.19 higher than non-PP
 - ✚ Year 3 Maths PP progress difference is only 0.09

 - ✚ Year 4 Reading 8% attainment gap between PP pupils and all pupils; hence meeting appraisal target and progress is the same as non-PP
 - ✚ Year 4 Writing progress difference is 0.12
 - ✚ Year 4 Maths progress is the same as non-PP

 - ✚ Year 5 Reading 10% gap between PP and all pupils; hence meeting appraisal target, but progress needs to accelerate
 - ✚ Year 5 Writing progress difference is 0.01
 - ✚ Year 5 Maths progress difference is 0.12

 - ✚ Year 6 Reading PP pupils on track to make 85% expected by end of academic year and PP progress is higher than non-PP
 - ✚ Year 6 Writing PP progress is higher than non-PP
 - ✚ Year 6 Maths progress is higher than non-PP
- The number of outstanding teachers has improved during the academic year as a result of CPD organised by the maths coordinator, coaching, guidance from the AHT, team teaching with the maths coordinator, working collaboratively with schools in the Consortium and high expectations set by the SLT. As a result, the current data (Attainment & progress, book scrutiny and lesson observations) indicate excellence:
 - ✚ 50% outstanding teaching for writing (3 Year 6 teachers, 1x Year 5 teacher and 2x Year 3 teachers)
 - ✚ 42% outstanding teaching for mathematics (3x Year 6 teachers, 1x Year 5 teacher and 1x Year 3 teacher).
 - ✚ 50% outstanding teaching for reading (3x Year 6 teachers, 1x Year 5 teacher and 2x Year 3 teachers).

To increase engagement with Pupil Premium parents	£4000 for workshops/guest speakers and leaflets.	New	SAFS Team to speak to pupil premium parents every term to help break down barriers and work in	To engage parents and provide support to help accelerate the progress of pupil premium pupils.	Minutes of meetings, attendance records, data tracking, pupil progress meetings, book scrutiny.
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	<p><i>Be the very best we can be</i></p>		<p>partnership to support their child's learning.</p> <p>Produce/provide workshops and leaflets to support reading, writing and mathematics.</p> <p>Increase the number of volunteers to support pupil premium pupils in daily reading, writing and mathematics.</p>		
<p>Actual Impact</p>	<p><u>Family Learning Conferences:</u> Across the school attendance at FLCs is >70%, with the majority of classes seeing over 80% attendance. The vast majority of children and their parents who are attending are giving consistent positive feedback, in line with previous FLCs (Based on March 2016). Percentages for PP children in attendance is as follows: Year 3: 75% Year 4: 69% Year 5: 81% Year 6: 84%</p> <p><u>Family Learning Projects:</u> Family Learning projects have grown in popularity across the year – from 33% of children participating in the summer scrapbook (Summer Holidays) to 64% of children making their own musical instrument (Easter Holidays). It is clear from the data that children are participating more when the project is made high profile in school – perhaps with a week's run-up, rather than it just being sent out. Similarly, success seems to grow when there is a “winner”. Unfortunately Term 5's 'Maths Trail' was not as successful with only 26% participation across the school (the highest participation in a single class was 45%). This would suggest that a) either the time frame was too short for the task, b) the</p>				



children were un-able to complete, or did not like, the type of task or c) it was not given enough airtime from teachers to make it high profile.

'Keeping up with the Kids'

Maths Leader organised for adult education to come in to school and run a six week long programme entitled – 'Keeping Up With The Kids'. 14 Parents took part, though not all parents attended all sessions.

Of these 14 parents, 36% were those of Pupil Premium children.

This data shows no real trend – it would be worthwhile monitoring the impact of these courses more closely next year in order to evaluate their effectiveness.

Conclusion:

Parental engagement in Year 4- 6 is growing significantly, with Parental engagement rated A in Year 4 rising by 13%, Year 5: 13% and Year 6: 11%. Similarly, parental engagement rated D has dropped by 7% in Year 4 and by 4% in years 5 and 6. In year 3, however, Parental engagement rated A has dropped by 5% and that rated D has grown by 4%.

Next steps:

Increase attendance at FLCs to 90% by end academic year 2016/2017 with 100% of PP parents in attendance – teachers, and FLO to target PP parents to ensure appointments are made and kept (as identified on SIP)

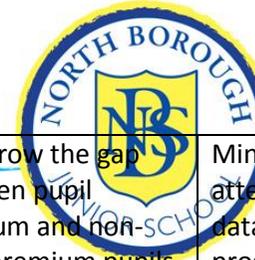
Pupil premium lead to continue to consistently monitor attendance at FLCs as this has not happened consistently this academic year.

Staff to work together to develop engaging Family Learning Projects for all learners, with the aim to increase participation to at least 85% by the end of next academic year.

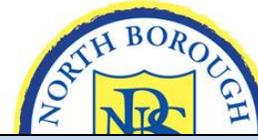
Target PP parents to join adult education classes running next academic year – more of a 'school community' idea. Encouraging parents that we are here to support them as well as their children.

Year 3 parents to be targeted next academic year in order to maintain and increase their engagement levels – particularly between terms 2 and 4.

North Borough JUNIOR SCHOOL



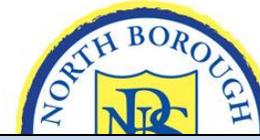
<p>To raise the profile of Pupil Premium pupils.</p>	<p>TLR for Pupil Premium Coordinator £2442</p> <p>Training for Pupil Premium Coordinator £299.00 per teacher (2nd October 2015- Birmingham)</p> <p>Governor training for Pupil Premium</p>	<p>New</p> <p><i>Be the very best we can be</i></p>	<p>Appoint a Pupil Premium Coordinator and award a TLR for the role.</p> <p>Pupil Premium Coordinator and member of SLT to attend national <i>Pupil Premium and Ofsted Conference</i></p> <p>Create a Pupil Premium Policy that indicates level of accountability.</p> <p>Pupil Premium becomes a key focus for FGB and AQT meetings.</p> <p>Ensure that there are end of Key Stage and academic year targets for individual pupil premium pupils, along with trajectories of progress for each year group.</p>	<p>To narrow the gap between pupil premium and non-pupil premium pupils in reading, writing and mathematics to ensure 85%+ make good or better progress.</p>	<p>Minutes of meetings, attendance records, data tracking, pupil progress meetings, book scrutiny.</p>
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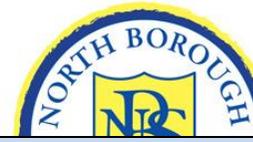
<p>Actual Impact</p>	<p>June 2016: Term 5 data indicates that the gap in progress is negligible:</p> <ul style="list-style-type: none"> + Year 3 Reading PP progress difference is only 0.02 + Year 3 PP attainment is 5% above all pupils for reading + Year 3 Writing PP progress is 0.19 higher than non-PP + Year 3 Maths PP progress difference is only 0.09 <ul style="list-style-type: none"> + Year 4 Reading 8% attainment gap between PP pupils and all pupils; hence meeting appraisal target and progress is the same as non-PP + Year 4 Writing progress difference is 0.12 + Year 4 Maths progress is the same as non-PP <ul style="list-style-type: none"> + Year 5 Reading 10% gap between PP and all pupils; hence meeting appraisal target, but progress needs to accelerate + Year 5 Writing progress difference is 0.01 + Year 5 Maths progress difference is 0.12 <ul style="list-style-type: none"> + Year 6 Reading PP pupils on track to make 85% expected by end of academic year and PP progress is higher than non-PP + Year 6 Writing PP progress is higher than non-PP + Year 6 Maths progress is higher than non-PP <p>Term 5 data illustrates that Pupil Premium attainment differs significantly across year groups and subjects. Appraisal targets state less than 10% difference:</p> <ul style="list-style-type: none"> + Year 3 reading attainment is higher for PP(80%) than non-PP (75%) + Year 4 reading attainment shows a 23% attainment gap between PP and non-PP + Year 5 reading attainment for PP is 9% below non-pp + Year 6 reading attainment for PP is in line with non-PP (82%) <ul style="list-style-type: none"> + Year 3 Writing attainment shows a 21% gap between PP and non PP + Year 4 Writing attainment shows a 4% difference between PP and non-PP + Year 5 Writing attainment shows a 14% difference between PP and non-PP + Year 6 Writing attainment is in line with non-PP (88%) <ul style="list-style-type: none"> + Year 3 Maths attainment shows a 14% difference between PP and non-PP + Year 4 Maths attainment shows a 14% difference between PP and non-PP
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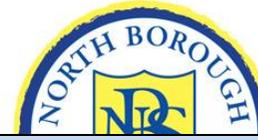
	<ul style="list-style-type: none"> ✚ Year 5 Maths attainment shows a 6% difference between PP and non-PP ✚ Year 6 Maths shows a 6% difference between PP and non-PP 				
To improve Pupil Premium self-esteem, positive relationships and motivation.	£195.00 per child	On-going	Challenger Troop-A six week programme to motivate and empower pupils to develop responsibility and develop positive relationships with peers and adults, plus improve their self-esteem.	To enable pupils to develop self-control, social skills, confidence.	Leader of Inclusion and Phase Group Leaders to monitor impact through observing pupils at Challenger Troop and promoting Pupil/Parent voice.
Actual Impact	<p>Aim: We aim to send those children identified by class teachers as struggling with BESD issues on challenger troop in order to increase their self-confidence, discipline and sense of well-being. Unfortunately this has not happened this year due to budget freezes and focus being on other areas. Though we will get this up-and-running again by next academic year.</p>				
To enable Pupil Premium Pupils to develop relations, self-esteem and social skills.	<p>£2000 per pupil for Dandelion Time</p> <p>£1600 for Project Salus workshops.</p>	On-going	<p>Dandelion Time works with the children and the wider family to support them in overcoming personal difficulties.</p> <p>Project Salus works with groups of pupils to develop self-esteem, social skills and developing friendships.</p>	To build confidence, develop relationships and skills to ensure that pupils continue to make accelerated progress at school.	Leader of Inclusion, Pupil Premium Coordinator, FLO monitor impact through Pupil/Parent voice.
Actual Impact	<p>Dandelion Time: One child has attended Dandelion Time at the end of last academic year – small steps progress has been made, though</p>				



<p>other interventions have been put in place also. This child has now left school.</p> <p>Project Salus: Three out of five children attending ‘feelings’ sessions were recorded to have improved scores in their well-being, liking of school and understanding of feelings, however two took a noted decline. Self-Esteem children clearly enjoyed sessions: <i>‘It helped to listen and work with other people.’</i> <i>‘I like to be able to share my feelings and stuff’.</i> However, There was a mixed range of improvement in scores. The friendship group was most successful with all children’s sense of belonging improving, all children identified that they felt as though they had more friends after the programme.</p> <p>Next steps: We will be putting a counselling service in place to tackle some of these issues initially. We have set aside money to train TAs in more specialised areas to be discussed with Inclusion Manager at the beginning of next academic year.</p>																									
Financial assistance to ensure inclusion and enrichment.	<ul style="list-style-type: none"> £2000 	Continued activity	Provide pupils with an opportunity to develop their interest and skills through school trips and after school extended curriculum clubs.	To ensure that NBJs promotes an inclusive environment enabling all pupils to have access to school trips and after school clubs to develop their interests, skills and enthusiasm.	Leader of Inclusion, Pupil Premium Coordinator, PE Coordinator to gain information from pupil voice.																				
Actual Impact	<table border="0"> <tr><td>living lands</td><td>279.50</td></tr> <tr><td>Boxley village</td><td>48.00</td></tr> <tr><td>Down House</td><td>102.40</td></tr> <tr><td>Castle Trips</td><td>140.00</td></tr> <tr><td>Safety in Action</td><td>40.00</td></tr> <tr><td>Wasted</td><td>34.00</td></tr> <tr><td>Premier Sport</td><td>461.75</td></tr> <tr><td>Swimming</td><td>1466.48</td></tr> <tr><td>KIXX</td><td>270.00</td></tr> <tr><td>PGL</td><td>938.00</td></tr> </table>	living lands	279.50	Boxley village	48.00	Down House	102.40	Castle Trips	140.00	Safety in Action	40.00	Wasted	34.00	Premier Sport	461.75	Swimming	1466.48	KIXX	270.00	PGL	938.00	<p>The children are gaining a great deal from their extra-curricular activities and trips. The castle trips were particularly popular with last academic year’s year 5.</p> <p>Both Wasted and Safety in Action are beneficial for year 6 in that they not only inform the PSHE curriculum, but also give the children a chance to talk about tricky subjects.</p> <p>Swimming is part of the national curriculum – many children achieved their badges, both 5m, 10m and 25m</p>			
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To provide Free School Meals	<ul style="list-style-type: none"> £14,500 	Continued activity	Provide FSM to pupils who qualify for Pupil Premium.	Ensure pupils receive healthy meals at lunchtime.	Finance Officer																				



Actual Impact					
<p>To recruit a full time Therapeutic Care Worker</p>	<ul style="list-style-type: none"> £28,000 (Includes on costs) 	<p>New</p>	<p>To provide pupils with low self-esteem, attachment disorder, ADHD and ASD with 1:1 support to help support pupils with their behaviour and learning.</p>	<p>To reduce the number of exclusions and part-time timetables, plus work with parents and carers to support them with challenging behaviour at home.</p>	<p>Leader of Inclusion and SAFS/ Pupil Premium Key Lead to undertake appraisal process. Number of exclusions and part-time timetables reduces. Parents are fully involved and supported by NBJs.</p>
Actual Impact	<p>Therapeutic careworker joined North Borough Junior School at the end of Term 1 (September 2015) to be 1:1 support for a child in Year 4 who has complex behavioural difficulties and is under support from CAHMS, Early Help, Behaviour Support Team, Paediatrician, but still has no formal diagnosis. The Year 4 pupil attends STEPS three days a week (Weds-Fri) and Therapeutic care worker accompanies him during the morning sessions. This has enabled us to ensure continuity in our approach to dealing with his extreme behaviour when he attends NBJs on a Monday and Tuesday. Therapeutic care worker has been able to support the SEN Team by sharing strategies of managing extreme behaviour with other pupils at NBJs too and implements this on a Wednesday, Thursday and Friday lunchtime when supporting a Year 6 pupil on a 1:1 basis, who also has behavioural difficulties and has been excluded previously. She also attends all multi-agency meetings with the Year 4 pupil's parent; hence improving communication between home and school. The exclusion total for the Year 4 boy is 1.5 days (September 2015-January 2016), which is an improvement from the previous academic year which was 5 days (September 2014-July 2015) even though he was also attending STEPS during this time.</p> <p><u>June 2016</u></p> <p>Therapeutic care worker has been working alongside two children in upper school: one in year 5, one in year 6. Both boys were at risk of permanent exclusion before therapeutic care worker was assigned to them.</p> <p>The year 5 boy's behaviour has improved significantly with less exclusion, less detentions and more time spent in the classroom. He now leaves the classroom only to calm down and, with therapeutic care workers expertise, is able to return more quickly than before, Not only has this impacted on his learning, but also that of the whole class- they no-longer miss out on teaching time due to adults having to deal with this child's behaviour as would have happened before his 1:1 with therapeutic care worker.</p> <p>The year 6 child has been successfully re-integrated during lunchtimes, with significantly fewer incidents surrounding his behaviour. He is now able to accept punishment more readily and is beginning to own up to his actions.</p>				



	<p>Next steps: Therapeutic care worker to be used to support a year 4 boy next academic year to reduce exclusions and disruption to learning Therapeutic care worker to continue to receive CPD in order to upskill. Inclusion Manager to manage and monitor impact as per this year.</p>				
<p>To introduce a pet therapy programme to promote reading to reluctant readers.</p>	<ul style="list-style-type: none"> £1000 donation to charities 	<p>New</p>	<p>Introduce dogs as learning supports using the charities Read 2 Dogs and Kennel Club-Bark to Read, which is a therapy programme that encourages reluctant readers to read to a range of pet animals once a week.</p>	<p>To engage reluctant readers and accelerate pupil progress in reading.</p>	<p>Monitored by English Coordinator, Leader of Inclusions and Pupil Premium Coordinator through pupil voice and data tracking. An increase in confidence, independence and motivation.</p>
<p>To appoint two HLTAs with a specialism in phonics and SEN.</p>	<ul style="list-style-type: none"> £50,000 with on costs 	<p>New</p>	<p>To internally appoint specialist phonics and SEN HLTA to run intervention programmes every morning/afternoon for pupils who are not making accelerated progress.</p>	<p>Pupil progress is accelerated and pupils make good progress from their starting points.</p>	<p>English Coordinator, Leader of Inclusions and Pupil Premium Coordinator through pupil voice and data tracking.</p>
<p>Actual Impact</p>	<p>June 16: SEN HLTA 5 children are seen. If time allows SEN TA also sees two others</p> <p>TABLE REMOVED Phonics HLTA All children were assigned to the phonics group as they could not complete the section 1 test for letters and sounds. By March '16, ALL of the children were able to do this confidently.</p>				



	<p>Attainment data: Phonics group- TABLE REMOVED</p> <p>Next Steps: Monitor progress of children completing precision teaching through regular spelling tests to see progress in number of words/rules correct, rather than attainment data as it does not appear to show any impact. Closely monitor the delivery of the intervention.</p> <p>Phonics training to be given to all LKS2 staff as well as new resources being bought in to help teachers teach. Phonics intervention to continue for those children who need it in UKS2 in discussion with inclusion manager.</p>				
<p>To purchase thirty Google Chrome books & charging units to support learning in the classroom.</p>	<ul style="list-style-type: none"> £25,558 for Google Chrome Books, charging units and APPS. 	<p>New</p>	<p>To purchase new Google Chrome Books so that computing can aid learning in the classroom and APPS purchased to support SEN English and maths progress.</p>	<p>Computing aids pupils learning in the classroom and specific SEN APPS aid pupils in making good progress from their starting points.</p>	<p>Computing Coordinator and Pupil Premium Coordinator to monitor the use and impact of mobile technology in the classroom.</p> <p>Leader of Inclusion to monitor impact of SEN APPS to support Pupil Premium Pupil progress.</p>
<p>Actual Impact</p>	<p>Chromebooks are NOT being used to support SEN children in classrooms due to timetabling and high demand.</p> <p>June 2016 Despite having new Chromebooks (60 in total), they are still not being used to support SEN children across the school consistently.</p> <p>Next Steps Pupil premium lead, Inclusion Manager and Computing lead to work together to devise a way for the Chromebooks to be supporting learning in classrooms during morning lessons (by Oct '16).</p>				