

Pupil Premium Strategy

What is the Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers.

The Pupil Premium is allocated to the school and is generated by children:

- who were registered as eligible for free school meals at any point in the last six years (FSM);
- who have been 'looked after' for 1 day or more (CLA);
- who were adopted from care on or after 30 December 2005, or left care under a special guardianship order or a child arrangements order (CLA).

A Service Premium is generated by children from service families.

How much is it?

The level of the premium in 2017-2018 is £1,320 per pupil fitting the criteria above for FSM children, £1,900 for Looked After children and £300 for children from service families.

What should it be used for?

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainment/progress of pupils covered by the premium and the extra support they receive.

Craneswater Junior School (2017-2018)

For 2017-2018 Craneswater Junior School received £136,970 for Pupil Premium. Some strategies used across the whole school benefit more than just our disadvantaged pupils.

Barriers - Some of the barriers that exist in school for some pupils eligible for the pupil premium are:

- **Use of spoken language and limited range of vocabulary;**
- **Attendance – we have more pupil premium pupils as persistent absentees (more than 10%) than other children**
- **Special Educational Needs and Disabilities;**
- **Lack of experience and exposure to books and other forms of literature;**
- **Children’s confidence in their own ability and closed mind-set to challenge and achievement;**
- **Emotional stability and welfare;**
- **Breadth and opportunity of life experiences which impact on learning;**
- **Parental confidence, their own level of education and experience of school.**

From research developments from the Sutton Trust/Education Endowment Fund and our own evaluation of actions in school we have decided on a number of key actions:

Focus	Rationale/Evidence	Staff lead	Monitored through	Cost	Outcome
To improve the quality of teaching for all through professional development					
Through: MITA project(maximising impact of teaching assistants) – develop the leadership, and	This is an Education Endowment Fund research project Aims to develop the way that teaching assistants	Mr Jones Miss Turner	Classroom observations and outcomes of interventions	£2000	We are halfway through this two year project. Evidence seen so far: <ul style="list-style-type: none"> • Children becoming better skilled at accessing learning independently

therefore impact of, teaching assistants	can improve students' outcomes by working in a whole class setting. It provides training, at different times, for all staff in the school				<ul style="list-style-type: none"> Teaching assistants becoming more independent in identifying next steps in learning Teaching assistants becoming more confident in supporting different ability ranges effectively.
Through: The training of teaching assistants in Fisher family Trust reading intervention	The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching.	Miss Turner	Observations and outcomes of interventions	£1200	80% of children on this intervention made the expected progress of 12 months.
Targeted support of Pupil Premium to accelerate academic achievement					
Pupil progress meetings between head, inclusion manager and class teacher	To ensure a tight focus on pupil progress and needs so that appropriate plans are put in place to support individual children.	Mr Jones Miss Turner	Outcomes of interventions	£6750	Individual pupils were identified and relevant strategies and interventions were organised. See outcomes of interventions
Develop pupil conferencing as a way of supporting target setting	By focusing on involving the pupils in their goals, evaluation of their	Mrs Braham	Individual targets and tracking data and pupil progress meetings	£35000	Majority of children made good or better progress against their targets.

	learning and ambition we aim to increase progress. Aspects of this were found to be successful in our own coaching work last year and this is backed up by <i>EEF feedback +8months.</i>				
Provide each class with a teaching assistant to support the delivery of guided reading	To provide support for all children in guided reading model.	Mr Salmond	Progress in reading accelerates in comparison to last year as measured through Target Tracker	£9900	Progress of Pupil Premium in years 4 and 5 exceeded that of non-Pupil Premium Progress in year 3 is slightly lower than last year
Purchasing of specific reading resources	To support children to make accelerated progress in reading through targeted resources. Work over the last two years has shown improvements in the quality and teaching and learning in reading. In order to maintain and develop this we need to make sure we are well resourced.	Mr Salmond/Mrs McKenzie	Teacher feedback. Overall tracking.	£3500	Progress of Pupil Premium in years 4 and 5 exceeded that of non-Pupil Premium Progress in year 3 is slightly lower than last year
Delivery of reading interventions: <ul style="list-style-type: none"> • Reading inference • Better reading 	To provide targeted smaller group support in order to accelerate their progress in reading. Evidence in school last	Miss Turner	Specific measures for the intervention. Termly summary report.	£36960	Reading inference: 100% made accelerated progress Better reading: 91% made accelerated progress

<ul style="list-style-type: none"> • FFT • Regular readers 	year showed significant impact. <i>EEF +5 months for reading inference</i>				FFT: 80% made accelerated progress Regular readers: 74% made accelerated progress
Teacher led interventions in year 6 to target identified children to make accelerated progress in maths and literacy	To provide targeted support for children to address gaps and misconceptions in maths <i>EEF + 5 months(1:1), reading and writing</i>	Mr McMaster	Individual targets, education plans and tracking data and pupil progress meetings	£4800	Reading – on average pupils made accelerated progress Maths – on average pupils made accelerated progress
Organise homework club to support children in completing their maths and spelling homework	To provide a supportive environment where children feel able to complete their homework. Impact previously has been that children who previously did not complete homework are doing so and being supported by TAs.	Mrs Braham	Tracking of attendance at club and of completion of homework	£2840	All children attending homework club completed all homework set each week.
Targeted support of pupil premium to develop personal, social and emotional wellbeing					
<ul style="list-style-type: none"> • ELSA – Emotional literacy support at lunchtimes and during the afternoons – approx. 12 hours weekly all year 	To provide support for children experiencing specific social and emotional issues which are providing a barrier to their learning and development in school.	Miss Turner	Intervention records	£6880	Lunchtime incidents reduced On average, through ELSA and Draw and Talk, children made accelerated progress against their targets and have been supported to develop their emotional resilience.

<ul style="list-style-type: none"> • Draw and talk therapy 	This has been shown to have a positive impact in our school.				
<i>Pets as therapy</i> (Scruff the dog):	To support children in recognising their own emotions and those of others. To develop appropriate language. To develop empathy and self-awareness. Though difficult to analyse for hard data, there have been clear indication of the sessions being very positive.	Miss Turner	Through individual assessment of progress against targets	£3500	These sessions have supported children in a wide range of needs and have had positive impacts including: confidence, communication, tolerance and attendance
Attendance officer support and rewards	Time to focus on disadvantaged pupils in particular and to provide some rewards. This has had a positive impact this year. In addition we wish to employ a part time educational welfare officer to support our work with a brief on targeting persistent absentees.	Mr Jones	Overall attendance improves. Regular tracking of attendance and reduction in persistent absentees	£1600	For 2017-18 attendance for pupil premium children rose by 0.4% and was higher than the 4 year average by 1.42 % FSM attendance rose by 0.3% and was higher than the 4 year average by 0.3%
Visits and visitor subsidies	To ensure all pupils have access to high quality visits and visitors to enhance their experiences in order to support their learning.	Mr Jones and year teams	Year teams will evaluate	£1000	No children were excluded from any trips due to inability to pay

Monitoring and evaluation of Pupil Premium					
<p>Monitoring of provision by PP leader/SLT including</p> <ul style="list-style-type: none"> • Analysis of data • Tracking of children • Parental meetings • CLA meetings • Support of service children 	<p>To ensure all pupil premium children are supported both academically and emotionally, according to their needs and putting in appropriate intervention where necessary.</p>	<p>Mrs Braham</p>	<p>Impact of interventions Pupil progress meetings Termly data</p>	<p>£10000</p>	<p>Provision and outcomes for PP children closely monitored and tracked. CPD provided to staff. Profile of PP children remains high across the school. Reports written for website and for governing body termly</p>