

## **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 2018 - 2019 is £1,320 per pupil fitting the criteria above for FSM children, £2300 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 (2018-2019)**

For 2018-2019 Craneswater Junior School will receive approximately £157,000 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 mindset 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:

<b>1. To improve the quality of teaching and learning for all through professional development</b>				
Through: Challenge Partners develop leadership skills of accurate, evidence based self-evaluation in teaching and learning and use to improve the analysis of current practice for DP	Evidence from 2017-18 showed both an improved understanding of a range of strategies employed in different schools and an evaluation of our own practice	Mr Jones	Ongoing data tracking and analysis.	£2,000
Through: MITA project (maximising impact of teaching assistants) develop the leadership of, and therefore impact of, teaching assistants	This is an Education Endowment Fund research project	Mr Jones	Lesson observations and tracking of data	£1,000
		Miss Turner		

	It aims to develop the way that 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. 2017-18 impacts were positive including improved independence for a number of pupils			
<b>2. Targeted support of Pupil Premium to accelerate academic achievement</b>				
Pupil progress meetings between head, inclusion manager and class teacher	To ensure a tight focus on pupils' progress and their needs so that appropriate plans are put in place to support individual children	Mr Jones	Outcomes of interventions	£7,200
		Miss Turner		
TA support for literacy, numeracy and guided reading	To provide support for all children in literacy, numeracy and guided reading	Mr Jones	Progress in reading, writing and maths accelerates in comparison to last year as measured through Target Tracker	67008
Continue to develop pupil conferencing as a way of supporting target setting	By focusing on involving the pupils in their goals, evaluation of their learning and ambition, we aim to increase progress.	Miss Braham	Individual targets and tracking data and pupil progress meetings	31200
	Backed up by EEF feedback + 8 months			
Delivery of reading interventions:	To provide targeted smaller group support in order to accelerate their progress in reading. Evidence in school	Miss Turner	Outcome of interventions	6864
Reading inference				
Better reading				
FFT				

Regular readers	last year showed significant impact. EEF + 5 months for reading inference			
0.5 days of teacher time to lead a maths intervention	Results from this year are demonstrating that teacher input is having a positive impact	Mrs Waterman	Individual targets and tracking of data	2100
One to two support for children in order to accelerate their progress in maths	To provide targeted support for children to address gaps and misconceptions in maths. <i>EEF + 5 months(1:1)</i>	Mr McMaster	Individual targets, education plans and tracking data and pupil progress meetings	2240
<b>3. Targeted support of pupil premium to develop personal, social and emotional wellbeing</b>				
To provide:	To provide support for children experiencing specific social and emotional issues which are providing a barrier to their learning and development in school. This has been shown to have a positive impact in our school.	Miss Turner	Through individual assessment of progress against targets	6552
<ul style="list-style-type: none"> <li>ELSA – Emotional Literacy support at lunchtimes and during the afternoon – approx 14 hours weekly all year</li> </ul>				
<ul style="list-style-type: none"> <li>Draw and Talk therapy 2 hrs weekly</li> </ul>				
Training for TAs to support the emotional development of children	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	TA appraisals	£300
<ul style="list-style-type: none"> <li>Emotional First aid</li> </ul>				
<ul style="list-style-type: none"> <li>Managing Anxiety</li> </ul>				

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.	Mr Jones	Overall attendance improves. Regular tracking of attendance and reduction in persistent absentees	1185
Homework club	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	858
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	Year teams	Feedback from teachers about quality of outcomes. Number of pupils accessing and cost	£1,000
Funding for a year 6 outdoor pursuits trip	To provide opportunities for children to develop their confidence and overcome challenges thus raising their self esteem	Mrs Sivyour	Feedback from teachers about quality of outcomes. Number of pupils accessing and cost	£300
Purchasing of 'Headspace' app which provides guided meditation with the goal of mindfulness	Through the use of meditation and mindfulness, to provide all children with a tool which has been shown to help children stress less and focus more.	Mrs Braham	Evaluation through consultation with staff and children	£500
		Miss Turner		
<b>Monitoring and evaluation of Pupil Premium</b>				

Monitoring of provision by PP leader/SLT including	To ensure all children are supported both academically and emotionally, according to their needs and putting in appropriate intervention where necessary	Mrs Braham	Through reports to governors	17200
• Analysis of data				
• Tracking of children				
• Parental meetings				
• CLA meetings				
• Support of service children				
			Total	147507