

Pupil Premium Strategy: 2018/19

| Number of pupils and pupil premium grant (PPG) received | |
|---|---|
| Total number of pupils on roll | 243 |
| Total number of pupils eligible for PPG | Pupils Eligible for Free School Meals Ever 6: 20 Service Pupils: 1 Pupils adopted from care (Post LAC): 1 |
| Amount of PPG received per pupil | FSM – £1,320 POST LAC – £1900 Service - £300 |
| Total amount of PPG received | £28,600 |

| Year Group | Hours | Weekly Cost | Annual Cost (x 46 weeks) | Number of PP children who will benefit | Rationale |
|---------------------------------------|----------|-------------|--------------------------|--|--|
| 4 | 13 | £156 | £7176 | 4 | Accelerate progress, particularly in reading comprehension and number fluency. |
| 5 | 13 | £156 | £7176 | 10 | |
| 6 | 13 | £156 | £7176 | 6 | |
| TA dedicated support | 21 | £252 | £11592 | 22 | Reduce adult:child ratios. |
| SENAAT (SEND Advice Team) | 3.5 days | | £1580 | 7 | Provide SEND support. |
| Positive Resolutions (Family Support) | On-going | | £1900 | 5 | Provide emotional and behavioural support. |
| Residential trips/visits subsidy | NA | | £800 | 11 | Provide enriched, memorable experiences. |

| | | | | | |
|------------|--|--|---------|----|--|
| Total Cost | | | £35,820 | 22 | |
|------------|--|--|---------|----|--|

Nature of support 2018/19

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 4

Small group spelling support

Small group reading and comprehension support

Small group support in class – literacy and maths

Small group maths mastery intervention

1:1 reading and spelling intervention

Individual reading support

Year 5

Small group spelling support

Small group reading and comprehension support

Small group support in class – literacy and maths

Small group maths mastery intervention

1:1 reading and spelling intervention

Individual reading support

Year 6

Small group spelling support

Small group reading and comprehension support

Small group support in class – literacy and maths

1:1 maths intervention (Orrets Meadow out-reach support)

Small group maths mastery intervention

1:1 reading and spelling 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 vulnerable/SEND children in the afternoons and to provide interventions.

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 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 and the data from these tests is analysed in depth in the termly Pupil Progress meetings. 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 at the termly Pupil Progress meetings, led by the Year Leaders (all members of the staff team attend these meetings).

Attainment and possible barriers to learning

| Current Attainment Year 4 – 6 (22 children) | |
|---|-----|
| % PP pupils working at expected or above in reading | 67% |
| % PP pupils working at expected or above in writing | 67% |
| % PP pupils working at expected or above in maths | 65% |
| % PP pupils working at expected or above in Grammar, Punctuation and Spelling | 71% |
| 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 2017/18:

YEAR 6 COHORT (13 pupils)

PUPIL PREMIUM ATTAINMENT

Reading

The Average Scaled Score of Pupil Premium children is 104.8 (1.3 below non-Pupil Premium children nationally).

Writing is teacher assessed so there are no scaled scores in this subject.

Maths

The Average Scaled Score of Pupil Premium children is 103.3 (2.1 below non-Pupil Premium children nationally).

Reading, Writing and Maths combined

62% of Pupil Premium children achieved the national standard in reading, writing and maths combined (8% below 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: 7.1

Writing: 6.0

Maths: 6.1

Progress of Pupil Premium children was at least expected in all areas.

Progress from Year 2 to 6

Reading: -1.21 (0.9 below non-Pupil Premium children nationally)

Writing: -2.11 (1.87 below non-Pupil Premium children nationally)

Maths: -2.05 (1.74 below non-Pupil Premium children nationally)

SCHOOL OVERVIEW FOR ACADEMIC YEAR 2017/18:

PROGRESS (Expected progress is 6 points per year)

Year 3 (5 pupils)

Reading: 6.8

Writing: 6.7

Maths: 7.1

GPS: 6.5

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

Year 4 (10 pupils)

Reading: 6.8

Writing: 6.7

Maths: 6.3

GPS: 6.1

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

Year 5 (6 pupils)

Reading: 7.0

Writing: 5.9

Maths: 6.3

GPS: 5.8

Progress of Pupil Premium children in reading and maths was better than expected. Progress in writing and GPS will be monitored closely in 2018/19.

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 2017/18, the majority of the pupils who received additional support through the Pupil Premium Grant, made better than expected progress in reading, writing and maths.