

Patcham Junior School – Pupil Premium Report, 2018-19

Summary information					
School	Patcham Junior School				
Academic Year	2018/19	Total PP budget (Sept 18-March 19)	£42,203.07	Date of most recent PP Review	Summer 2018
		Pupil Premium Allocation for Sept 2018-March 2019	£41,580		
		Adopted Child (£1900 allocated for the year)	£4600		
Total number of pupils	364	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Jan 2019

Context of School - There are currently 53 students in receipt of Pupil Premium money at the school. This makes up 14.5 % of pupils at Patcham Junior School. This has remained the same from last year.

The school is larger than the average-sized primary school where the great majority of pupils are of white British heritage with 364 pupils currently on roll.

The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children in the care of the local authority and other groups) is well below average.

Attainment and Progress - 2017-18

The results displayed in the Pupil report this year have been calculated with achievements of the Pupils from the New Curriculum introduced from September 2014.

For writing, teacher assessment was used.

For Year 6, direct comparisons of attainment and progress were made nationally with the use of the Analyse School Performance document. Pupil Premium children's outcomes were made in comparison with that of other (non- disadvantaged) pupils nationally as it is the difference that needs to diminish collectively across the country for disadvantaged pupils, to do as well as others.

For Year 6, Key Stage 2 National Curriculum test outcomes are reported as scaled scores, where 100 represents the expected standard and, for 2018, 110 represents the high standard. Writing is reported as teacher assessment.

Current attainment – Yr 6 – 2017-18

Year 6 - Number of pupils on Pupil Premium = 14/89 children = 16%

PP = Pupil Premium

ARE = Age Related Expectations

	<i>Pupils eligible for PP (Patcham Junior School)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>% difference between all PP children at PJS achieving ARE compared to non PP children nationally</i>
% PP achieving ARE in reading, writing and maths	79%	70%	+9%
% PP achieving ARE in reading	100%	80 %	+20%
% PP achieving ARE in writing	79%	83%	-4%
% PP achieving ARE in maths	93 %	81%	+12%

Year 6 Pupil Premium attainment compared to the attainment of Year 6 Pupil Premium children in Brighton and Hove - 2016-17

	PJS PP % ARE	Brighton and Hove PP % ARE	PJS PP Progress Scores	Brighton and Hove PP Progress Scores	National PP Progress Scores	National non PP Progress Scores
Reading	100%	65%	+6.57	-0.6	-0.6	0.31
Writing	79%	64%	-0.57	-1.4	-0.5	0.24
Maths	93%	58%	+4.69	-1.6	-0.6	0.31
SPAG	100%	60%				
Reading, Writing, Maths	79%	46%				

Progress - Pupil Premium Pupils - 2017-18 - Year 6 Key stage 2 progress is calculated differently from previously and the national average is zero. Provisional 2018 data for each subject shows that fewer than 5% of schools have progress scores above 4 in reading, 3.5 in writing and 4.1 in maths and fewer than 5% of schools have progress scores below -3.8 in reading, -3.7 in writing and -4.2 in maths.

Information on the government's new accountability measures is at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737750/Primary_school_accountability_in_2018.pdf

The table below provides the percentile distribution across the three subjects. All of the schools below the progress element of the floor standard in an individual subject will be in the bottom 5% in that subject.

Percentiles	Reading	Writing	Mathematics
Top 5%	4.0 and above	3.5 and above	4.1 and above
Next 20%	1.7 to 3.9	1.5 to 3.4	1.7 to 4.0
Next 15%	0.8 to 1.6	0.7 to 1.4	0.6 to 1.6
Middle 20%	-0.4 to 0.7	-0.3 to 0.6	-0.6 to 0.5
Next 15%	- 1.3 to -0.5	-1.2 to -0.4	-1.6 to -0.7
Next 20%	-3.7 to -1.4	-3.6 to -1.3	-4.1 to -1.7
Bottom 5%	-3.8 and below	-3.7 and above	-4.2 and below

Progress - Year 6 Reading

Reading	All pupils	Pupil Premium Pupils	Progress difference - PP children compared to Non-National
Patcham Junior School	+3.76	+6.57	+6.26

Spending on Pupil Premium children in Patcham Junior School leads to significantly better outcomes in reading compared to the progress of non Pupil Premium children nationally, as the difference in progress is +6.26.

- The reading progress of Pupil Premium children at Patcham Junior School is in the top 5% of all schools in the country.

Progress - Year 6 Writing

Writing	All pupils	Pupil Premium Pupils	Progress difference - PP children compared to National
Patcham Junior School	-1.71	-0.56	-0.8

Spending on Pupil Premium children in Patcham Junior School (PJS) leads to better outcomes in writing compared to the progress of all pupils at PJS .

- The writing progress of Pupil Premium children at Patcham Junior School is below average compared to all schools in the country.

Progress - Year 6 Maths

Maths	All pupils	Pupil Premium Pupils	Progress difference - PP children compared to National
Patcham Junior School	+5.46	+4.69	+4.31

Spending on Pupil Premium children in Patcham Junior School leads to significantly better outcomes in Maths compared to the progress of non-pupil premium children nationally, as the difference in progress is +4.31.

- The maths progress of Pupil Premium children at Patcham Junior School is in the top 5% of all schools in the country.

Attainment of Pupil Premium children in Year 3, Year 4 and Year 5

Year 3 - Number of pupils on Pupil Premium = 11/88 children = 12.5%

	Year 3 PJS PP % achieving ARE	Comparison made to Year 6 Brighton and Hove % of pupils achieving ARE	Comparison made to Year 6 national % of pupils achieving ARE	% difference to Brighton and Hove	% difference to national
Reading	100%	79%	75%	+21%	+25%
Writing	91%	80%	78%	+11%	+13%
Maths	91%	76%	76%	+15%	+15%

Year 3 - Comparing the Year 3 data to the Brighton and Hove and the national figures, the PP pupils at PJS achieve significantly better outcomes in reading writing and maths.

Year 4 - Number of pupils on Pupil Premium = 12/94 children = 12.8%

	Year 4 PJS PP % achieving ARE	Comparison made to Year 6 Brighton and Hove % of pupils achieving ARE	Comparison made to Year 6 national % of pupils achieving ARE	% difference to Brighton and Hove	% difference to national
Reading	92%	79%	75%	+13%	+17%
Writing	75%	80%	78%	-5%	-3%
Maths	75%	76%	76%	-1%	-1%

Year 4 - Comparing the Year 4 data to the Brighton and Hove and the national figures, the PP pupils at PJS achieve significantly better outcomes in reading. Writing and maths are slightly below Brighton and Hove and national figures.

Year 5 - Number of pupils on Pupil Premium = 19/87 children = 22%

	Year 5 PJS PP % achieving ARE	Comparison made to Year 6 Brighton and Hove % of pupils achieving ARE	Comparison made to Year 6 national % of pupils achieving ARE	% difference to Brighton and Hove	% difference to national
Reading	61%	79%	75%	-18%	-14%
Writing	39%	80%	78%	-41%	-39%
Maths	55%	76%	76%	-21%	-21%

Year 5 - Comparing the Year 5 data to the Brighton and Hove and the national figures, the PP pupils at PJS achieve significantly lower outcomes in reading, writing and maths compared to Brighton and Hove and national figures.

Progress of Pupil Premium children at Patcham Junior School in Year 3, Year 4 and Year 5

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Year 3	0.3	0.1	0.3
Year 4	0.27	0.09	0.27
Year 5	-0.5	-0.83	-0.78

The progress of PP children in PJS is strong - in Year 3 and Year 4 in reading, writing and maths they are making more than the expected progress based on KS1 assessments with the New Curriculum - higher expectations. In Year 5, the PP children are making less than the expected progress based on KS1 assessments where judgements are made on the old curriculum.

Funding Received 2018-2019 - £72,348.13

Cost	Total Amount	% time spent on PP children	Notes
Counselling	£10,265	£8,212	Counselling service includes Time to Talk for teaching assistants. Key PP/LAC took up more time than other pupils.
Every Child Counts Teacher	£40,429.00	£33,321.75	This includes Teacher release time and training. Key PP/LAC took up more time than other pupils.
Time to talk	£1,445	£1228.25	Resources
First Class @ Number	£750	£325	
Music Lessons	£398.40	£398.40	Guitar and keyboard lessons
Yr 3 Barcombe Nurseries Trip	£150.78	£150.78	
LSS (Literacy Support Services)	£3,956.25	£1318.75	Services to schools charge
Year 6 Interventions	£5,589.80 £5,733.26	£5718.91	DHT - 5 hours per week, 195 days HT - 5 hours per week, 195 days
Administration Time	£2,229.04	£2229.04	4 days each term DHT - writing reports, attending meetings.

Concessions for trips	£1,006.78	£1006.78	
Free milk for FSM pupils	£462.88	£462.88	
Intervention - Year 6 pm	£4,500	£3,250	Funding to release Yr 6 teachers to work with small groups of children - extra focus on the PP children.
TA - Overtime to support Yr 6 disadvantaged pupils	£2,766.41	£2766.41	
Supply costs for data health checks - focus on disadvantaged pupils	£800	£800	
Learning Mentor	£20,124	£12,074.40	There were some key PP children that the learning mentor spent more time helping than other children.
Total	£100,606.60	£73,263.35	

A table to show the PP funding received, actual money spent on PP at PJS and the deficit of funds to the school

	2018-19
Pupil Premium funding received at Patcham Junior	£72,348.13
Funding spent on Pupil Premium children at Patcham Junior	£73,263.35
Deficit	£915.22

Evaluation of the support for Pupil Premium Pupils 2017-18

All staff use tracking sheets for PP pupils in their class, this highlights interventions used, the child's current levels/progress and their needs. Pupil Premium interventions have been closely monitored every term by the SENCO and Deputy Head Teacher. In addition, there have been termly data health check meetings - teachers monitor the progress of their pupils, ensuring they are making expected/exceeding progress in line with the national average. Where pupils are not making progress, teachers have considered the needs of the child and adapted their work accordingly. These targets also relate to performance management objectives.

The Head Teacher and Deputy Head Teacher have regularly monitored lessons, children's work with the quality of feedback/marking and planning to ensure there are high expectations of all pupils. Feedback has been given and followed up in subsequent observations to ensure the teaching practice has improved. This has enabled the rapid progress of all pupils especially in year groups where the attainment of children was several months behind their peers.

There are monthly meetings and training for all teaching assistants on different areas including writing social stories; comic strip conversations; young carers; assessment; narrative strategies to support writing and safeguarding.

All the teaching assistants have two appraisals with the SENCO, in the autumn and summer term, and in addition they completed a self-evaluation in the spring term.

There was an induction programme set up from Y2 to Y3 and from Y6 to Y7. Every child was involved. A number of children had extra induction activities into the high school.

1. Review of expenditure			
Previous Academic Year		2017-18	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Improve rates of attainment and progress for PP children so it is in line, if not better, than non-pupil premium children.	Carry out a Poverty Proofing Audit with the help of the local authority.	Children in all year groups apart from Yr 5 have achieved the desired outcome. In Yr 5 there are a number of SEN and vulnerable pupils – when these children are discounted from the overall results then the PP data is more in line with other year groups.	<p>Continue with the poverty proofing principles, with all members of staff sharing responsibility to ensure there is a global approach to supporting PP children.</p> <p>Continue with the use of scattergraphs, ensuring staff awareness of PP progress and attainment.</p> <p>Pupil Progress action plan has now switched to a data health check for the year group and class. The DHT, SENCO work more collaboratively to help monitor the progress of the disadvantaged pupils in their class and the interventions they are putting in place for these 'off track' pupils.</p> <p>Continue with the lesson observation, book scrutiny, pupil voice, data analysis to monitor overall PP progress/attainment.</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Children are taking ownership of their learning, knowing what they have achieved, and what they need to work on next to reach their expected goals.	Rigorous monitoring with Head Teacher, Deputy Head Teacher, English Lead, Maths Lead, Year Group Leaders and SPA to ensure this outcome is achieved.	Through monitoring of children's books and pupil conferencing it was evident that all children were setting targets (through their self-assessments and use of the success criteria) and they are clear about the year group's termly/end of year expected goals because these spotlights are displayed in the classroom and discussed with the children,	<p>The use of success criteria will continue. This will be evaluated through the SPP (School's Partnership Programme) visit on Monday 12th November.</p> <p>Key questions that will be focussed on: To what extent does the success criteria in writing move children's learning on? To what extent does the success criteria in writing move children's learning on for greater depth writers? To what extent are teachers moving learning on quickly within and between lessons?</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Increased attendance rates	Use the partnership family support workers to follow up quickly with PP children and their families when absences become persistent.	Last year, from the school's inspection dashboard, persistent absence was high for FSM (in the highest 10%). For 2017-18 – this figure has now reduced by 3.5 % to below the national average – from 17% to 13.5%. The national average is 15.7%	The close monitoring of PP attendance will need to be continued for next year.	
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Next steps for Pupil Premium Pupils at Patcham Junior School - 2018-19

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	PP attainment and progress across the school is good and in some cases exceptional – 2017-18 Year 6 – Reading and Maths progress is exceeding that of their non-PP peers – approximately top 5% of schools nationally. Based on teacher assessment, most PP children are making good progress and attainment in comparison to their peers nationally and also within school. However, Yr 5 2017-18 (currently Year 6) are making less progress/not attaining as well as non-pupil premium children. This prevents sustained, high achievement at the end of Key Stage 2.	
B.	Many PP and vulnerable pupils in the school have complex lives which can be a barrier to their participation in the wider curriculum e.g. out of school clubs, attending residential.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	From the school's inspection dash board (2016-17), persistent absence was high for FSM (in the highest 10%). This has improved in 2017-18 however this needs to be monitored closely during 2018-19. Poor attendance impacts on children's learning and ability to reach ARE and making at least, the expected level of progress.	
Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
A.	Continue to improve rates of attainment and progress for PP children so it is in line, if not better, than non-pupil premium children. Particular focus for Yr 6 – 2018-19	PP children making as much progress/reaching ARE, as the non-pupil premium children across Key Stage 2 in maths, reading and writing - Outcomes measured in Y3, Y4, Y5 and Y6 by teacher assessments and successful moderation practices established across the school.
B.	PP pupils and vulnerable pupils have access/opportunities to participate in a wide range of activities.	Attendance figures for all PP children monitored in extra curriculum areas/activities to ensure children are able to participate in activities if they want to.
C.	Continue to monitor attendance rates for pupils eligible for PP to ensure it is at least in line with National figures, if not better.	Reduce the school's number of persistent absentees for PP, ensuring this is lower than the national figure for PP children. Reduce the school's number of sessions missed for PP children, ensuring this is lower than national figure for PP children. Overall PP attendance improves to ensure it is in line with non-PP children in school.

Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Continue to improve rates of attainment and progress for PP children so it is in line, if not better, than non-pupil premium children.</p> <p>Particular focus – Year 6</p>	<p>Rigorous monitoring with Head Teacher, Deputy Head Teacher, English Lead, Maths Lead, Year Group Leaders and SPA to ensure this outcome is achieved.</p>	<p>In some year groups (cohorts) PP pupils are making less progress/attainment than the non-PP children across the school.</p> <p>The school would like to ensure that PP pupils are achieving as well as their non-PP peers.</p> <p>All staff need to be aware of this and take responsibility of the achievement of disadvantaged pupils.</p>	<p>Continue to use scattergraphs, ensuring staff awareness of PP progress and attainment. These will be updated termly.</p> <p>SENCO and Deputy Head Teacher to do data health checks with class teachers in the Autumn and Spring term and produce an action plan for vulnerable pupils (e.g SEN/PP) as well as pupils who are off track with their learning.</p> <p>In the action plan, there will be a review of pupils' learning and there will be a discussion about the interventions to be put in place for these 'off track' pupils with a high focus on the vulnerable groups.</p> <p>Lesson observation, book scrutiny, pupil voice, data analysis, SPA, SPP visits/focus to monitor overall PP progress/attainment.</p>	Deputy Head	Jan 2019

Total budgeted cost (Costings are approximate as the budget for the academic year is not known yet)					£50,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children are taking part in a wide range of curriculum activities (if they would like).	Monitoring of the PP children in participation in activities e.g. clubs residential visits	<p>The participation of PP involvement needs to be monitored more closely.</p> <p>There has always been a heavy focus/monitoring of PP in the curriculum. The wider curriculum participation needs to be considered / monitored more closely.</p>	<p>Continue the good practice of poverty proofing e.g. enough notice to be given to parents to ensure they have time to pay for trips – minimum of 1 month.</p> <p>The office to notify DHT if PP children have not signed up for an activity. This needs to be followed up e.g. phone call to parents/carers to find out support needed to access a trip/activity.</p> <p>PP participation numbers collated by the school office on a termly basis – for monitoring purposes to ensure a high proportion of children are engaging in an activity – in line with school numbers.</p> <p>All PP children offered 1 free after school club and 2 lunch clubs.</p> <p>All clubs run by outside agencies offer at least 2 funded places for PP children.</p> <p>For residential trips, vulnerable pupils/families will be considered carefully. If needed, there will be offered 50% for their child to enable them to go. Bursaries will be applied for if necessary.</p> <p>Key families (e.g. CIN) monitored closely to ensure there is participation in extra-curricular activities if the child would like to join them.</p>	Deputy Head Teacher,	Jan 2019

Total budgeted cost (Costings are approximate as the budget for the academic year is not known yet)					£5,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	Use the partnership family support workers to follow up quickly with PP children and their families when absences become persistent.	Even though attendance has improved for persistent absence for FSM (in the highest 10%) from 2016-17 to 2017-18. The school would like to continue to monitor this.	Individual PP attendance to be published monthly. Thorough briefing of family support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Deputy Head Teacher	Jan 2019
Total budgeted cost (Costings are approximate as the budget for the academic year is not known yet)					£5,000

