

BLJS_PUPIL PREMIUM FUNDING REVIEW_2017-18_Mrs_Duynstee

At Boughton Leigh Junior School we are committed to promoting the progress and attainment of all children, whatever their backgrounds. **This report is part of a cycle of improvement which continues from the 2016-17 Pupil Premium Report.**

What is Pupil Premium funding?

The school receives funding for all pupils who receive free school meals; who have received free school meals in the last 6 years (known as ever 6); children who are Looked After; children who have been adopted from care; children of service families and children under Special Guardianship.

How much Pupil Premium funding did we receive?

In 2017-18 we received £177,760

	Attainment - School	Attainment - National (all pupils)	Progress - school	Attainment - County (all pupils)
	2018 SATs – Unvalidated data	July 2018 (Unvalidated data)	July 2018 (Unvalidated data)	Unvalidated – data position Sept '18
Read: Cohort	70% (+7%)	75%	↑ -0.8	77%
Non-disadvantaged	74%	78%		82%
Disadvantaged	60% (+13%)	60%		60%
Write: Cohort	86%	78%	↑ +1.0	80%
Non-disadvantaged	91%	82%		84%
Disadvantaged	73%	66%		65%
Maths: Cohort	69% (+2%)	76%	-2.4	77%
Non-disadvantaged	73%	82%		84%
Disadvantaged	57% (+13%)	66%		65%
Combined: Cohort	58% (+3%)	64%	N/A	64%
Non-disadvantaged	60%	72%		68%
Disadvantaged	50% (+18%)	47%		48%
GPAS: Cohort	80%	78%	N/A	78%
Non-disadvantaged	84%	84%		83%
Disadvantaged	67% (+20%)	62%		67%
Science: Cohort	82%	82%	N/A	85%
Non-disadvantaged	89%	-		89%
Disadvantaged	63% (-13%)	-		70%

Key:

			The colouring below represents colourings at the point of the Academic Year end 2017-18 – it is set against the information we have at the time – Teacher Assessment and unvalidated SATs 2018
Below expected impact	Expected impact	Better than expected impact	

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Pupil Premium - The key priorities:		2017-18	Head teacher: Paula Duynstee
Our core aim is:		What we expect to see:	Targeted intervention/ support strategies are deployed to:
<ul style="list-style-type: none"> To raise the attainment and progress of pupils eligible for Pupil Premium funding – sufficiently accelerated progress to close the gap on Non-Pupil Premium peers including Nationally Ensure that disadvantaged pupils – especially boys and the more able – meet their potential and achieve in line with National expectations Address inequalities in education of pupils from low-income families and raise the attainment of these pupils Allow equal opportunities for ‘life choices’ for our disadvantaged, vulnerable pupils Develop self-esteem and self-belief Raise aspirations and achievement 		<ul style="list-style-type: none"> <i>Clear school priorities for the Disadvantaged pupils – especially boys and the more able (RAP 2)</i> Good and Outstanding teaching and learning Targeted intervention – especially boys and the more able Monitoring which reflects a focus on the disadvantaged and continues to form comparisons with the non-disadvantaged Books and outcomes that are at least in line with their peers esp. high expectations Consistent tracking and high opportunities for pupil engagement DATA which shows a closing gap between the disadvantaged pupils and the cohort/ disadvantaged and non-disadvantaged both locally and Nationally. Reduction in poor behaviour and low level disruption 	<ul style="list-style-type: none"> Improve levels of attainment and progress Sufficiently accelerate progress in order to close attainment gaps relative to the girls in school and National averages Secure reading skills at an expected level Enhance higher level reading skills for the MA Ensure secure knowledge and accuracy of basic grammar Ensure confidence and speed with maths calculation skills Engage and develop learning and emotional well-being, through a wide range of extra-curricular provision Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils Support pupils in becoming aspirational, confident and successful learners
What are the potential barriers to learning?			
<ul style="list-style-type: none"> Parental engagement – for the most hard to reach – resulting in poor attitude towards school and a belief in what they can achieve. Without support there is less support at home from some Pupil Premium families – this reduces completion of homework – essentially spelling and reading practice. Poor literacy levels restricting access to the curriculum – resulting in lower in class progress at a high enough level/ impacting on Maths and other subjects which impacts on sustained improvements and outcomes at the end of the Key Stage. Disadvantaged pupils attain less well in Reading, GPAS and Maths than the cohort – poor behaviour from some SEN pupils (SEMH) impacting on the class learning behaviours/ taking staff time; low level literacy and self-belief. Poor reading skills means that they are always on ‘Catch Up’. More Able disadvantaged pupils attain less well at KS2 than non-disadvantaged peers Low aspirations and expectations/ self-belief for the more able – this impacts on their application to lessons and can cause disruptive behaviour to some (usually low level). Less or inadequate resources to support learning at home – parents may not all value homework or provide time and a comfortable space/ resources. Attendance/ lateness – esp. Pupil Premium ‘plus’ (such as PP and SEN/ current FSM) – lack of routine at home may mean that the pupils are late. This may impact on how they feel through the day. Narrow life experiences outside of school/ enrichment (incl. P.E – see P.E plan) – lack of opportunity results in low aspirations. Social and emotional issues and low self-esteem – can impact on low level but persistent disruption 			
Pupil Premium Actions: 2017-18			
Potential barrier / Desired Outcome	Action:	Budgeted cost:	IMPACT
<ul style="list-style-type: none"> Parental engagement There is less support at home from <i>some</i> Pupil Premium families 	<ul style="list-style-type: none"> Learning and Behaviour Mentors will deliver Triple P programme to identified vulnerable families 	<ul style="list-style-type: none"> Achievement for All (AfA) programme 0.1 cover each week to release staff to meet with parents 	<p>Achievement for All:</p> <ul style="list-style-type: none"> <i>Increase in the number of parents accessing Achievement for All – 48</i> <i>Out of these parents 71% have engaged fully with 6% reported as exceptional</i>

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<p>- For the children to have support at home in line with their peers in order to give them the best chance to succeed</p> <p>- For there to be an increase in parental involvement at school (Parents evening etc) and at home (encouraging and supporting learning)</p> <p>- For the parents to realise their impact and for them to understand that home/ school is a collaboration</p>	<ul style="list-style-type: none"> • There is one EHA lead (Learning and Behaviour Mentor) • All staff engage in Achievement for ALL 	<ul style="list-style-type: none"> • Triple P training programme • Learning and Behaviour Mentor EHA support x0.1 per week <p>Allocated budget:: £12,000</p>	<ul style="list-style-type: none"> • <i>4% stepped down from the programme – due to bereavement/ lack of parental response</i> • 100% of class teachers are engaged with this programme • AfA team review reports: <ul style="list-style-type: none"> - The school champion is now using the performance data for target children to analyse progress, attainment and gaps. - Parental engagement - Teachers now confidently use structured conversations for regular talks and meetings with parents. It is now a school approach. - Leadership of Achievement for All Framework - The new Head teacher and acting Deputy Head teacher have a clear understanding of how AfA will support the improvements in school. <p>Triple P:</p> <ul style="list-style-type: none"> • Triple P training has been delivered in collaboration with BCIS <p>Early Help Assessment:</p> <ul style="list-style-type: none"> • We have a new CAF trained member of staff – totalling 3 • CAF staff have received new training on EHA (Early Help Assessment)
<ul style="list-style-type: none"> • Poor literacy levels restricting access to the curriculum <p>- For every child not affected by SEN cognition, to be able to read at an expected standard</p> <p>- For enhanced access to other curriculum areas</p> <p>- the children to secure basic skills to be secondary ready when they complete the key stage</p>	<ul style="list-style-type: none"> • Provision of an additional adult (level 2 TA) to hear readers for PP Pupils across school • RWI Fresh Start Programme (Yr5/6 boys) delivered by Level 3 TA • RWI Catch Up phonics for SEN pupils • Booster Groups – Pupil Premium Boys (Read/ Maths/ GPAS) to start September 2017 x4 1hr afternoon sessions per week • Booster groups – Pupil Premium focus after school x2 1 hr sessions – Achieve 100 Reading • Homework club 	<ul style="list-style-type: none"> • Level 2 TA x 0.5 • Fresh Start top up resources • Fresh Start Training days 1 per term • Level 3 TA x 3 lots of 0.1 (Fresh Start) • RWI Catch up x1 hr per day • Level 3 TA for x2 one hour sessions • Level 3 TA for x4 one hour sessions weekly (Booster: Achieve 100 Maths/ Reading) plus weekly planning • Level 2 TA for x4 one hour sessions weekly (Homework club/ CGP: GPAS) <p>Allocated budget: £24,000</p>	<p>Additional Readers:</p> <ul style="list-style-type: none"> • Additional reading n place each afternoon meant that pupils who did not read at home can read at school. <p>RWI Fresh Start:</p> <ul style="list-style-type: none"> • <i>Not enough evidence that RWI Freshstart is having an accelerated impact on the progress of this group. Work completed in class and with smaller group intervention is showing higher quality outcomes. .</i> <p>RWI Phonic Catch Up:</p> <ul style="list-style-type: none"> • This works well for SEN 1:1 pupils and could be extended to smaller groups for greater efficiency. <p>Achieve 100:</p> <ul style="list-style-type: none"> • High impact from this. Pupils make good progress and the work is structured to ensure that there is consistency from the staff delivering. <p>Homework Club:</p> <ul style="list-style-type: none"> • Limited take up which fluctuates through the year. We need to see how this can be promoted even more – through year groups.
<ul style="list-style-type: none"> • Disadvantaged pupils attain less well in Reading, GPAS and Maths 	<ul style="list-style-type: none"> • Provision for a level 3 TA to take x4 pupils from each 	<ul style="list-style-type: none"> • Level 3 TA x2 hrs per day • Staff CPD, meeting time and 	<p>Maths Booster:</p> <ul style="list-style-type: none"> • Teacher delivering this is very effective because he has good maths

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<p>than the cohort - For the disadvantaged pupils to have the same outcomes as those who are not disadvantaged</p>	<p>parallel class to reduce numbers and allow the teacher to secure progress – termly cycle/ turn over</p> <ul style="list-style-type: none"> Closing the Gap project Teacher to deliver booster sessions for basic skills Maths across the school (times table focus) 	<p>cover, plus school to school training for Closing the Gap project</p> <ul style="list-style-type: none"> Teacher at 0.2 <p>Allocated budget:£12,000</p>	<p>knowledge. Pupils make good progress and can talk about their maths with confidence.</p> <p>Closing the Gap Project:</p> <ul style="list-style-type: none"> 6 children were selected at the end of Year 5. The children have been a focus for QFT interventions and opportunities for catch up via Achieve 100 and through pre-teaching (started Spring 1). Children selected made progress. Outcomes for disadvantaged pupils are up by 13% in Reading and Maths and there is a less than 20% gap between them and non-disadvantaged. However pupils would have been identified/ actions taken accordingly without the ‘project’ which in actuality offered no solutions.
<ul style="list-style-type: none"> More Able disadvantaged attain less well in Maths - For the MA disadvantaged pupils to have the same outcomes as those who are not disadvantaged 	<ul style="list-style-type: none"> Teacher to deliver booster sessions for MA pupils in Maths across the school – Achieve 100+ Closing the Gap project 	<ul style="list-style-type: none"> Level 3 TA for x2 one hour sessions <p>Allocated budget: £1,500</p>	<p>Achieve 100+:</p> <ul style="list-style-type: none"> More able disadvantaged pupils achieved in line with greater depth disadvantaged pupils both locally (Warwickshire) and nationally.
<ul style="list-style-type: none"> Low aspirations and expectations/ self-belief - For the children to believe that they have self-worth and ability and use this to have aspirations and become successful, working adults 	<ul style="list-style-type: none"> Booster groups – Pupil Premium (Boy focus) x1hr sessions for different groups each afternoon (Achieve 100 Reading) – during the school day Small group and 1:1 support for social skills including Nurture provision 	<ul style="list-style-type: none"> Level 3 TA for x4 one hour sessions weekly (Booster: Achieve 100) Cost implications also through Nurture and small group/ 1:1 support already costed in <p>Allocated budget: £3,000</p>	<p>Achieve 100 Reading:</p> <ul style="list-style-type: none"> More able disadvantaged pupils out performed greater depth disadvantaged pupils both locally (Warwickshire) and nationally. <p>Nurture:</p> <ul style="list-style-type: none"> 6 pupil premium pupils have had access to Nurture. 5/6 of these made expected progress against the Boxhall profile. 1/6 pupils made more than expected progress. 3 pupils had their Nurture time reduced and therefore increased access to class.
<ul style="list-style-type: none"> Less or inadequate resources to support learning at home - For the children to have the equipment to help them have the same opportunities to work at home 	<ul style="list-style-type: none"> Homework packs allocated to pupils with home equipment Free reading books for Yr3 	<ul style="list-style-type: none"> Cost of homework packs to PP pupils (125) Funding allocation to home readers (base on PP at 25% for the school) <p>Allocated budget: £1,600</p>	<p>Homework resources:</p> <ul style="list-style-type: none"> 100% of Pupil Premium pupils received homework packs – however the impact and accountability for these packs needs to be measured – it is unknown if there is an improvement to homework handed in. This needs monitoring by class teachers and Year Heads. Pupil premium pupils received personal invites to homework club. Homework club after school was accessed by 9 pupils and lunchtime club stopped due to staff absence. Teachers monitored homework more carefully and although presentation standards fluctuated, they were at least in line with non-disadvantaged peers. Quantity however is often less. 100% of Year 3 received a class reader. 0 returned their books in exchange for a new one and as such this scheme will not be continued. We have two regular volunteers and a designated PP TA that hear pupil’s read and as a

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			result books are changed more frequently for those pupils. The impact on their reading skills however needs to be more closely measured.
<ul style="list-style-type: none"> Lateness - For all children to be ready to start school on time, to not miss any essential learning and for them to feel settled and organised before they start 	<ul style="list-style-type: none"> Credit system for rewarding/ acknowledging arrival in time for school for persistent offenders – first two places for most improved pupils 	<ul style="list-style-type: none"> Store voucher (£10) to be awarded for credits gained per half term <p>Allocated budget: £400</p>	<p>Lateness:</p> <ul style="list-style-type: none"> Lateness in Pupil premium pupils (after 9.20am) is rare. There has been a 100% improvement in lateness where incentives have been used. We monitor lateness by pupil group. Letters have gone out to persistently late pupils and a text goes out each day if a pupil is late.
<ul style="list-style-type: none"> Attendance - For all children to not unnecessarily miss any essential learning which can create gaps in sequential activities/foundations 	<ul style="list-style-type: none"> Attendance Officer will monitor/ send out letters and review attendance patterns Attendance reviews with HT and Admin attendance personnel Meetings with 'hard to reach' families Annual review with ACE FGB report to governors 	<ul style="list-style-type: none"> Attendance Officer time at 0.1 per half term (meetings/ review) Attendance Admin at 0.1 per half term (meetings/ review) Attendance Officer time for PP/ FSM (x0.1 per fortnight) <p>Allocated budget: £2,000</p>	<p>Attendance:</p> <ul style="list-style-type: none"> Attendance has stayed at 96% across the year for the school with Pupil Premium achieving 92% Sally. Attendance team meet weekly and termly with HT. An action plan is in place. We continue to monitor attendance by pupil group and on an individual basis. Letters go out to all pupils below 85% threshold and 90% and for pupils below 95% where there is no supporting reason for absence or whereby patterns of absence look to be forming. Attendance lead has met with families.
<ul style="list-style-type: none"> Limited life experiences outside of core curriculum (enrichment opportunities/ Sporting events) - For all children to have access to a wide range of activities both in and outside school 	<ul style="list-style-type: none"> Focused support for P.E initiatives (Strachen apprentices TA support) A wide range of extra-curricular activities on offer to engage pupils during lunch time and after school - increased access to clubs incl. Play Rangers/ Harris Sports Partnership Sports Trip subsidy for the curriculum (x1 trip per yr per PP pupil) Concession for residential trips - Castleton / Paris Priority access to Sports events Priority for Radio Club and website – More Able/ PP boys x 1 morning per week Trips out to business - 	<ul style="list-style-type: none"> (Strachen apprentices: £4500 from Sports Grant) Play Rangers (0.5 of their commitment) Harris Partnership (0.25 of the cost) Trip subsidy (£20 per child) Residential concession (parents to pay first £100 – Devon/ first £80 - Castleton) ICT lead – 0.1 per week Wider opportunities - Business trips (some entrance fees/ mini-bus drivers and supporting staff) Nurture trip entrance fees – cross curricular experiences (£10 per child) 0.1 teacher for 1:1 music tuition 1:1 guitar lessons 	<p>Access to Clubs:</p> <ul style="list-style-type: none"> 1/ 3 of the spaces allocated to clubs is given to PP as a priority. About 1/ 4 of the spaces are taken up by pupil premium pupils. Staff ring and offer out the spaces when they are empty before filling them with non-pupil premium. On average 4-5 pupil premium pupils access Residentials and utilise the concession. <p>Harris Sports Partnership:</p> <ul style="list-style-type: none"> 30 Pupil Premium pupils this year took part in various sports activities. Office staff target Pupil Premium pupil access to clubs – ringing parents to invite pupils to attend. Play rangers continues throughout the lunchtime and engagement in other school activities has started such as supporting school with sporting events. Jolly Brollies have appointed x3 new staff and now plan weekly activities across an increasing range. Nurture pupils took part in half termly trips and visits for wider opportunities.

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	<p>aspirations (i.e. University) – yr5/6 focus – one visit per half term</p> <ul style="list-style-type: none"> • Trips and experiences for Nurture children – x4 per year (in 2 groups) • 1:1 Music tuition – piano/ keyboard and guitar 	<p>Allocated budget: £35,000</p>	
<ul style="list-style-type: none"> • Complex issues for ‘Pupil Premium Plus’ (i.e FSM plus SEN) - For the children to be the best that they can be and not be hindered by additional needs 	<ul style="list-style-type: none"> • RWI Catch UP – includes PP SEN – Inclusion Manager delivery • SENCo manages SEN and 1:1 TAs who deliver interventions in small groups to targeted pupils. • Social skills groups – boy focus • 1:1 TA support for SEN specific SEMH/ ASD pupils 	<ul style="list-style-type: none"> • Inclusion Manager (25% of her time) • SENCO time (25% her SENCO day per week) • Level 3 TA x1 hr per week • STS x1 hr per week • x6 level 2 1:1 TAs at - x6hrs; x15hrs; x8hrs; x15hrs • Learning and Behaviour mentor 0.2 per week (each) <p>Allocated budget: £36,000</p>	<p>RWI Phonic Catch Up:</p> <ul style="list-style-type: none"> • This works well for SEN 1:1 pupils and could be extended to smaller groups for greater efficiency. • Pupils accessing RWI make good progress across the programme. Lack of phonic teaching in the classrooms means that this catch up support is less effective because it is not backed up with regular/ daily practice or strategies. • RWI is delivered 1:1 but the active programme could be delivered in small groups. • STS deliver effective social skills groups which has had a noticeable impact on the pupils in year 6 who have had greater time in class and less disruptive behaviours. There has been increased class access and reduced disruption. • Pupils receiving targeted SEN support have made progress across their schemes as individuals. This needs to be more closely measured to secure knowledge for SLT about which interventions have the greatest impact or are the most financially viable.
<ul style="list-style-type: none"> • Social and emotional issues and low self esteem - For the children to be as close to emotionally age appropriate as they can be in order to be successful participators at school 	<ul style="list-style-type: none"> • The school Learning and Behaviour mentors prioritise vulnerable families and pupils (EHA/ Nurture/ 1:1 and small group support) • All disadvantaged or vulnerable pupils will be provided with extra support and guidance during the transition phase to Year 7 – including additional visits to their new school/ EIS transition support for SEMH 	<ul style="list-style-type: none"> • Triple P programme (see previous) • CLA tutoring (x30 mins per week) • Nurture facilities (2hrs per day Level 3 TA; 50% of x1 Level 2 TA and x1 0.1 teacher) • STS TA: 4 one hour sessions • Forest Schools <p>Allocated budget: £40,000</p>	<ul style="list-style-type: none"> • Triple P delivered in partnership with BCIs. Some sessions missed due to staff absence. • CLA received additional tutoring and the pupil met the expected standard in Reading and Writing. • Additional visits were made for pupils at transition to Yr7 • 8 EHA are in place. Parents are in school working with the teams on a regular basis. We need to secure greater impact from class teachers and use the time after school to secure meetings. • Forest school training has been completed for a member of the school staff (L3 TA) and a Rugby Council Play Ranger. Part one of the necessary resources have been ordered. The grounds have been reviewed and 300+ tree are on their way from the Forestry Commission (due Nov 2018). Sessions for pupils will begin from October 2018 and form the second part of

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	<ul style="list-style-type: none"> • 1:1 CLA tutoring • 1:1 and group mentoring for pupils with emotional and/or personal problems • Nurture room facilities support a higher proportion of Pupil Premium Pupils • Forest Schools 		<p>the Forest School's Training programme.</p> <ul style="list-style-type: none"> • A quote for garden work has been received but a date to begin work not available until November 2018.
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The ASPIRE programme (specifically School and Family Support - SAFs) will be key in providing developments and CPD for the leadership team in improving experiences for the Pupil Premium Pupils.

How do we measure the impact of the Pupil Premium grant?

Day to day effectiveness of actions is monitored and evaluated by those staff providing support such as subject leads. The overall effectiveness is then monitored and evaluated by senior leaders at Pupil Progress meetings and through data/ assessments. Staff meet in Achievement teams half termly. The Pupil Premium Lead liaises with staff and then the wider leadership team to inform progress. Senior teachers and governors engage in regular monitoring and staff engage in regular moderation.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Pupils' books
- Evidence relating to improved confidence, well-being, attitude, behaviour
- We review the impact of our Pupil Premium spending half termly, including external review with our School Improvement Partner, and adapt our strategy according to specific group needs. Impact data is formally shared with Governors on a termly basis and our strategy reviewed and approved.

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The school receives funding for all pupils who receive free school meals; who have received free school meals in the last 6 years (known as ever 6); children who are Looked After; children who have been adopted from care; children of service families and children under Special Guardianship.

How much Pupil Premium funding do we expect to receive?

In 2017-18 we expect to receive £167, 500

Pupil Premium - The key priorities:	2017-18	Head teacher: Paula Duynstee
Our core aim is:	What we expect to see:	Targeted intervention and support strategies are deployed in order to:
<ul style="list-style-type: none"> • To raise the attainment and progress of pupils eligible for Pupil Premium funding – sufficiently accelerated progress to close the gap on Non-Pupil Premium peers including Nationally • Ensure that disadvantaged pupils – especially boys and the more able – meet their potential and achieve in line with National expectations • Address inequalities in education of pupils from low-income families and raise the attainment of these pupils • Allow equal opportunities for ‘life choices’ for our disadvantaged, vulnerable pupils • Develop self-esteem and self-belief • Raise aspirations and achievement 	<ul style="list-style-type: none"> • <i>Clear school priorities for the Disadvantaged pupils – especially boys and the more able (RAP 2)</i> • Good and Outstanding teaching and learning • Targeted intervention – especially boys and the more able • Monitoring which reflects a focus on the disadvantaged and continues to form comparisons with the non-disadvantaged • Books and outcomes that are at least in line with their peers esp. high expectations • Consistent tracking and high opportunities for pupil engagement • DATA which shows a closing gap between the disadvantaged pupils and the cohort/ disadvantaged and non-disadvantaged both locally and Nationally. • Reduction in poor behaviour and low level disruption 	<ul style="list-style-type: none"> • Improve levels of attainment and progress • Sufficiently accelerate progress in order to close attainment gaps relative to the girls in school and National averages • Secure reading skills at an expected level • Enhance higher level reading skills for the MA • Ensure secure knowledge and accuracy of basic grammar • Ensure confidence and speed with maths calculation skills • Engage and develop learning and emotional well-being, through a wide range of extra-curricular provision • Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils • Support pupils in becoming aspirational, confident and successful learners
What are the potential barriers to learning?		
<ul style="list-style-type: none"> • Parental engagement – for the most hard to reach – resulting in poor attitude towards school and a belief in what they can achieve. • Without support there is less support at home from some Pupil Premium families – this reduces completion of homework – essentially spelling and reading practice. • Poor literacy levels restricting access to the curriculum – resulting in lower in class progress at a high enough level/ impacting on Maths and other subjects which impacts on sustained improvements and outcomes at the end of the Key Stage. • Disadvantaged pupils attain less well in Reading, GPAS and Maths than the cohort – poor behaviour from some SEN pupils (SEMH) impacting on the class learning behaviours/ taking staff time; low level literacy and self-belief. Poor reading skills means that they are always on ‘Catch Up’. 		

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<ul style="list-style-type: none"> • More Able disadvantaged pupils attain less well at KS2 than non-disadvantaged peers • Low aspirations and expectations/ self-belief for the more able – this impacts on their application to lessons and can cause disruptive behaviour to some (usually low level). • Less or inadequate resources to support learning at home – parents may not all value homework or provide time and a comfortable space/ resources. • Attendance and lateness – especially for Pupil Premium ‘plus’ (such as PP and SEN/ current FSM) – lack of routine at home may mean that the pupils are late. This may impact on how they feel through the day. • Narrow life experiences outside of school/ enrichment (incl. P.E – see P.E plan) – lack of opportunity results in low aspirations. • Social and emotional issues and low self-esteem – can impact on low level but persistent disruption 			
Pupil Premium Actions: 2017-18			
Potential barrier addressed and Desired Outcome	Action:	Rationale:	Budgeted cost:
<ul style="list-style-type: none"> • Parental engagement • There is less support at home from some Pupil Premium families <p><i>- For the children to have support at home in line with their peers in order to give them the best chance to succeed</i></p> <p><i>- For there to be an increase in parental involvement at school (Parents evening etc) and at home (encouraging and supporting learning)</i></p> <p><i>- For the parents to realise their impact and for them to understand that home/ school is a collaboration</i></p>	<ul style="list-style-type: none"> • All class teachers w Learning and Behaviour Mentors will deliver Triple P programme to identified vulnerable families • There is one EHA lead (Learning and Behaviour Mentor) • All staff engage in Achievement for ALL 	<p>Some of our parents do not engage with school. Achievement for All is a proven initiative to support parental engagement - we have used it before and it is beginning to have an impact. Using the project allows for greater consistency across the school. Triple P will allow the parents to secure more successful home lives. This will support a consistent approach which is mirrored by school. The improvement in behaviours will impact in and outside of the classrooms.</p>	<ul style="list-style-type: none"> • Achievement for All (AfA) programme • 0.1 cover each week to release staff to meet with parents • Triple P training programme • Learning and Behaviour Mentor EHA support x0.1 per week <p>Allocated budget:: £12,000</p>
<ul style="list-style-type: none"> • Poor literacy levels restricting access to the curriculum <p><i>- For every child not affected by SEN cognition, to be able to read at an expected standard</i></p> <p><i>- For enhanced access to other curriculum areas</i></p> <p><i>- the children to secure basic skills to be secondary ready when they complete the key stage</i></p>	<ul style="list-style-type: none"> • Provision of an additional adult (level 2 TA) to hear readers for PP Pupils across school • RWI Fresh Start Programme (Yr5/6 boys) delivered by Level 3 TA • RWI Catch Up phonics for SEN pupils • Booster Groups – Pupil Premium Boys (Read/ Maths/ GPAS) to start September 2017 x4 1hr afternoon sessions per week • Booster groups – Pupil Premium focus after school x2 1 hr sessions – Achieve 100 Reading • Homework club 	<p>Our children need to read with speed, accuracy and read a sufficient volume of texts. It will boost additional reading, especially where it may not be happening at home. Catch Up programmes will allow for pupils to close the gap on missed learning and reinforce opportunities for additional practice. As they are a programme they allow for a consistent and planned approach. Booster groups after school allow for increased access to learning and will reinforce learning at an expected standard.</p>	<ul style="list-style-type: none"> • Level 2 TA x 0.5 • Fresh Start top up resources • Freshstart Training days 1 per term • Level 3 TA x 3 lots of 0.1 (Fresh Start) • RWI Catch up x1 hr per day • Level 3 TA for x2 one hour sessions • Level 3 TA for x4 one hour sessions weekly (Booster: Achieve 100 Maths/ Reading) plus weekly planning • Level 2 TA for x4 one hour sessions weekly (Homework club/ CGP: GPAS) <p>Allocated budget: £24,000</p>

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<ul style="list-style-type: none"> • Disadvantaged pupils attain less well in Reading, GPAS and Maths than the cohort - For the disadvantaged pupils to have the same outcomes as those who are not disadvantaged 	<ul style="list-style-type: none"> • Provision for a level 3 TA to take x4 pupils from each parallel class to reduce numbers and allow the teacher to secure progress – termly cycle/ turn over • Closing the Gap project • Teacher to deliver booster sessions for basic skills Maths across the school (times table focus) 	<p>Reducing class groupings to enable targeted support to ensure that the teacher can direct the correct support to the identified children and increase teacher or TA input. The Closing the Gap project will bring school to school support and increase capacity of staff. Boosting pupils capabilities with times tables and basic skills will increase their speed.</p>	<ul style="list-style-type: none"> • Level 3 TA x2 hrs per day • Staff CPD, meeting time and cover, plus school to school training for Closing the Gap project • Teacher at 0.2 <p>Allocated budget:£12,000</p>
<ul style="list-style-type: none"> • More Able disadvantaged attain less well in Maths - For the MA disadvantaged pupils to have the same outcomes as those who are not disadvantaged 	<ul style="list-style-type: none"> • Teacher to deliver booster sessions for MA pupils in Maths across the school – Achieve 100+ • Closing the Gap project 	<p>Booster groups allow for increased access to learning and will reinforce learning at an expected standard. The Closing the Gap project run by the LA will bring support to school support and increase capacity of staff.</p>	<ul style="list-style-type: none"> • Level 3 TA for x2 one hour sessions <p>Allocated budget: £1,500</p>
<ul style="list-style-type: none"> • Low aspirations and expectations/ self-belief - For the children to believe that they have self-worth and ability and use this to have aspirations and become successful, working adults 	<ul style="list-style-type: none"> • Booster groups – Pupil Premium (Boy focus) x1hr sessions for different groups each afternoon (Achieve 100 Reading) – during the school day • Small group and 1:1 support for social skills including through Nurture provision 	<p>Our children respond well when they have a belief that they are valued and that they can succeed. Pupils who are emotionally secure build on ‘failure’ to learn and grow. They become successful adults.</p>	<ul style="list-style-type: none"> • Level 3 TA for x4 one hour sessions weekly (Booster: Achieve 100) • Cost implications also through Nurture and small group/ 1:1 support already costed in <p>Allocated budget: £3,000</p>
<ul style="list-style-type: none"> • Less or inadequate resources to support learning at home - For the children to have the equipment to help them have the same opportunities to work at home 	<ul style="list-style-type: none"> • Homework packs allocated to pupils with home equipment • Free reading books for Yr3 	<p>Disadvantaged pupils do not need further avoidable hindrance. Children, who are successful and enjoy homework, share in the delights of what they have achieved - part of this is because they have the tools to do it.</p>	<ul style="list-style-type: none"> • Cost of homework packs to PP pupils (125) • Funding allocation to home readers (base on PP at 25% for the school) <p>Allocated budget: £1,600</p>
<ul style="list-style-type: none"> • Lateness - For all children to be ready to start school on time, to not miss any essential learning and for them to feel settled and organised before they start 	<ul style="list-style-type: none"> • Credit system for rewarding/ acknowledging arrival in time for school for persistent offenders – first two places for most improved pupils 	<p>Some of our pupils’ learning is impacted by unsettled starts to the day. Lateness can cause lack of self-esteem, confusion and issues with friendship. Lateness is more likely to continue than cease as it can cause avoidance.</p>	<ul style="list-style-type: none"> • Store voucher (£10) to be awarded for credits gained per half term <p>Allocated budget: £400</p>
<ul style="list-style-type: none"> • Attendance - For all children to not unnecessarily miss any essential learning which can create gaps in sequential activities/foundations 	<ul style="list-style-type: none"> • Attendance Officer will monitor/ send out letters and review attendance patterns • Attendance reviews with HT and Admin attendance personnel • Meetings with ‘hard to reach’ families 	<p>Individual pupil learning and whole school outcomes are impacted by persistent absence. Catching Up on missed learning is harder to achieve. Persistent absence can cause lack of self-esteem, confusion and issues with friendship. Absence is more likely</p>	<ul style="list-style-type: none"> • Attendance Officer time at 0.1 per half term (meetings/ review) • Attendance Admin at 0.1 per half term (meetings/ review) • Attendance Officer time for PP/ FSM (x0.1 per fortnight)

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	<ul style="list-style-type: none"> Annual review with ACE FGB report to governors (termly) 	to continue than cease if not addressed.	Allocated budget: £2,000
<ul style="list-style-type: none"> Limited life experiences outside of core curriculum (enrichment opportunities/ Sporting events) <i>- For all children to have access to a wide range of activities both in and outside school</i> 	<ul style="list-style-type: none"> <i>Focused support for P.E initiatives (Strachen apprentices TA support)</i> A wide range of extra-curricular activities on offer to engage pupils during lunch time and after school - increased access to clubs incl. Play Rangers/ Harris Sports Partnership Sports Trip subsidy for the curriculum (x1 trip per yr per PP pupil) Concession for residential trips - Castleton / Paris Priority access to Sports events Priority for Radio Club and website – More Able/ PP boys x 1 morning per week Trips out to business - aspirations (i.e. University) – yr5/6 focus – one visit per half term Trips and experiences for Nurture children – x4 per year (in 2 groups) 1:1 Music tuition – piano/ keyboard and guitar 	Sport and activity is good for the brain and reinforces effective learning as well as readiness to learn. It full fill gaps in self-esteem and encourages a cycle of reflection – success/ failure/ success. It promotes team work, essential to classroom learning and pupil social interaction. Additional activities support the children in knowing their abilities, and supports them in knowing what they may want to aspire to.	<ul style="list-style-type: none"> <i>(Strachen apprentices: £4500 from Sports Grant)</i> Play Rangers (0.5 of their commitment) Harris Partnership (0.25 of the cost) Trip subsidy (£20 per child) Residential concession (parents to pay first £100 – Devon/ first £80 - Castleton) ICT lead – 0.1 per week Wider opportunities - Business trips (some entrance fees/ mini-bus drivers and supporting staff) Nurture trip entrance fees – cross curricular experiences (£10 per child) 0.1 teacher for 1:1 music tuition 1:1 guitar lessons <p>Allocated budget: £35,000</p>
<ul style="list-style-type: none"> Complex issues for ‘Pupil Premium Plus’ (i.e FSM plus SEN) <i>- For the children to be the best that they can be and not be hindered by additional needs</i> 	<ul style="list-style-type: none"> RWI Catch UP – includes PP SEN – Inclusion Manager delivery SENCo manages SEN and 1:1 TAs who deliver interventions in small groups to targeted pupils. Social skills groups – boy focus 1:1 TA support for SEN specific SEMH/ ASD pupils 	Closing the gap in phonetic knowledge is critical in secure educational success. Without these foundations the pupils cannot secure basic foundations. Repeated, little and often methods can accelerate progress. Enhancing the social skills of the hard to reach pupils will impact on their emotional well-being and their ability to work successfully within a group or classroom environment.	<ul style="list-style-type: none"> Inclusion Manager (25% of her time) SENCO time (25% her SENCO day per week) Level 3 TA x1 hr per week STS x1 hr per week x6 level 2 1:1 TAs at - x6hrs; x15hrs; x8hrs; x15hrs Learning and Behaviour mentor 0.2 per week (each) <p>Allocated budget: £36,000</p>
<ul style="list-style-type: none"> Social and emotional issues and low self esteem <i>- For the children to be as close to emotionally</i> 	<ul style="list-style-type: none"> The school Learning and Behaviour mentors prioritise vulnerable families and pupils (EHA/ Nurture/ 1:1 and small 	Children who are emotional more secure will be ready to learn, take risks and challenge themselves. They will be socially and	<ul style="list-style-type: none"> Triple P programme (see previous) LAC tutoring (x30 mins per week) Nurture facilities (2hrs per day Level 3 TA; 50% of

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<p><i>age appropriate as they can be in order to be successful participators at school</i></p>	<p>group support)</p> <ul style="list-style-type: none"> • All disadvantaged or vulnerable pupils will be provided with extra support and guidance during the transition phase to Year 7 – including additional visits to their new school/ EIS transition support for SEMH • 1:1 LAC tutoring • 1:1 and group mentoring for pupils with emotional and/or personal problems • Nurture room facilities support a higher proportion of Pupil Premium Pupils • Forest Schools 	<p>emotionally literate and able to work without (or with significantly reduced) disruption to others.</p>	<p>x1 Level 2 TA and x1 0.1 teacher)</p> <ul style="list-style-type: none"> • STS TA: 4 one hour sessions • Forest Schools <p>Allocated budget: £40,000</p>
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The ASPIRE programme (specifically School and Family Support - SAFs) will be key in providing developments and CPD for the leadership team in improving experiences for the Pupil Premium Pupils.

How do we measure the impact of the Pupil Premium grant?

Day to day effectiveness of actions is monitored and evaluated by those staff providing support such as subject leads. The overall effectiveness is then monitored and evaluated by senior leaders at Pupil Progress meetings and through data/ assessments. Staff meet in Achievement teams half termly. The Pupil Premium Lead liaises with staff and then the wider leadership team to inform progress. Senior teachers and governors engage in regular monitoring and staff engage in regular moderation.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Pupils' books
- Evidence relating to improved confidence, well-being, attitude, behaviour
- We review the impact of our Pupil Premium spending half termly, including external review with our School Improvement Partner, and adapt our strategy according to specific group needs. Impact data is formally shared with Governors on a termly basis and our strategy reviewed and approved.