Pupil premium grant expenditure

Introduction

The Government believes that the Pupil Premium, which is money additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (including children that have received free school meals in the last 6 years) and their possibly wealthier, peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium. In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Attleborough Junior School the pupil premium is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning. Our aim is that all children, regardless of circumstance will attain and progress equally well.

Overview of the School

Number of pupils and pupil premium grant (PPG) received	**2014/15 (Financial Year)**	**2015/16 (Financial Year)**
Total number of pupils on roll	*364*	*401*
Number of pupils eligible for PPG	*69 pupils*	*64 pupils*
- Year 3	*18 pupils*	*20 pupils*
- Year 4	*14 pupils*	*18 pupils*
- Year 5	*15 pupils*	*13 pupils*
- Year 6	*22 pupils*	*13 pupils*
	£90,600	*£95,240*

Summary of PPG Spending 2015-16
Aims and objectives for PPG spending: Linked to School Development Plan; 1) All pupils groups making good progress, gap closed between PP and not PP in reading, writing and maths in all year groups. 2) Introduce a whole school thematic approach to teaching to engage pupils in their learning and expanding the opportunities for extended writing. 3) Develop positive behaviours for learning across all year groups.

Year 6

Key Stage	AJS	Norfolk	National
RWM: PP at expected+	31	35	
RWM: Non PP at expected+	47	55	
Gap	16	20	
Average	45	49	53
Gap between PP & national	8	4	
Reading: PP at expected+	31	50	
Reading: Non PP at expected+	64	68	
Gap	33	18	
Average	59	63	66
Gap between PP & national	7	3	
Writing: PP at expected+	46	65	
Writing: Non PP at expected+	76	81	
Gap	30	16	
Average	71	76	74
Gap between PP & national	3	+2	
Maths: PP at expected+	38	47	
Maths: Non PP at expected+	65	68	
Gap	27	21	
Average	62	62	70
Gap between PP & national	8	8	

Year 5

	Maths	Reading	Writing
PP	66.7%	13.3%	80%
Not PP	75.6%	25.6%	79.3%
Gap	8.9	12.3	0.7
Pupil Premium Profile - Total – 16, Boys – 9, Girls – 7 Each child is 6%			

Year 4

	Maths	Reading	Writing
PP	93%	97%	94%
Not PP	80%	95%	90%
Gap	13	2	4
Pupil Premium Profile - Total – 21, Boys – 7, Girls – 14 Each child is 5%			

Year 3

	Maths	Reading	Writing
PP	77%	84%	85%
Not PP	81%	91%	81%
Gap	5	7	4
Pupil Premium Profile - Total – 24, Boys – 9, Girls – 15 Each child is 4%			

Record of Pupil Premium grant Spending by initiatives 2015/16							
Year Group	**Item/project**	**Cost**	**Objective/Description of activity**	**Strategy**	**Pupils**	**Success Criteria**	**Outcome**
Year 5/6	Year 6 SATs Breakfasts + Booster Class Refreshments	£400	Ensure that Y6 pupils have had breakfast during SATs week and are in school on time.	WO	13 chn	All PP year 6 children had breakfast before SATs	All pupil premium children came into school early to have a full breakfast before their SATs tests
	1:1 Reading support	£3000	1:1 Reading intervention every morning using Fresh start materials	EI	26 chn	All pupils make at least expected progress or above compared to their peers in Reading.	4 Whole Levels /Bands Progress or more 64% of Y6 PP pupils 52% on Y6 non PP
	Easter School	£3000	Boost attainment of borderline children who are just below ARE	WO	13 chn	All PP pupils attend Easter school	Achieved
	Low attainer's intervention	£1625	Teachers to work with small groups of low attaining children Y6 pupils to secure results and push towards	QT/EI	5 chn	All children to have achieved age related expectations in Reading /Writing /Maths /GPS	Partially achieved as pupil teacher ratio only increased briefly due to long term sickness cover.
	Smaller classes in year 6 for one term	£10000	Increase the teacher to pupil ratio in order to increase the impact of Quality First teaching	QT	13 chn	All pupils making at least expected progress or above during the term.	Partially achieved as pupil teacher ratio only increased briefly due to long term sickness cover.
	Smaller classes in Year 5 for half a term	£6000	Increase the teacher to pupil ratio in order to increase the impact of Quality First teaching	QT	13 chn	All pupils making at least expected progress or above compared to their peers during the half term.	Partially achieved as pupil teacher ratio only increased briefly due to long term sickness cover.
	Small group tuition Literacy & Numeracy (year 6)	£5000	Boost attainment of children on the Age related expectation borderline	QT	13 chn	All pupils making at least expected progress or above during compared to their peers.	4 Whole Levels /Bands Progress or more Maths 30% PP, 56% Non PP Reading 71% PP, 59% Non PP Writing 72% PP, 89% Non PP
	English and Mathematics revision materials	£600	Purchase additional revision resources to support every PP pupil in Year 6	WO	13 chn	Additional Revision resources purchased	Achieved
	Digismart	£960	Intervention	EI	26 chn	All pupils making at least expected progress or above during compared to their peers.	All pupils made progress with the programme (from Digismart tracking against objectives and in Pupil Asset terms 50% made expected and above expected progress in Year 6 and 20% of Year 5 made expected progress.
	Freshstart Intervention	£4000	Small group reading intervention using RWI materials to support pupils who are working significantly below ARE.	EI	26 chn	All pupils making at least expected progress or above during compared to their peers.	Average Progress Spellings +73.8 words Reading + 15 months Children who consistently followed this programme over an 11 month period made an average increase in

							reading age by 14 months and one child made 29 months progress during this period.
	Premier League football reading intervention	£780	Focused reading intervention, specifically designed to support boys who are working below ARE.	QT/EI	26 chn	Disengaged children become to understand the importance of reading and begin to become more motivated. All pupils making at least expected progress or above during compared to their peers.	Many soft outcomes from this project which was its primary aim. A significant shift in attitude to reading and greater stamina for reading has been observed and one child who had never read a book before had already read 2 by the end of the programme. 17 out of 18 of the children involved in the programme reported an increase in their motivation and attitude to reading.

Year 3/4	Small group Mathematics support using Wave 3 maths interventions	£1000	Small group support for children in mathematics whose initial achievement is significantly below age-related expectations	EI	38 chn	All pupils making at least expected progress or above during compared to their peers.	Y3 PP pupils 75% 1 Whole Levels /Bands Progress or more Y4 PP pupils 81% 2 Whole Levels /Bands Progress or more
	Small group support in class	£1800	Small group targeted support in-class in all subjects, delivered by a support staff	EI	38 chn	All pupils making at least expected progress or above during compared to their peers.	
	SPaG and Maths Support	£2000	Small group targeted support for children who are working towards ARE	EI	38 chn	All pupils making at least expected progress or above during compared to their peers.	
	Total	£40,165					
Year Group	**Item/project**	**Cost**	**Objective/Description of activity**		**Pupils**	**Success Criteria**	**Outcome**
Whole School	Staff Training on Read, Write, Inc handwriting	£750 for RWI training and £1000 for handwriting training	Training of all staff on planning and teaching handwriting using the RWI scheme	QT	64 chn	Book moderation work shows improved handwriting Difference in attainment and progress diminishes between key groups selected for Fresh Start programme and rest of cohort.	All staff are able to use phonic terminology within their handwriting strategies supporting children to link their sound work with spelling and correct letter formation. Trained staff are able to deliver effective phonics teaching across the school. Pupils who took part in these sessions made age expected progress.
	Speech & Language support	£950	Support delivered by 2 x Elklan trained TAs for pupils who have been identified as having a SpLD issue.	EI	15 chn	Assessment data shows that all pupils have made good or very good progress.	Enabled pupils across the school to rehearse speech and memory skills to enable pupils to transfer these skills into their work.

	Teachers released for Pupil progress Review sessions 6 x a year	£3510 (plus £3510 out of delegated fund)	Teachers involved in discussions with senior leaders related to pupil attainment and progress, review of provisions and interventions	QT	64 chn	All pupils making at least expected progress or above during compared to their peers.	Teachers were able to identify the pupil premium pupils to target using our new Target tracker system. These pupils were monitored during lessons.
	English as an Additional Language support worker	£4129	Employ a EAL support worker to work with targeted children to break down barriers to learning and support pupil progress Conduct EAL training for all staff to help them with effective differentiation strategies for children in class to support progress. Specialist long-term EAL training for 4 members of staff to be advisers across the school.	EI	40 children across school EAL	All pupils making at least expected progress or above during compared to their peers.	Raise online school data showed a gap between attainment of EAL children in writing against children's performance nationally (63% vs 74%) The gap between EAL reading was significantly greater than the writing – 38% vs 66%, but this did include a new starter at the beginning of Year 6 who arrived speaking no English which did impact on results.
	Motor skills	£1325	Employ a NPECTs trained TA to work with targeted children to break down barriers to learning and support pupil progress	EI	20 chn	Book moderation work shows improved handwriting and presentation	Overall progress across the school at was at the expected rate. Developing fine and gross motor skills enables the pupils to have greater control when writing. Feedback (teachers & parents) has commented on improved concentration and readiness for work of pupils who attend the motor skills sessions.

	Employ a Pastoral Support Assistant	£13386	Employ a Pastoral Support Mentor to work with targeted children to break down barriers to learning and support pupil progress	EI	32 chn	Incidences of good behaviour, reduction in exclusions and improve attendance All pupils making at least expected progress or above during compared to their peers.	Reduction of barriers to learning for PP children from behaviour therefore improvement in outcomes. Incident logs, Annual reviews and PSPs show a reduction in inappropriate behaviours.
	Breakfast club	£3025	To ensure that all pupils are able to access learning at the start of the school day	WO/EI	15 chn	All children go to class have a full breakfast before going to class.	Pupils have a 'nurturing' start to the day and their social skills are developed. Staff report that children are able to access and concentrate on the demands of the curriculum.
	Support School Trips	£2000	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier	WO	15 chn	To all children to experience enriched and wider opportunities through school trips.	Enables all PP children to access the enriched curriculum.
	Support	£1400	To support those who are unable	WO	8 chn	All children can swim one length of	All children can swim one length of

	Swimming		to pay for a vital life skill			the pool.	the pool.
	Nurture provision and resources	£18900	To support FSM children with targeted intervention support and to provide pastoral support to pupils with challenging behaviour and barriers to learning.	EI/WO	32 chn	Incidences of good behaviour, reduction in exclusions and improve attendance All pupils making at least expected progress or above during compared to their peers.	Targeted Pupil Premium children show improved behaviour and social skills. Children spending increased time back in whole class setting.
	Provision of Uniform	£200	To raise the self-esteem of pupils and confidence.	WO	5 chn	Looking smarter and when asked said that they liked their new uniform.	Achieved.
	School Counsellor	£4500 (plus £4500 out of delegated fund)	To raise the self-esteem and confidence of pupils and enable them to access a full curriculum.	EI	10 chn	Incidences of good behaviour, reduction in exclusions and improve attendance All pupils making at least expected progress or above during compared to their peers.	This enables pupils to overcome barriers to learning and gives them a forum to express their worries and concerns. Improved confidence noted in lesson observations.
	Whole School Total	£55,075					
	Over all spend	95,240					

We recognise that pupil premium funds must be used to raise attainment and progress for all disadvantage children, therefore children receiving support and intervention are reviewed on a regular basis to ensure that the appropriate support and intervention is in place, ensuring an accelerated level of progress. Intervention is constantly reviewed, revised and carefully restructured so that it is delivered in a far more effective way. Children now attend intervention sessions for shorter more focussed periods. This reduces the amount of time that children are away from class. Therefore, they continue to have access to higher order thinking and challenging learning and **quality first teaching.**