

## Freegrounds Junior School Pupil Premium Strategy



### What is the Pupil Premium?

Pupil Premium provides funding for pupils:

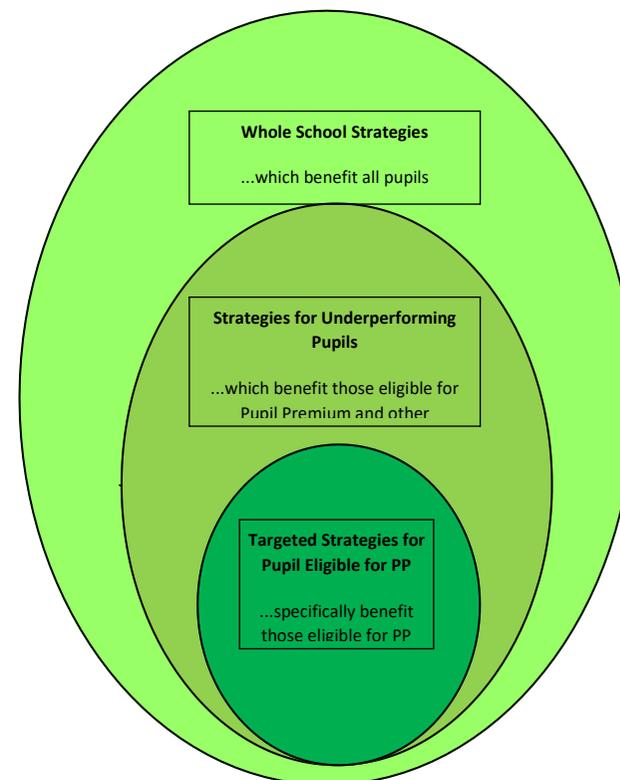
- who are eligible for Free School Meals
- who have been in receipt of Free School Meals (FSM) at any point in the past 6 years
- who have been continuously looked after for the past six months
- whose parents are currently serving in the armed forces
- who are adopted from care under the 2002 Adoption Act or who left care under a Special Guardianship Order on or after 30 December 2005. Schools will also receive the Pupil Premium for children who left care under a Residence Order on or after 14 October 1991

### Pupil Premium Provision and Interventions

All children are individuals, with different needs and different strengths and this is reflected in the wide variety of ways we utilise Pupil Premium funding. The provision we provide encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly, enhance pupils' social and emotional well-being. Although the Pupil Premium has been used to specifically impact on individual pupils, it has also been used to impact on the wider school, as all pupils, including those eligible for the grant, benefit from whole school initiatives that improve learning for all. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which are directly matched to their needs.

### Funding for the benefit for every child

Inclusion is at the heart of everything we do. Government funding is ring fenced specifically for this group of children, however, as with every group of children, we supplement and enhance this further to provide the best possible resources for all Pupil Premium and non-Pupil Premium pupils.



Pupil Premium Grant (PPG) for 2017-2018		
Number on roll	Number Eligible for PPG	Total Pupil Premium Budget
349	38 pupils (13% SEND) (11% of cohort)	£48,555
Barriers to Future Attainment (for pupils eligible for Pupil Premium)	<p><b>In school barriers</b></p> <ul style="list-style-type: none"> <li>• Historical underachievement of pupils impacting on attainment levels at the end of KS2</li> <li>• 10% of PP pupils on the SEN register (compared to 5% of the rest of the school population)</li> </ul> <p><b>External barriers</b></p> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Emotional and social needs</li> <li>• Parental engagement and support</li> </ul>	
Our Objectives and Outcomes	<ul style="list-style-type: none"> <li>• To increase the rate of progress of disadvantaged pupils and narrow the gap between their attainment and that of other pupils nationally.</li> <li>• To carefully track the progress of pupils who belong to disadvantaged groups and ensure appropriate provision is in place to speed up progress and prevent pupils from falling behind</li> <li>• To raise attainment of disadvantaged children in reading, writing and maths by accelerating progress so that it is at least in line with national expectations</li> <li>• To reduce the individual barriers to learning identified for each pupil</li> <li>• To provide resources, experience and support which reduce the disadvantage between PP pupils and their peers</li> <li>• To provide emotional and social support to children</li> <li>• Increase parental engagement</li> <li>• Improve the attendance rates of PP pupils</li> </ul>	
How we will spend the Pupil Premium		
Objectives	Actions	
<ul style="list-style-type: none"> <li>• To carefully track the progress of pupils who belong to disadvantaged groups</li> <li>• To raise attainment of disadvantaged children in reading, writing and maths by accelerating progress so that it is at</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to employ Pupil Premium Lead Teacher to champion Pupil Premium within the school, track progress, support colleagues and evaluate provision.</li> <li>• Provide release time for Pupil Progress Meetings to evaluate the attainment and progress of pupils and result in action plans to support pupils who are not meeting their expected levels.</li> <li>• Release time for Progress and Learning Leaders to monitor standards within their year group, evaluate any differences between PP and non-PP and make provision to close any gaps.</li> <li>• Release time for the PP Lead to track the progress on PP children and report to the Headteacher and PP Governor.</li> <li>• Release time for the PP Lead to monitor the provision for PP pupils in the shape of scrutinising Personal PP Plans, monitoring books, planning and lessons to check that teaching and learning is meeting the needs of PP pupils.</li> <li>• Increase in hours for Learning Support Assistants to support the progress of PP children (AL x 2 hours per week??)</li> </ul>	

<p>least in line with national expectations</p> <ul style="list-style-type: none"> <li>• To ensure teaching and learning opportunities meet the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Additional release time for teachers to provide intervention groups to support pupils who are at risk of falling behind.</li> <li>• Staff training to improve teaching and learning in specific areas</li> <li>• Employment of outside agencies to support staff in raising the attainment of disadvantaged pupils (e.g. Paired Reading)</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure pupils have access to additional social and emotional support to enable them to focus on their learning.</li> </ul>	<p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• PP children have access to HQIT providing them with outstanding learning opportunities</li> <li>• PP children have been successfully tracked and class-based interventions are in place</li> <li>• Class Action plans have been successfully implemented to close gaps</li> <li>• Attainment of PP children has improved to be in line with non PP children in reading, writing and maths</li> </ul>
<ul style="list-style-type: none"> <li>• To reduce the financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress within learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of the Chestnut Room</li> <li>• Training cost and Release time for ELSA (Emotional Literacy Support Assistant) and FEIPPS (Framework for Enhanced Individual Pastoral Support)</li> <li>• Drop-in lunchtime club to support pupils</li> <li>• Mentoring scheme for PP pupils</li> </ul>
	<p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• Pupils feel happy and safe in school</li> <li>• Pupils are emotionally ready to engage in learning</li> </ul>
<ul style="list-style-type: none"> <li>• To increase parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Financial support for trips, visitors, residential trips and participation in extra- curricular activities – to give pupils memorable experiences followed up with a structured approach to writing.</li> <li>• Funding for additional resources to complete home learning tasks.</li> <li>• Funding for after-school clubs</li> <li>• Homework club for PP pupils</li> </ul> <p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• All PP pupils attend visits, residential trips and participate in extra-curricular activities</li> <li>• In increased percentage of PP pupils complete their homework</li> <li>• The percentage of PP pupils participating in after-school clubs is in line with other pupils</li> </ul>
	<ul style="list-style-type: none"> <li>• Continued employment of Pupil and Family Support worker to encourage vulnerable parents to develop positive relationships with the school</li> <li>• SLT and PFSW presence on the school gate every morning and available to meet with first thing every morning (HT's calendar left clear)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers accompany pupils onto playground every day after school to provide parents with an opportunity to talk to them</li> <li>• Release time for PP Lead/SEND/CO/PFSW for regular workshop/coffee mornings with parents of PP and SEND children to come and talk about supporting learning and about their own subject knowledge</li> <li>• Release time for teachers to run specific curriculum workshops</li> <li>• Planning time and resources for class assemblies and open afternoons to provide parents with an opportunity to view the work their children have produced and share in their successes</li> <li>• Pupil work made available in separate 'viewing room' during Parents' evening so work can be viewed at parents' leisure before and after their appointment with the class teacher</li> <li>• Parents of PP pupils are contacted by the PFSW before Parents' Evenings to help them make an appointment</li> <li>• Access to mobile phone number for PP parents</li> </ul>
	<p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• Parents engage in their children's learning</li> <li>• Parents attend parents' evenings, curriculum workshops and class assemblies</li> </ul>
<ul style="list-style-type: none"> <li>• To improve the attendance rates for Pupil Premium pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Time for Admin Officer, HT and Child and Family Support Officer to meet weekly to monitor attendance of all pupils and follow up pupils whose attendance is a concern</li> <li>• Pupil and Family Support worker to liaise with families of pupil premium pupils to overcome barriers to school.</li> <li>• Access to morning breakfast club on a needs basis.</li> <li>• Provision of parent workshops, drop in sessions and family support programmes as appropriate.</li> <li>• Inclusion Strategy Group - review of impact – half-termly report to Governors.</li> </ul>
	<p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• Attendance has improved to be in line with non PP children, resulting in children being in school to engage in learning which aims to provide outstanding outcomes</li> </ul>

## 2017/2018 Evaluation

Ofsted Report – March 2018

*“Leaders have established a clear strategy to ensure that disadvantaged pupils achieve well. The pupil premium leader is relentless in her approach to ensuring that this group of pupils succeed. All staff have a thorough understanding of the barriers to learning faced by these pupils. Attendance of disadvantaged pupils is improving. Detailed plans, which include specific targets for pupils, are reviewed regularly. Leaders identify quickly any pupil who is at risk of falling behind and take swift action to address this. As a result, the progress that disadvantaged pupils are making is in line with their classmates.”*

Pupil Premium Grant (PPG) for 2017-2018		
Number on roll	Number Eligible for PPG	Total Pupil Premium Budget
349	38 pupils (13% SEND) (11% of cohort)	£48,555
Projects and interventions we have used to try and close the gap between disadvantaged pupils and their peers		
Project/Intervention Strategy	Impact	Investment
<p>Parent and Family Support worker to liaise with families of pupil premium pupils to overcome barriers to school.</p> <p>Provision of parent workshops, drop in sessions and family support programmes as appropriate.</p>	<ul style="list-style-type: none"> <li>Parents of PP pupils are showing better engagement with the school</li> <li>PFSW in regular contact with the most vulnerable PP parents</li> <li>PP parents attending parents’ eves, curriculum eves and school events more consistently.</li> <li>PP attendance – 96.04% for this academic year compared to 97.24 for the whole school (2017-2018) Improvement of 2.1% from last year.</li> <li>Reduction in ‘lates’ for individual pupils.</li> </ul>	6%
<p>Access to morning breakfast club and after-school wraparound care on a needs basis.</p>	<ul style="list-style-type: none"> <li>Reduction in ‘lates’ and unauthorized absences for individual pupils.</li> <li>Improvement in emotional and social wellbeing for pupils.</li> </ul>	1%
<p>Financial support for trips, visitors, residentials and participation in extra-curricular activities. Funding for additional resources to complete home-learning tasks. Provision of additional resources e.g. uniform when required.</p>	<ul style="list-style-type: none"> <li>Individual pupils able to participate in trips, residential, extra-curricular activities.</li> <li>Pupils enjoy extra-curricular opportunities (July 2018)</li> <li>Pupils enjoy attending trips and residential trips (July 2018)</li> <li>PP pupils are represented in all additional activities including music concerts, school play, choir, sports teams, etc.</li> <li>Pupils feel well-supported in their home-learning tasks (July 2018)</li> <li>All pupils wearing correct school uniform</li> </ul>	7%

Time used to lead staff in supporting PP children, raising awareness and importance. Analysing data. Meeting with children, parents, staff and Governors. Reviewing PP pupil profiles and plans. Organising additional enrichment activities and opportunities for PP pupils. Providing training for staff.	<ul style="list-style-type: none"> <li>Teaching staff and LSAs know which pupils are PP and plan interventions/support to improve their opportunities and outcomes.</li> <li>PP is a focus area for SLT, middle leaders and governors during monitoring.</li> <li>Improved engagement with parents of PP pupils.</li> <li>Barriers to learning for each PP child identified and addressed termly – gaps in learning reduced.</li> <li>PP pupils feel as though they are making progress in their learning (July 2018)</li> </ul>	17%
Emotional Literacy Support Assistant hours to work with individuals and groups of pupils to enhance their emotional wellbeing – 1 afternoon per week.	<ul style="list-style-type: none"> <li>ELSA sessions have supported the emotional and social wellbeing of pupils in order for them to be in a good mindset ready to access and benefit from quality first teaching.</li> </ul>	15%
High Quality Inclusive Teaching in the classroom.	<ul style="list-style-type: none"> <li>Ongoing assessment used to plan and deliver 'Keep Up/Catch Up' intervention to improve progress.</li> <li>Members of SLT used to provide additional support and teach focus groups in the run up to SATs.</li> <li>Year 6 SATS - 50% of PP pupils achieved ARE/ARE+ in Reading, 50% in Maths and 63% in Writing (50% combined). Increase in all areas from 2016/2017.</li> </ul>	10%
1 hour a week dedicated intervention time for each class teacher from September 2017-July 2018	<ul style="list-style-type: none"> <li>'Keeping Up' interventions improved progress in specific areas which were identified as a result of mid and end of phase assessment. Small groups worked with the class teacher.</li> </ul>	30%
Booster groups – targeted intervention programmes delivered by LSAs	<ul style="list-style-type: none"> <li>'Catch Up' to improve progress in core aspects identified through mid and end of phase assessment.</li> <li>'Pre-teaching' to boost confidence of vulnerable pupils before lessons.</li> <li>Pupils receiving these interventions reported increased confidence and exit data for each session demonstrated improved understanding (book monitoring June 2018)</li> </ul>	14%

### Overall Impact

The table below compares the Key Stage 2 results of disadvantaged pupils to non-PP pupils.

Year 6 SATs Results	Reading		Writing		SPaG		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (8)	5	63%	5	63%	4	50%	4	50%	4	50%
Non Pupil Premium children (82)	60	73%	67	82%	59	72%	59	72%	49	60%

The academic gap between PP pupils and their peers at the end of Key Stage 2 has narrowed since July 2017. The percentage of PP pupils achieving ARE or above has increased from July 2017.

The tables below compare the end of year teacher assessment data for Year 3-5, comparing the achievement of PP pupils against other pupils.

Year 3 Teacher Assessment	Reading		Writing		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (8)	5	63%	5	63%	5	63%	5	63%
Non Pupil Premium children (76)	63	83%	59	78%	61	80%	56	74%

Year 4 Teacher Assessment	Reading		Writing		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (9)	4	44%	3	33%	7	78%	3	33%
Non Pupil Premium children (80)	66	83%	56	70%	66	83%	56	70%

Year 5 Teacher Assessment	Reading		Writing		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (13)	9	69%	9	69%	8	62%	7	54%
Non Pupil Premium children (71)	63	89%	54	76%	60	85%	52	73%