

Freegrounds Junior School Pupil Premium Strategy



What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers.

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

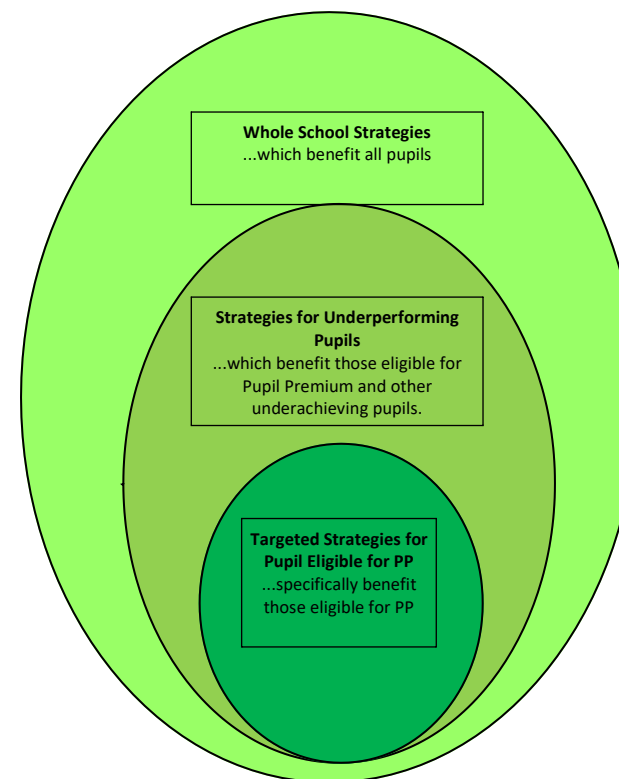
All children are individuals, with different needs and different strengths and this is reflected in the wide variety of ways we utilise Pupil Premium funding. The provision we provide encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence 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.

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."



Action Plan for Pupil Premium provision September 2018 – September 2019

1. Summary information					
School	Freegrounds Junior School				
Academic Year	2018/19	Total PP budget	£44,880	Date of most recent PP Review	July 2018
Total number of pupils	351	Number of pupils eligible for PP	34	Date for next internal review of this strategy	December 2018

2. Attainment 2018 (Based on Year 6 KS2 SATs Results - Cohort 2017-2018)		
	Pupils eligible for PP (Our School)	National Average for All Children
73% of pupils achieved the expected standard in reading	63%	75%
79% of pupils achieved the expected standard in writing	63%	78%
70% of pupils achieved the expected standard in maths	50%	76%
60% of pupils achieved the expected standard in reading, writing and maths	50%	64%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupil premium children do not achieve as highly as their peers.
B.	Vocabulary and Spelling
C.	Poor meta-cognition and self-regulation amongst learners
D.	Emotional literacy – low self-esteem, attachment issues, social skills etc. affecting learning behaviours
External barriers (issues which also require action outside school, such as low attendance rates)	
A	Attendance of PP pupils
B	A lack of regular routines (including home-learning, reading at home, learning spellings, having correct items in school – e.g. PE Kit, Home-school diary)
C	Financial support for enrichment opportunities
D	Parental engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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	<ul style="list-style-type: none"> • PP children have access to HQIT providing them with outstanding learning opportunities • PP children have been successfully tracked and class-based interventions are in place • Class Action plans have been successfully implemented to close gaps • Attainment of PP children has improved to be in line with non PP children in reading, writing and maths • Barriers to learning are identified and addressed during lessons and additional intervention time. • Language barriers are identified and addressed, allowing PP pupils to access the curriculum and higher level reading texts. • PP children are prioritised for additional reading with adults.
B.	To improve the attendance rates for Pupil Premium pupils	<ul style="list-style-type: none"> • 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
C.	To reduce the financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress within learning.	<ul style="list-style-type: none"> • All PP pupils attend visits, residential trips and participate in extra-curricular activities • In increased percentage of PP pupils complete their homework • The percentage of PP pupils participating in after-school clubs is in line with other pupils
D.	To ensure pupils have access to additional social and emotional support to enable them to focus on their learning.	<ul style="list-style-type: none"> • Pupils feel happy and safe in school • Pupils are emotionally ready to engage in learning
E.	To increase parental engagement	<ul style="list-style-type: none"> • 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 • Parents of PP pupils are attending parents' evenings, curriculum evenings etc.
F.	To build opportunities within school to fill the gap of home-learning – reading, spelling, homework and maths practice.	<ul style="list-style-type: none"> • Times Tables Rockstars club to be held weekly for children to access online times tables games. Additional TTRS sessions in class so all pupils can practise. • DoodleMaths subscription provided for families to access at home. • LSAs/CTs to provide additional support for the completion of home-learning tasks. • PP pupils to be prioritised for additional reading with an adult. • Spelling interventions where required.

5. 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?
Pupil Premium children achieve in line with other pupils nationally across reading, writing and maths.	HQIT SLT/PP Lead and YGPLs to monitor provision for PP pupils – PP plans, accurate and clear feedback in lessons, misconceptions addressed, direct questioning/engagement with PP pupils within a lesson Staff training and meetings for specific subjects and areas.	Although PP outcomes for 2018 have improved from 2017, there is still a gap between them and other pupils in the school and nationally.	Regular monitoring and learning walks by all stake-holders Pupil progress meetings and performance management to have PP focus PP lead to monitor and support colleagues in their support of PP pupils.	HT – DJ DH – CH/TH PP Lead – VD Maths Lead – TG Literacy Lead – TH	Weekly Half-termly Termly
Children will have an increased confidence and understanding of vocabulary. Speech and language issues will be diagnosed and resolved more quickly.	Faster diagnosis of speech and language issues. Language Links screening for all PP pupils across the school and pupils new to the school. Language Links programme to be put in place for all those PP pupils who are below expected level. Vocabulary building strategies to be used in classrooms to promote vocabulary. Vocabulary to be a focus during reading. Staff training from Lit lead to be implemented by all teaching staff.	Research shows that language is a barrier to learning for Pupil Premium pupils. Language Links has been recommended as having a significant impact on the language development of pupils. EEF – ‘Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.’ Increased vocabulary has a huge impact on the understanding, confidence and attainment of children.	LSAs implementing the programme will be well-trained by the SENDCO. Records of entry and exit data will be kept by the SENDCO, YGPLs and PP Lead. Parents to be informed via information leaflet. Literacy Lead and PP Lead to monitor use of vocabulary building activities during Learning Walks and other monitoring activities.	SENDCO – SR Speech and Language specialist – NG Literacy Lead – TH PP Lead – VD	December 2018 Half Termly
Children will demonstrate positive learning behaviours.	Staff training.	EEF – ‘Metacognition and self-regulation approaches have consistently high levels of	Teachers consistently role model learning behaviours, core values and promote everyone as a learner.	HT - DJ DHT – CH/TH PP Lead – VD	Half-termly

September 2019

	<p>Learning behaviours are displayed in classrooms and referred to daily.</p> <p>Children are recognised for their positive learning behaviours through class celebration and 'Star of the Week' certificates.</p> <p>Subject planning considers how the development of learning behaviours can be interweaved through lessons. Teachers design tasks to develop learning behaviours within lessons.</p>	<p>impact, with pupils making an average of seven months' additional progress.'</p>	<p>Learning behaviours and core values are actively promoted with all members of the school community.</p> <p>Pupils are resilient to failure and are eager to know how to improve their learning.</p> <p>Regular monitoring during learning walks, pupil interviews and formal monitoring.</p>		
Total budgeted cost					£20,000

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?
<p>Attendance and 'lates' for PP pupils to be in-line with or better than non-PP pupils.</p>	<p>C&FSW to work with and support families of PP pupils to overcome issues involving poor attendance or lateness at school.</p> <p>Attendance group to meet weekly to track attendance and deploy measures in response to attendance issues.</p>	<p>Raise on line data indicated that attendance was low for FSM groups and that Persistent absence was high for FSM groups.</p>	<p>HT, Admin Officer, C&FSW and PP Gov to meet weekly to track attendance and deploy appropriate response.</p>	<p>HT – DJ Admin – DB C&FSW – AC PP Gov - DB</p>	<p>Reviewed weekly</p>

<p>Children's emotional needs are met.</p> <p>Children's wellbeing is supported effectively.</p>	<p>ELS/FEIPS Support Boxall profiling used to provide a benchmark of pupil's emotional needs Structured support given to children who struggle at lunchtimes through Lunch club. Parents invited to parent workshops</p> <p>Use of Educational Psychologist (SLA time 3 days + half termly ELSA/FEIPS Supervision for 1x LSA) to lead observation, assessment and professional discussion to help better understand the needs of individual pupils eligible for PP (as required)</p>	<p>Many PP children at FJS have emotional and self-esteem barriers that need to be addressed.</p> <p>EEF – 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	<p>Revisit Boxall profile Regularly liaise with staff at lunch club – monitor attendance of children and progress they are making socially.</p> <p>Support for ELSAs through Ed Psych supervision (half termly).</p> <p>Regular evaluation of impact (Pupil progress meetings)</p>	<p>SENDCO – SR ELSA – AC PP Lead - VD</p>	<p>Reviewed half-termly</p>
<p>Gaps in prior learning are reduced.</p> <p>Pupils make accelerated progress.</p> <p>Achievement of PP pupils is in line with other pupils.</p>	<p>1:1 maths tutoring via Third Space Learning – 1 hour per week for selected pupils.</p> <p>Small group interventions for specified gaps in learning – organised by CTs and YPGs on a weekly/half-termly basis.</p> <p>Pupil Premium</p>	<p>EEF Toolkit – 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'</p> <p>Third Space Learning - In a trial with Rising Stars, pupils receiving 1-to-1 maths interventions from Third Space Learning made seven months' progress in 14 weeks</p>	<p>LSA to oversee set up of 1:1 Third Space Learning tuition each week. CTs to provide information for Third Space to link tuition to gaps in prior knowledge or current class work. PP and Maths leads to monitor progress through pupil interviews, book looks and data analysis.</p> <p>YGPLs, PP Lead and SLT to monitor progress through observations, book looks, pupil interviews, entry and exit data for small group interventions.</p>	<p>PP lead – VD Maths Lead – TG YGPLS – SB, TG, KT, HR LSA – TSL - RK</p>	<p>Reviewed weekly and half-termly</p>
					<p>£27,600</p>
<p>iii. Other Approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>To reduce financial barriers to pupils' learning so they can all access a range of resources to enhance their experiences and progress within learning.</p>	<p>Financial support with trips, in-school visitors, Y5 and Y6 residential visits, participation in after-school clubs, transport to extra-curricular activities which are off-site, music lessons if desired.</p> <p>Financial support for Pippins breakfast and after-school club if required.</p> <p>Financial support for the purchase of uniform and resources if required.</p>	<p>To ensure that all pupils, regardless of their family's financial circumstances, have access to a wide range of exciting and enriching school opportunities.</p>	<p>All PP pupils will receive individual letters for trips etc. with PP pricing. KA will keep records of the costs paid by the school.</p> <p>Funding used to support music lessons, uniform, resources or wrap-around care will be recorded on PPP plans. KA to keep records.</p> <p>Regular liaison with parents with opportunities flagged to parents where necessary to increase participation (particularly after-school clubs)</p>	<p>Head Teacher - DJ</p> <p>Snr Admin Assistant -KA</p> <p>PP Lead - VD</p>	<p>Ongoing</p>
					<p>£3,275</p>
<p>Total budgeted cost</p>					<p>£50,875</p>