

Pupil Premium

Details expenditure & impact of funding



Pupil Premium Expenditure 2016-17

| Number of pupils & PPG received | |
|--|---------|
| Total number of pupils on roll | 238 |
| Total number of pupils eligible for PPG | 78 |
| Amount of PPG received per pupil | 1,320 |
| Total amount of PPG received | 103,260 |

The barriers and challenges disadvantaged pupils face within our school.

31.4% of the pupils at our school will receive Pupil Premium (Financial Year 2016-2017) and this follows a rising trend in numbers eligible. The barriers and challenges that face our pupils are: neglect, unstable emotional wellbeing, mental health issues, low aspiration and encouragement, weak retention of information and lack of reading at home. Due to the transient nature (largest net flow of inward migration in all London Boroughs) of children, school is inheriting an increasing number of children with the challenges noted above. It also means that mobility rates between end of KS1 and end of KS2 can be well above National Average.

Strategies employed to solve these issues and make sustained improvements in the outcomes of your disadvantaged pupils.

We currently employ both a school **Family Support Worker** and a **Learning Mentor** who provide counselling and support. School manages this by leading collaborative working and funding with local partners. The **Family Support Worker** and the **Learning Mentor** also work closely with the parents, making home visits and meeting with them in school, including joined up working with other agencies that is initiated by the professionals that are commissioned by school. This has helped to resolve many issues that may have gone unnoticed or not dealt with. The issues are often 'hidden' issues that may have a detrimental impact on learning outcomes, attainment and progress. Often these issues are as a result of family challenges and parenting abilities. By pro-actively addressing these issues and working with both families and children, school has demonstrated through outcomes that it is closing gaps and removing barriers to success. Children benefit from feeling secure and less anxious, whilst it has improved home school links and it has also attendance. They are able to concentrate on learning and not wider issues that may have previously been detrimental.

In Year 6 we **split the classes into smaller groups for literacy and numeracy**. We have found that this enables us to give more individual attention and support at a time when our pupils sometimes feel under pressure and may not be able to do extra work/revision at home.

This year we used Pupil Premium money to buy copies of study guides for homework.

These will be given to the pupils when they meet their teacher for 2016/17. They will be allowed to keep the books. Money from Pupil Premium has also been used to set up further wave 2 catch-up programmes. We purchased a license for a web-based reading and maths intervention programme that will be run as a before and after school club. This was launched to parents in a successful meeting after school to which several parents attended. The impact of these interventions will be closely analysed in the Autumn and Spring term.

We have purchased **i-pads** to enrich our curriculum. Many of our disadvantaged pupils do not have access to up to date technology at home. We find i-pads not only as a fantastic learning aid, but i-pads have helped to engage and inspire our pupils by giving them access to technologies that many take for granted. For many of our pupils there is little, if any, encouragement from home and often by the time the pupils reach year six, some have

previously questioned the point of coming to school. We also make some pupils digital leaders; putting them in charge of giving out and putting away equipment. The pupils enjoy having this responsibility and it helps them to feel important and needed.

As a school we always set aside pupil premium money to be used as a **financial subsidy** for our disadvantaged pupils. This ensures that all pupils are able to go on educational visits and access extended learning opportunities that include developing self-esteem and self-concept as well as educational benefits. No child is excluded based on financial disadvantage. It also enables all pupils to have appropriate and clean school uniforms and coats.

Some of our pupil premium money is made available for **staff CPD**. As a school we want to ensure that all the needs of our pupils are being met and that they have access to outstanding teaching. Our teachers are constantly striving to create the best learning opportunities for our pupils. This means that staff has to consistently increase their bank of knowledge and has to stay abreast of new learning support options which are available. Staff has a conscious focus on monitoring progress of all learners and are accountable for developing strategies to close gaps for disadvantaged learners.

At school we provide **homework clubs** for all year groups, recognising that many do not receive support at home. We also provide after school booster clubs for our year six pupils. Again recognising that they may not have a home environment in which they are able to do the extra revision needed at that time. The past two years we also decided to run an **Easter School**. Using data analysis, we focused on vocabulary, spelling and grammar.

We have also adopted other strategies as recommended by the Suttons Trust. For example we have worked hard as a school to develop and improve our feedback policy. We also encourage peer learning. High impact strategies based on research are key to driving forward progress.

Measuring Impact

School holds termly pupil progress meetings where we carefully analyse the progress of our Pupil Premium Pupils. We discuss any interventions that have been deployed and any that we feel may still be needed. From the termly data we set end of year targets and then look at the progress that each individual pupil premium pupil is making towards these. Summary reports are discussed in detail with the senior leadership team and a report is given to governors.

Date for next review of pupil premium strategy: **February 2017**

How chosen strategies impacted on the achievement and wider development of disadvantaged pupils.

The progress and attainment of our disadvantaged pupils is analysed termly. The Inclusion manager meets with every class teacher and discusses, in depth, the progress of the disadvantaged pupils in their class. Using this information we then make all the necessary steps to help these pupils. This information is shared with the senior leadership team and governors. There is a named governor responsible for Pupil Premium and liaising with staff to challenge and hold to account. Pupil Premium data is also analysed by our SIP and referenced in our Quality Assurance visit (see separate sheet).

Family support worker & learning mentor – attendance improves resulting in improved progress. Pupils are happier in school.

Year 6 we split the classes into smaller groups for literacy and numeracy – In 2015 our disadvantaged pupils outperformed the national average in all subjects (see separate sheet). They made better expected progress than both the national average and the rest of the school. The APS gap has decreased in all subjects. This is an on-going trend with the gaps closing over the last three years. Performance of pupils has improved as well as the ability of teachers to identify and address pupil need.

Easter School / Year 6 Boosters - our SPaG scores increased from 76% achieving level 4 in 2014 to 80% in 2015.

Copies of texts to support our reading curriculum – Level 4 + reading has increased from 81% in 2014 to 98% in 2015.

Strengths and weaknesses of methods deployed.

The strengths of these methods are that the majority of them are sustainable and flexible and they have resulted in improved performance. As a school we are constantly evaluating what we do. We do this through: a monitoring SLT programme; 5 week audit programmes, Pupil Progress Meetings, data scrutiny and tracking, SIP analysis; collaborative working with schools; quality assurance visit, monitoring of books and plans, annual review, budget planning and effectiveness. We do not feel that there is a real weakness with any of the methods although we have recognised that a few were only appropriate for that particular year, for example the reading books. However, as we are constantly evaluating and assessing our needs, we are always very clear on where our pupil premium money needs to be spent.

Evidence of using research, and/or working in collaboration with other partners, in order to develop the most effective strategies to improve outcomes for disadvantaged pupils.

School works in networked local partnerships that share and develop best practice in schools. This includes regular face to face meetings and visits to other providers to enhance and develop our own practice. School is able to work and plan for its own context whilst also developing strategies and working beyond with local and strategic partners. As a school we have made reference to the EEF and Suttons Trust and we also reference Maslow's

Hierarchy of needs. At Whybridge Junior School we recognise that every pupil has the ability to achieve but that unless their basic needs are met, their progress may well be disrupted and slow. In our Pupil Premium Provision we aim to meet their basic needs and then ensure that they receive the highest quality teaching possible so that they might achieve self-actualisation.

Summary of spending in 2015-16

| Budget 2015 - 2016 | | |
|---|---|-----------|
| | | Balance £ |
| Strategy | Description | Cost |
| Reducing Class size | 3 way split for Literacy and Numeracy – Additional Y6 teacher | £18,120 |
| Reading books to support curriculum | Sets of class texts to support Wordsmith reading intervention | £5000 |
| SIP Audit | | £1000 |
| Contingency | | £21,400 |
| ICT | ICT Enrichment programmes access at home, curriculum hardware and software | £21,005 |
| Extra Financial support | Subsidy for targeted means tested children | £3000 |
| CPD training teachers and TAs | | £5000 |
| Non-contact time for auditing Pupil Premium | | £500 |
| Homework | | £9795 |
| Easter School | | £1500 |
| Booster Groups | | £1500 |
| HSSW | Home school support worker | £7500 |
| Learning mentor | Removing barriers to learning | £5300 |
| Effective Feedback | | Free |
| Peer tutoring | Reading buddies Y6 and Y4 – Year 5 and Year 3) (Learning Partners) Peer Tutoring Year 6 with Brittons Year 7 | Free |
| Sports Participation | | Free |

| | | |
|--------------------------------|---|------------------------|
| After School Programmes | Year 6 Boosters, School Club: Breakfast Club, Cooking, Newspaper, Gardening, Sports and Workshops for Gifted and Talented | Free |
| Learning Styles | Differentiation and individuals identified on planning | Free |
| Arts Participation | (Art club, Arts Week, Drama groups/clubs) | Free |
| | | |
| | Total | <u>£100,620</u> |

Analysis of outcomes

Key Stage 2 SATs

- Our disadvantaged pupils outperformed the national average in all subjects.
- They made better expected progress than both the national average and the rest of the school.
- The APS gap has decreased in all subjects.

Quality Assurance Visit statements by Havering Education Services:

- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading, writing & mathematics;
- The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils in writing & mathematics.

Rest of the school

- In all year groups, other than Year 5, **the gap has reduced** or stayed the same. However, the largest gap is only 0.2 and it has stayed the same in VGP.

- In year 3, Pupil Premium Pupils have a higher average score than Non-Pupil Premium in VGP and Maths.