

Pupil Premium Grant Expenditure Report

2017-2018

Context

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	231
% of children attracting the Pupil Premium Grant	19%
Total number of pupils eligible for Pupil Premium Grant	43
Amount of Pupil Premium Grant received per pupil	
Total PPG received, including applied for funding for Looked After Children (LAC)	
Total spent on Pupil Premium children	

Our school values are at the heart of the school community; Believe, Achieve and Succeed. We have high aspirations for all our children and believe every child should be given the same opportunities as their peers, not just academically, but in all aspects of school life to **achieve** their full potential. There should not be a limit on any child's potential. At Carrington Junior School, we want to truly embed into our practice the equality of opportunity for all pupils and strive to ensure that disadvantage does not limit horizons. It is our belief that it is not about where you come from, but your passion for knowledge and your dedication and commitment to learning that leads to **success**. And we want all pupils to also **believe** in their own abilities. We strive to embed a thirst for knowledge and love of learning. We are accountable for how we use the additional funding to support pupils from the target groups. In 2017/2018 Carrington Junior School received Pupil Premium funding of £62, 620 for the academic year. We are continuing to consolidate the strategies and resources used to support our disadvantaged students. The aim of our Pupil Premium (PP) funding at is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of spending as an ongoing process throughout each academic year. These include headline measures as well as individualized monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

- **Curriculum** - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps disadvantaged and non-disadvantaged pupils in all year groups
- **Teaching and Learning** - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. Working closely with all staff to develop and evaluate strategies to narrow the gap in attainment and progress between disadvantaged and non-disadvantaged pupils whilst improving provision for all

- **Specific need** - Pupils who are identified with a specific need including SEND pupils, high attaining pupils on entry and pupils with behavioural issues are supported to ensure that the gap between disadvantaged and non-disadvantaged pupils with these needs narrows
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between disadvantaged and non-disadvantaged pupils
- **Educational engagement** – to develop close working relationships with families in order to increase family resilience; aspiration and support for education

Allocation of the PP Grant 2017/2018

Intervention	Rationale	Description of Intervention	Intended outcomes	Cost	Impact
Baseline Assessments	In order to carry out an accurate gap analysis of PP pupils' attainment, all teachers carried out assessment of Maths, Reading, SPAG and Writing. Data has been collected future focus areas have been highlighted.	Assessment Packs for Maths SPAG Reading Comprehension Analysis of school assessment system (Target Tracker)	To highlight gaps in PP pupils attainment in English and Maths. To incorporate accurate and consistent assessment across the year groups. To further develop the effectiveness of Target Tracker and highlight focus areas within the curriculum	£13,090	TT data – shows PP pupils have made more than expected rate of progress in Years 4, 5 and 6 and just below in Year 3. Attainment for PP pupils is below Non PP pupils, however the gap is narrowing. Assessment is now more stringent and consistently used across the school.
The Power of Reading for English	All teachers highlight PP pupils who are under performing in their planning. A creative Curriculum is incorporated for maximum engagement.	BLT input and support for planning. Training from BLT on English and Maths curriculum.	To create an exciting curriculum that enhances learning opportunities. Planning to highlight assessment opportunities in order to, ensure value added. High quality teaching across the school. Higher attainment from PP pupils.	£2,100	Gaps for PP pupils highlighted. Launchpad TAs aware of curriculum gaps to reinforce in Launchpad sessions. Teachers are more aware of PP pupils and their ability as well as their progress.

Intervention	Rationale	Description of Intervention	Intended outcomes	Cost	Impact
RM Maths Morning sessions for PP	Following baseline assessments, PP pupils have been highlighted with significant gaps in their Maths attainment. Daily maths lessons before school have been set up.	PP Pupils will receive RM maths intervention 4 mornings per week for 30 minutes. 7 LSAs will run small group sessions implementing core. RM Maths program tailored to the child's individual level.	PP pupils will make good progress in Maths.	£1,600	PP pupils in Year 4, 5 and 6- made more than expected rate of progress in Maths. Above progress made by non- PP pupils. Attendance of PP pupils has improved as they are in for 8:30. Attendance now at 95.1%
Reading Daily Groups Comprehension Groups	To ensure PP pupils read daily without impacting access to the curriculum, extra daily lesson have been incorporated into the timetable. Small Guided Reading groups (additional to class guided reading groups) have been set up for PP children to support comprehension skills.	Daily Reading opportunities to ensure accurate reading takes place. Active questioning to ensure good comprehension. Delivered by 7 LSAs daily ensuring all PP pupils read daily.	PP Pupils to make good progress in reading.	£3,800	In years 4, 5 and 6 PP pupils have made more progress in reading than non PP pupils. Progress in reading for PP pupils is overall more than Non-PP pupils (except year 3). Daily reading for all PP pupils in school.
Daily support in Maths and English	TAs use information from teacher assessment to deliver high quality interventions and support across the school.	We have worked hard to ensure the support children receive is not unduly intrusive. This support comprises of Individual 1:1 tuition for targeted pupils.	PP children make good progress in all subjects.	£11,760	As above 3 <ul style="list-style-type: none"> - TAs plan with teachers - PP pupils gap decreasing. - PP making expected rate of progress.

Intervention	Rationale	Description of Intervention	Intended outcomes	Cost	Impact
Premium Club	To increase attainment in English and Maths. Improve mental health. Develop social skills. Develop independence. Increase healthy lifestyle.	After school activities Monday to Thursday 3:15-4:15. Delivered by 6 TAs. Range of maths/English activities delivered in a creative engaging format.	PP pupils will make good progress in English and maths.	£24,430	Attainment gaps are decreasing between PP and non PP pupils. Teachers and TAs working collaboratively to ensure gaps in attainment are addressed in Launchpad. Social Skills and independence have improved. PP pupils have made more progress than non-PP in all areas in year 4, 5 and 6 and just below in Year 3. Attainment is below non-PP pupils but gap is narrowing. PP attendance has improved from 94.7 to 95.1% Fewer behaviour incidents logged. PP pupils with difficult home circumstances have closer links with key staff members.

Intervention	Rationale	Description of Intervention	Intended outcomes	Cost	Impact
Premium Club Creative Group	Due to emotional difficulties experienced by a number of PP pupils, activities in Premium Club include creative activities that are calming and support mental wellbeing.	Mindfulness relaxing colouring activities delivered by a trained TA.	To improve mental Health and emotional regulation.	See Premium Club for cost	Assessment of impact has been difficult. Action will include using appropriate assessment tools to measure impact of mental health and emotional regulation.
Premium Club Healthy Eating Group	Daily Healthy Eating Group. Ensures all PP pupils are educated about healthy eating and encouraged to prepare simple recipes to support independence and improve life skills.	TA supports group research foods from around the world linking to the topics covered in the Curriculum. PP pupils look at healthy ingredients, how food is grown, the effects of healthy diets on the body. PP pupils learn effective life skills by preparing healthy recipes that they can share at home. PP pupils write up the recipe and instructions to take home & share.	To make good progress in writing. To increase communication at home.	£200	Parents report to be more involved in pupils' schooling. A larger number of PP parents engaging regularly with school. Action- incorporate healthy eating as part of whole school intervention.

Intervention	Rationale	Description of Intervention	Intended outcomes	Cost	Impact
Premium Club Sport Group	Daily Sport group. Ensures PP pupils are engaged with PC by incorporating their special interests eg Football, Dance in the club. Increasing physical activities to ensure healthy lifestyle, pupils take part in a sporting activity.	Research activity. Pupils look at impact of healthy and active lifestyle on the body. PP pupils take part in dance/sport activity to encourage healthy living.	To support healthy living & motivation to attend Club.	See Premium Club for cost	As above Action to incorporate as part of healthy lifestyle as whole school intervention.
English schemes for Comprehension & SPAG	Ensure progress and continuity for PP children.	Timetable adapted to allow 1 more hour a day for discrete English lessons to be delivered.	Core English skills improve.	£1,800	As above.
TA Training	Ensure high quality interventions are carried out by TAs.	Training delivered by specialists in reading, behavior management and maths.	Improved outcomes for children.	£150	TAs have better knowledge of barriers to learning. Team-Teach training arranged to deploy better behavior management strategies by all staff. (£820 for 14 staff members). Action- more training on effective deployment of TAs.

Intervention	Rationale	Description of Intervention	Intended outcomes	Cost	Impact
Uniform, school trips & transport	Uniform purchased for families on low incomes. Transport and school trips will be subsidised or paid in full for qualifying families.	Uniform purchased for families on low incomes. Transport and school trips will be subsidised or paid in full for qualifying families.	Equal opportunities for pp children.	£3,350	No impact on attainment. New policy will be introduced.
Further reading support from Midday Supervisor	PP children receive additional support in reading.	Midday supervisor employed for 3 extra hours a week to hear PP children read.	Reading outcomes improve for PP children. PP children develop a love for reading.	£600	Due to timetabling TAs working within each classroom are assigned to read with PP pupils daily rather than one particular adult covering the whole school.

Progress

Progress in steps		All			PP Pupil Premium	NPP Non-Pupil premium
		Autumn	Spring	Summer		
Y3	Cohort	60	58	59	12	47
	Reading	2.2	3.6	5.9	5.7	6.0
	Writing	2.2	4.2	6.0	5.8	6.1
	Maths	1.8	4.4	6.0	5.8	6.1
Y4	Cohort	55	56	56	8	48
	Reading	0.1	3.4	6.0	6.3	5.9
	Write	1.2	3.6	6.5	6.8	6.4
	Maths	2.2	4.3	6.3	6.8	6.2
Y5	Cohort	57	55	55	8	47
	Reading	0.4	3.6	6.5	7.1	6.4
	Write	2.3	4.3	6.5	6.7	6.5
	Maths	1.9	4.4	6.3	6.4	6.3
Y6	Cohort	57	60	60	15	45
	Reading	3.9	4.4	6.9	7.0	6.8
	Write	2.8	4.5	6.8	7.0	6.7
	Maths	2.3	4.4	6.7	7.1	6.5

Summary

- PP pupils have made more progress than non-PP in all areas in year 4, 5 and 6 and just below in Year 3.
- Attainment is below non-PP pupils but gap is narrowing.
- PP attendance has improved from 94.7 to 95.1%
- Fewer behaviour incidents logged.
- PP pupils with difficult home circumstances have closer links with key staff members.
- A larger number of PP parents engaging regularly with school.
- Progress in reading for PP pupils is overall more than Non-PP pupils (except year 3).
- Daily reading for all PP pupils in school.
- New systems of highlighting PP pupils has been set up
 - Coloured labels on books to ensure their books are marked first.
 - Highlighted on planning to ensure TAs are also aware of their needs.
 - Barriers to learning analysis highlighted the need for more support for internet safety – now a focus for whole school.
 - 15 PP pupils highlighted as being persistently late below 95% attendance.

Going forward

Going forward the following will be a focus:

Use barriers to learning analysis at the start of the year.

Use effective tracking for interventions Assess, plan, do, review.

CPD for effective deployment of TAs.

Set up Head of Year staff to ensure consistent support in place and accountability in year through middle leadership.

Closer links with JHGS/other local secondary school to use peer role model support for PP children. Including STEM club, Buddy System, visits to enrichment projects.

Targeted support for PP pupils who persistently late by close liaison with the family and setting up morning clubs to help engage the pupils before they go to class.