



Pupil Premium Grant Expenditure Report

2015-16

Context

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	241
% of children attracting the Pupil Premium Grant	21%
Total number of pupils eligible for Pupil Premium Grant	50
Amount of Pupil Premium Grant received per pupil	£1,320 per child Additional £1900 LAC
Total PPG received, including applied for funding for Looked After Children (LAC)	£66,000
Total spent on Pupil Premium children	£68,980

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. 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. We always remember every child is born with great potential and deserves to be given every chance to fulfil it. 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. 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. We are required to publish information about the use of the Pupil Premium Grant, its effectiveness and impact. This report outlines how we have spent the funding and its impact.

Barriers to learning & Objectives

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Many children who are eligible for pupil premium funding do not have any discernible barriers to learning compared to other pupils. However, research has demonstrated that some common barriers for disadvantaged children are:

- Parental confidence to support at home
- Attendance & punctuality at school
- Low attainment on entry to school
- Emotional and behavioural needs

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and above as they move through the school.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making:

- Parental engagement (LPPA)
- Importance of quality first teaching (Sutton Trust)
- Education Endowment Foundation Toolkit

At Carrington Junior School we recognise that these challenges are varied and that no one size fits all, we therefore aim to personalise the support we offer to our children.

Allocation of the PP Grant 2015/16

Type of cost	Resource	Details	Cost £	Impact
Staffing	Learning Mentor	Learning mentors provide support and guidance to help school pupils who are experiencing difficulties in learning due to social, emotional or behavioural problems. Learning mentors help pupils overcome behavioural, social or emotional problems that are affecting their learning. Learning Mentor support on a 1:1 and group basis to help support with behaviour, friendships, emotional well-being, family and home issues, self-esteem and confidence and concentration.	26,000	Students have benefitted from individual pastoral support and families have been given ongoing support. The support helps with social & emotional difficulties as well as individual family issues such as bereavement & managing tragedy etc.
	TA support	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 who need additional pupil interventions to support with reading, writing and maths. It also involves support in class.	13,500	Increased attainment in reading, writing and maths. Higher ability children who are disadvantaged have improved progress and attainment.
	Small Group TA support	TAs use information from assessments to deliver high quality interventions and support across the school. These interventions target curriculum skills, as well as Occupational Therapy, Speech therapy and working memory.	11,980	Through the use of new and well embedded interventions, TAs have helped children to meet targets set, enabling children to make good progress.
	Training	Highly informative training sessions for staff about ASD, and mindfulness for children. This included a workshop for parents.	250	These helped teachers to gain a greater understanding of how to develop and support all pupils' social, emotional and behavioural needs.
	Rota Kids	This intervention was an exciting way to make friends and get involved with important activities, while having fun. Ideas covered a wide range from fundraising for charity, improving the school environment as well as the local community and helping the elderly.	250	Improved children's confidence and group work skills.

<i>Specific support</i>	Matrix Support for Y6	Study Support was a learning activity undertaken outside of school hours. This initiative was designed for Year 6 children who will most benefit from the opportunity to improve their basic skills and in doing so acquire extra confidence and motivation. Sessions ran for 6 weeks for 15 children.	500	Increased attainment in reading, writing and maths for all disadvantaged children.
	RM Breakfast Club	Additional support for children before school to practice maths skills. Breakfast provided to increase focus throughout the day.	1,500	Increased attainment in maths and focus for children throughout the school day.
	Interventions	TAs and LSAs use targeted interventions to support children in specific areas of need Eg. Mathletics, Socially Speaking, Speech therapy, RM Maths, Toe by Toe.	1,205	A wide variety of interventions have helped to remove barriers for children and make progress in all areas of development.
	Chicken Committee	Disadvantaged children were at the centre of the Chicken Committee. They have been involved in caring for the chickens, collecting eggs and then they worked hard to sell the eggs to parents to help to raise money for the chickens.	500	Reduced anxiety and stress and improved attendance in some cases. Children feel a sense of belonging and increased enjoyment at school as well as improved social skills. Increased physical and emotional health. This has been very beneficial for the children as they learned responsibility, empathy and team work.
<i>Resources</i>	Resources	Resources purchased to help to increase attainment in reading and writing and maths for all disadvantaged pupils. Eg. Y6 Study books, writing character boxes, additional software.	2,000	Resources have helped to remove barriers for children in their learning and it has also increased engagement.
	Uniform/Other	We have provided opportunities for parents to have support with purchasing their school uniform and PE kits.	250	Increased confidence and a sense of unity in the school.
	Technology – eg. Laptops	The six laptops purchased for the sole use of pupil premium children have been used effectively. They have been able to record their work and use tools to support their learning as well as build research skills to aid learning and independence.	2,500	Children were given increased access to learning games and the opportunity to record their learning.
	Music lessons	To provide a wider form of educational opportunity through the provision of funded music lessons and instruments.	690	Increased opportunity to develop new musical skills and participation.
		Individual music lessons for children	750	
	Relax Kids Transition workshops Y6	Transition Y6 to Y7 - Children discussed their thoughts about moving to secondary school. During the discussion common myths were dispelled and children learned to develop a habit of optimism as a tool of success.	600 360	Increased concentration, focus and attention. Improved management of emotions. Children were also better able to find strategies to cope with stress and

<i>Additional incentives</i>	1:1 support	1:1 support was offered to a small number of children who needed social or emotional support. Support ran for 6 week blocks.		anxiety whilst reducing negative thinking and behaviour.
	Clubs	To provide fully funded extracurricular clubs to give pupils the chance to develop new skills and participate in extracurricular activities.	400	Children gained new skills in sports and some were able to represent the school in competitive sporting events, which helped to increase confidence.
	School Trips & Residential visits	We have funded children's school trips from Year 3 through to Year 6 for families who receive Pupil Premium Grant. This is to allow pupils who may not otherwise be able to afford it, to attend residential trips. These ensure pupils feel an integrated part of the year group/class and particularly in the case of residential trips, build skills in team work, independence and confidence. Should be in impact bit.	5,000	All PP children were able to participate fully in educational trips, including two residential trips (Y4 & Y6). Examples of other school trips include Hazard Alley (increase safety), London Zoo, Hindu temple (SMSC) and the Rainforest.
	Cycling training	Bikeability – children were taught how to ride a bike safely and take suitable safety precautions, such as recognising hazards.	400	Children learned how to ride a bicycle safely; a life long skill.
Total			£68,980	

Attainment & Progress KS2 SATs 2016

Attainment

Test results are reported using scaled scores ranging from 80 to 120. The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score.

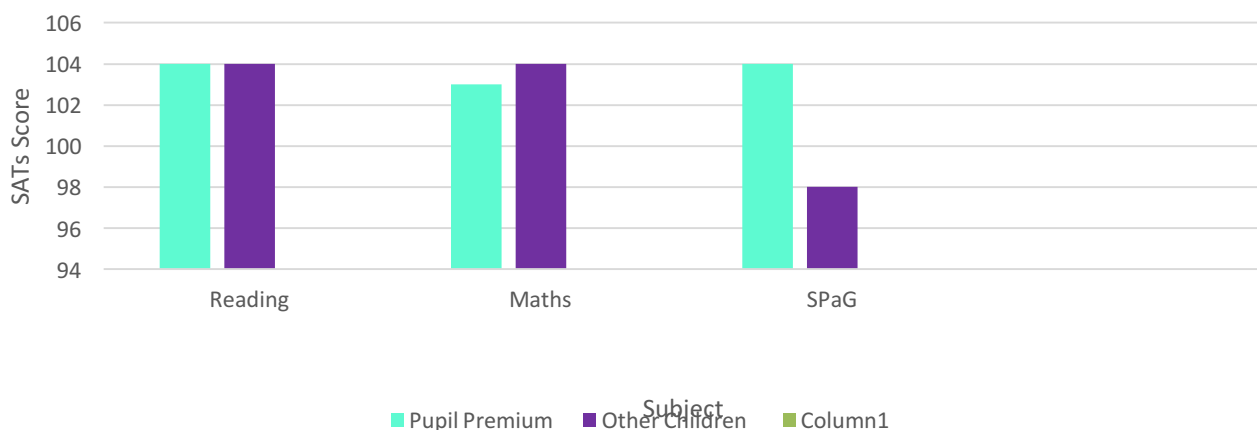
KS2 (Y6)	Attainment					
	Average Scaled Score 2015 - 2016				% meeting expected	% pupils achieving a high standard
	Reading	SPaG	Writing	Maths	Overall	Overall
Pupil Premium	104	104	-1.5	103	50%	13%
Non PP	104	98	-1.1	104	60%	7%
GAP	0	+6	-0.4	-1	-10%	+6%
Average	+1.15				-10%	+6%

Meeting expected level

KS2 (Y6)	% meeting expected	% pupils achieving a high standard
	Overall	Overall
Pupil Premium	50%	13%
Non PP	60%	7%
GAP	-10%	+6%

Attainment at KS2

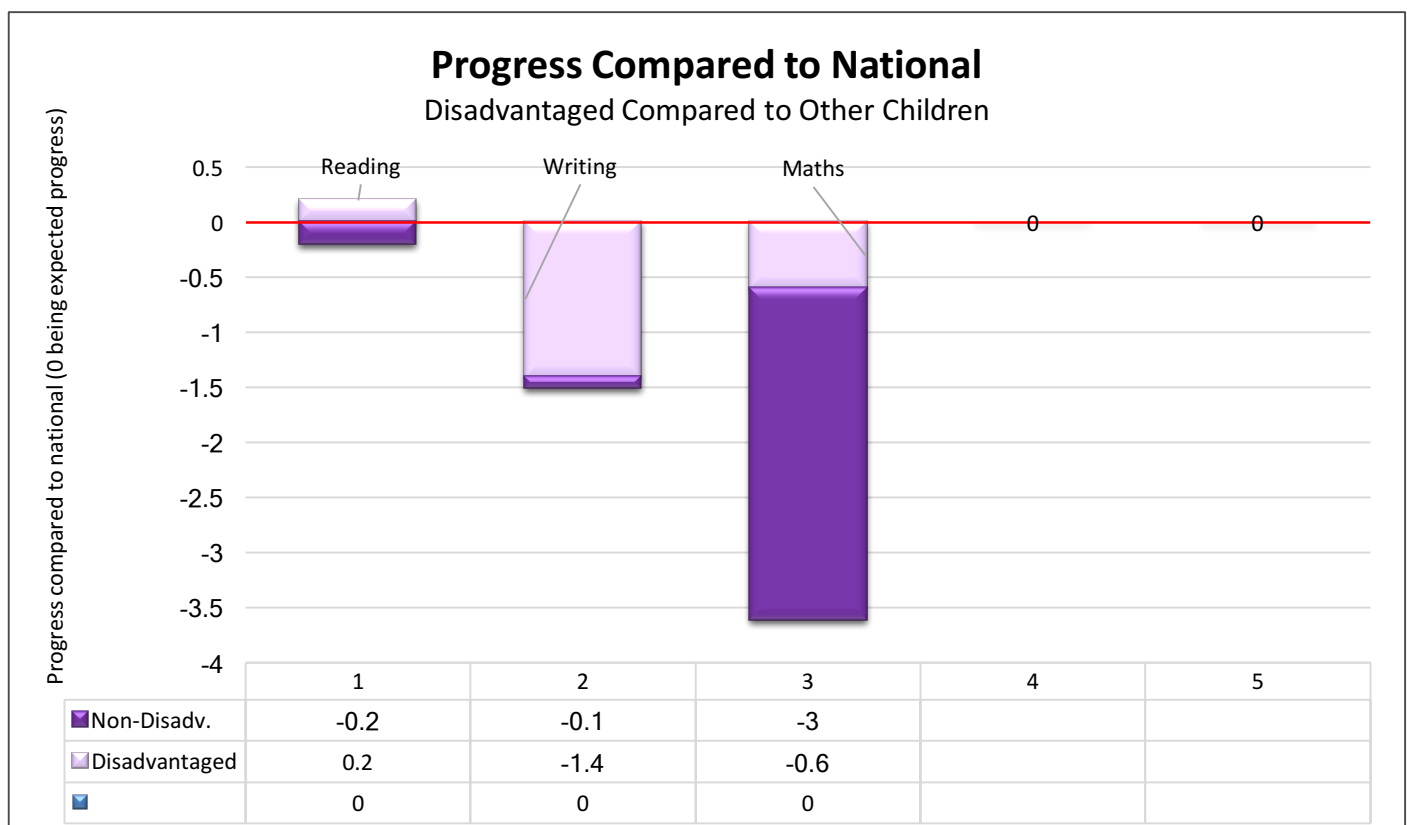
Disadvantaged Children Compared to Other Children



Progress

- A score above zero means pupils made more progress, on average, than pupils across England who achieved similar results at the end of key stage 1.
- A score below zero means pupils made less progress, on average, than pupils across England who achieved similar results at the end of key stage 1.
- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 1.
- The majority of schools have progress scores between -5 and +5.

KS2 (Y6)	Progress		
	KS2 Progress 2015-16		
	Reading	Writing	Maths
Pupil Premium	0.2	-1.4	-0.6
Non PP	-0.2	-0.1	-3.0
GAP	+0.4	-1.5	+2.4
Average	+0.43		



The red line shows the national expected progress. It shows that all groups made progress. In reading, disadvantaged pupils made more progress than expected and compared to non-disadvantaged children. In writing and maths, children made less progress than expected but disadvantaged children made more progress than non-disadvantaged children; in writing, they made considerably more progress.

Summary

- Overall the disadvantaged children scored higher than the non-disadvantaged pupils in the KS2 SATs.
 - In reading the average scaled score was equal between disadvantaged and non-disadvantaged children
 - Disadvantaged children out-performed other children in SPaG
 - Disadvantaged children scored lower scaled scores in maths and writing compared to non-disadvantaged children
- There was a difference of -10% when comparing the percentage of children who met Age Related Expectations overall for the SATs between disadvantaged children and non-disadvantaged children
- There was a considerable difference between children who achieved a higher standard. There were 6% more disadvantaged children who achieved a higher standard compared to other children.
- Disadvantaged children made more progress overall than other children.
 - Disadvantaged children made considerably more progress in maths and reading than other children.
 - Disadvantaged children made less progress than other children in writing.

Gaps:

To increase support to target disadvantaged children to meet expected standard across the subjects, particularly in maths and writing.