

# Banks Lane Junior School

## Pupil Premium Funding 2017 - 2018

<b>Overview</b>	Total number of pupils on roll: 354	The school's Pupil Premium Funding in 2017/2018 was £87,180. It is allocated on a financial year basis not school year.  Pupil Premium was introduced in April 2011 with the aim to provide schools with additional funding to raise the attainment of disadvantaged pupils of all abilities to reach their potential. Additional funding is allocated for pupils who have been registered for free schools meals at any point within the last six years; children who are looked after by the Local Authority and children with parents in the regular armed forces.
	Number of pupils benefitting from the Pupil Premium grant: 62	
<b>Total amount allocated to the school for the above period</b>	£87,180	
	Standards	
<b>Explain how the previous year's allocation was spent?</b>	<ol style="list-style-type: none"> <li>1. By providing additional individual or small group interventions to raise attainment for by the release of teachers and teaching assistants;</li> <li>2. By improving quality first teaching throughout school by releasing the Deputy Head Teacher to raise standards in writing and maths;</li> <li>3. By providing enriching opportunities by visiting book shops and taking part in book reviews to raise the standards in reading;</li> <li>4. By improving the teaching and learning in maths by the release of the maths specialist;</li> <li>5. By reading daily with PP children to raise the standards in reading;</li> <li>6. Through the release of teachers to monitor PP books and interventions and their impact;</li> <li>7. Through the release of teachers to review PP children's attainment through pupil progress review;</li> <li>8. Through staff training to raise standards and attainment in English and Maths;</li> <li>9. By releasing teaching assistants to raise standards in reading through the BRP intervention.</li> </ol>	
	Engagement	
	<ol style="list-style-type: none"> <li>10. By subsidising/paying for music tuition as an engagement and enrichment strategy;</li> <li>11. By subsidising/paying for school day trips organised to enhance the children's learning;</li> <li>12. By paying for school uniform for some PP children as an engagement strategy;</li> <li>13. Mindfulness and mentoring vulnerable PP children as an engagement and to support emotional needs ;</li> <li>14. By paying for 2 teaching assistants to lead and run a cookery club after school with PP children as an engagement and enrichment strategy;</li> </ol>	

	15. By paying for sports provision at lunchtime and after school as an engagement strategy.
	Attendance
	16. By subsidising/paying for breakfast club as an attendance strategy 17. Improving attendance

Action	Cost	Impact
Standards		
By providing additional individual or small group interventions to raise attainment for by the release of teachers and teaching assistants	£56247 £1600 £9707	Through tracking 92% of PP children are on track to achieve their targets. There were 87 children in the Y6 cohort and of these there were 16 disadvantaged pupils. 82% of them are expected to achieve their targets in reading, writing and maths. Year 6 PP children met or exceeded the DFE estimate in reading and writing.  <i>Following pupil progress review meetings we will ensure that all interventions have a pre and post assessments to help to closely monitor the impact of each intervention.</i>
By improving quality first teaching throughout school by releasing the Deputy Head Teacher to raise standards in writing and maths	£5473	Weekly book and environment monitoring have helped to improve consistency, productivity and quality marking throughout school. 92% of PP children are on track to meet their academic targets. Teaching and learning has also been improved through introducing clear policies for handwriting, learning frameworks for maths and writing assessment objectives. Formative assessment procedures have also been implemented and improved to triangulate teacher assessment. Attainment is higher than the DFE estimate in reading, writing and maths. In year3, 4 and 5 writing shows pupil progress has significant value added. This is also the case in maths for year 3, 4 and 5.  <i>Following pupil progress review meetings we will ensure that weekly book and environment monitoring will be carried out by year group leaders and this will be supported and monitored by the DHT. Further development will be made in maths to improve fluency, reasoning and problem solving to show progress in a lesson.</i>
By providing enriching opportunities by visiting book shops and taking part in book reviews to raise the standards in	£1285	This has enabled children in year 4 to experience a book shop and engage with an author, completing a book review and discussing and analyzing the book as a group. The aim for this event was to excite children and develop their love of reading. Through discussions with teachers and children they all enjoyed the event and were enthused to read and participate in the event. Regular Salford reading assessments and half termly data supports the progress made in reading for PP children. Reading attainment is generally in-line with the DFE estimate and 2017 national average. In year 3 and 4 attainment in reading is higher than the national average

reading		<i>Following pupil progress review meetings we will address how results can be measured.</i>
To release the maths specialist to raise standards in maths.	£4450	Team teaching has also taken place with the maths specialist to develop practice and address misconceptions. Attainment is higher than the DFE estimate in maths. In year3, 4 and 5 maths shows pupil progress has significant value added.
By reading daily with PP children to raise the standards in reading	Inc above	Regular Salford reading assessments and half termly data supports the progress made in reading for PP children. Reading attainment is generally in-line with the DFE estimate and 2017 national average. In year 3 and 4 attainment in reading is higher than the national average
Through the release of teachers to monitor PP books and intervention	£5700	Regular Salford reading assessments and half termly data supports the progress made in reading for PP children. Maths assessments also reflect positive progress. Writing assessments do reflect some progress and this is also an area for development. Attainment is higher than the DFE estimate in reading, writing and maths. In year3, 4 and 5 writing shows pupil progress has significant value added. This is also the case in maths for year 3, 4 and 5.  <i>Through pupil progress review meetings we will address pre and post assessments to monitor the impact and effectiveness of interventions and how we are supporting PP children.</i>
Through the release of teachers to review PP children's attainment through pupil progress	Inc above	Pupil progress meetings are an integral time when teachers are able to look at progress made and put interventions in place to support PP children who are not on track. Attainment is higher than the DFE estimate in reading, writing and maths. In year3, 4 and 5 writing shows pupil progress has significant value added. This is also the case in maths for year 3, 4 and 5. Year 5 children are achieving more highly than their KS1 attainment. Progress is higher than non PP children.  <i>Through pupil progress review meetings we will address pre and post assessments to monitor the impact and effectiveness of interventions and how we are supporting PP children.</i>
Through staff training to raise standards and attainment in English and Maths	Inc above	Attainment is higher than the DFE estimate in reading, writing and Maths. In year3, 4 and 5 writing shows pupil progress has significant value added. This is also the case in Maths for year 3, 4 and 5

By releasing teaching assistants to raise standards in reading through the BRP intervention	Inc above	<p>Regular Salford reading assessments and half termly data supports the progress made in reading for PP children. Reading attainment is generally in-line with the DFE estimate and 2017 national average. In year 3 and 4 attainment in reading is higher than the national average.</p> <p><i>Following pupil progress review meetings we have now stopped the BRP program as it was not having the desired impact and have now adopted the Leicester inference program to support and develop inference skills across the school.</i></p>
Engagement		
By subsidising/paying for music tuition as an engagement and enrichment strategy	£850	<p>Through discussion with teachers it is apparent that music tuition helps children to engage in an activity to develop a sense of commitment. Children who take part in music tuition have a good attitude towards their learning. An average of 93% meet age related expectations in music. Children achieve highly in music across the school.</p> <p><i>Following pupil progress review meetings we will address how results can be measured</i></p>
To subsidise / pay for school day trips and residential organised to enhance the children's learning.	£1500	<p>This has enabled many disadvantaged children throughout the school to take full part in the day activities and trips which their families could not afford and enhance enjoyment of the curriculum. 14% payments were subsidised towards residential visits and trips.</p>
To pay for school uniform	£20	<p>Through discussion with teachers, observations, learning walks and the moderation of work it is apparent that children are fully prepared to start the day. The children are more settled and able to access their learning.</p>
Mindfulness and mentoring vulnerable PP children as an engagement and to support emotional needs	£1200	<p>This has enabled teachers and children to use this approach to help children to engage in learning. Teachers and children have used this approach to prepare themselves for learning or calm themselves when they are feeling anxious or worried. Restorative approach forms collected to record incidents show a reduction across the school year.</p> <p><i>Following pupil progress review meetings we will address how results can be measured.</i></p>

By paying for x2 teaching assistant staff to lead and run a cookery club after school with PP children as an engagement and enrichment strategy	£1100	The children take part in a 6 week program where they learn to cook healthy meals and treats and can take them home; engaging families and preparing for their futures.  <i>Following pupil progress review meetings we will address how results can be measured</i>
To pay for sports provision at lunchtime and after school as a behaviour improvement and engagement strategy	£4470	After School sports clubs and lunch time sports clubs have enabled children to take part in different activities throughout the year.  <i>Following pupil progress review meetings we will address how results can be measured</i>
Attendance		

To improve the attendance of PP children by using incentives and closely monitoring attendance		Improvements can be seen this year in comparison with last year's figures. Attendance has remained above 95% this year. <i>Following pupil progress review meetings we will ensure that an attendance officer will have the role to monitor and intervene to support continued positive changes in attendance for PP children.</i>															
		<table border="1"> <thead> <tr> <th></th> <th>2016-2017 Spring</th> <th>2017-2018 Autumn</th> <th>2018 Spring</th> <th>2018-May 2018</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>93.79%</td> <td>96.42%</td> <td>95.92%</td> <td>96.08%</td> </tr> <tr> <td>NON FSM</td> <td>96.22%</td> <td>96.53%</td> <td>95.95%</td> <td>95.96%</td> </tr> </tbody> </table>		2016-2017 Spring	2017-2018 Autumn	2018 Spring	2018-May 2018	FSM	93.79%	96.42%	95.92%	96.08%	NON FSM	96.22%	96.53%	95.95%	95.96%
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To pay for resources for breakfast club to ensure that the children are ready and fully prepared at the start of the day	£1400	Through discussion with teachers, observations, learning walks and the moderation of work it is apparent that the breakfast clubs do ensure that the children are fully prepared to start the day. The children are more settled and able to access their learning. This has contributed to positive attendance figures.  <i>Following pupil progress review meetings we will address how results can be measured.</i>															