

# BANKSLANE JUNIOR SCHOOL

## PUPIL PREMIUM GRANT

All members of staff and the Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Banks Lane Junior School is committed to 'Diminishing the Difference' between pupil premium pupils and their peers. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

### **Reporting Pupil Premium**

It is the responsibility of the Governing Body to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. We will publish the report online annually. The report aims to detail information on how Pupil Premium has been used within school. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Achievement Committee.

### **Reporting to Parents**

Parents will be able to obtain information on the pupil premium via the school website. This will be updated annually.

### **Responsibility for Reporting**

The responsibility for the report will be allocated to the Pupil Premium Champion, and SLT.

## PUPIL PREMIUM GRANT REPORT 2016-2017

### Number of pupils & pupil premium grant (PPG) received

Total number of pupils on role	353
Total number of pupils eligible for PPG	61
Amount PPG received per pupil	£1320 (£1900 LAC)
Total amount of PPG received	£88490

### Summary of PPG spending 2016 - 2017

#### Objectives of spending PPG:

- To accelerate progress with the aim for all PP pupils to make at least good progress and diminish the difference compared to their peers
- To support disadvantaged pupils to achieve the highest levels
- To provide targeted support to meet the needs of individuals

#### Review of expenditure

##### Previous Academic Year

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	How was impact measured?	Outcome/impact	Cost
Priority given to pupil premium children who are meeting ARE and for those who are working above their ARE	<ul style="list-style-type: none"> <li>• Pupil Premium Champion</li> <li>• Series of workshops</li> <li>• Mentoring/partner schemes</li> <li>• G&amp;T groups</li> <li>• New materials/access to new books (e.g. first news)</li> <li>• Author visits</li> <li>• Writing workshop</li> <li>• Maths Consultant &amp; Maths Performance</li> <li>• HLTA hours</li> <li>• TA support English &amp; Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice (July 2017)</li> <li>• Data/assessment</li> </ul>	<p>Pupil Premium Champion has had time out of class to:</p> <ul style="list-style-type: none"> <li>• Find out the academic and social needs of pupils receiving PP funding.</li> <li>• Evaluate provision for disadvantaged pupils</li> <li>• Monitor learning of PP pupils.</li> <li>• Ensure PP funding is targeted at the areas of greatest need to ensure achievement for all.</li> </ul> <p>HLTA support working with small groups has led to</p> <ul style="list-style-type: none"> <li>• Academic needs being addressed and increased engagement</li> <li>• Enhanced confidence</li> <li>• Consolidation of learning</li> <li>• Curriculum enrichment</li> </ul> <p>The gap between disadvantaged children and non-disadvantaged is less than the national average</p>	£14038

			<p>(ref: Data tracking 2017-18): School average:</p> <ul style="list-style-type: none"> <li>○ 64% PP children meeting or exceeded in reading (NA: 53%)</li> <li>○ 65.25% PP children meeting or exceeding in writing (NA: 64%)</li> <li>○ 66% PP children meeting or exceeding in maths (NA: 58%)</li> </ul> <p>Overall School Progress - Reading: +1.1, Writing: +0.1, Maths: +1.3 (improvement of SS - closing the gap)</p> <p>In Year 3 and Year 5, PP children attained 71% ARE or above, a gap of only 1% behind NA non-PP children.</p> <p>In maths, Year 3 and Year 5 PP children outperformed non-PP nationally with 76% and 79% respectively ARE +.</p>		
<p>To ensure all children make at least expected progress and that disadvantaged children make progress that is in line with non-disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Raise the standards of quality first teaching</li> <li>• Book monitoring</li> <li>• Lesson focus study- with a focus on questioning</li> <li>• Shared practice</li> <li>• Lesson observations- identifying how practise has improved</li> <li>• Assessment tracking grids</li> <li>• Pupil progress meetings- strategies put in place for PP children</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book monitoring</li> <li>• Marking and feedback</li> <li>• Read and respond has improved throughout the school although some inconsistencies remain</li> <li>• Team teaching</li> <li>• Assessment trackers</li> <li>• Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing good practice and improving practice</li> <li>• Increased evidence of challenge and support in books</li> <li>• Consolidation of learning</li> </ul> <p>Overall School Progress - Reading: +1.1, Writing: +0.1, Maths: +1.3 (improvement of SS - closing the gap)</p> <p>The gap between disadvantaged children and non-disadvantaged is less than the national average (ref: Data tracking 2017-18):</p> <ul style="list-style-type: none"> <li>○ 64% PP children meeting or exceeded in reading (NA: 53%)</li> <li>○ 65.25% PP children meeting or exceeding in writing (NA: 64%)</li> <li>○ 66% PP children meeting or exceeding in maths (NA: 58%)</li> </ul>	<p>£11275</p>	

Targeted support				
Desired outcome	Chosen action / approach	How was impact measured?	Outcome/impact	Cost
Intervention/support	<ul style="list-style-type: none"> <li>Boosters (year 6)</li> <li>IDL intervention</li> <li>Phonics groups</li> <li>Maths intervention</li> <li>BRP</li> </ul>	<ul style="list-style-type: none"> <li>Assessment trackers</li> <li>Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of learning</li> <li>Enhanced confidence</li> </ul> <p>The gap between disadvantaged children and non-disadvantaged is less than the national average (ref: Data tracking 2017-18):</p> <ul style="list-style-type: none"> <li>School average: <ul style="list-style-type: none"> <li>64% PP children meeting or exceeded in reading (NA: 53%)</li> <li>65.25% PP children meeting or exceeding in writing (NA: 64%)</li> <li>66% PP children meeting or exceeding in maths (NA: 58%)</li> </ul> </li> <li>Overall School Progress - Reading: +1.1, Writing: +0.1, Maths: +1.3 (improvement of SS - closing the gap)</li> <li>In Year 3 and Year 5, PP children attained 71% ARE or above, a gap of only 1% behind NA non-PP children.</li> <li>In maths, Year 3 and Year 5 PP children outperformed non-PP nationally with 76% and 79% respectively ARE +.</li> </ul>	£44532
Building self-esteem for vulnerable groups	<ul style="list-style-type: none"> <li>Lunch time groups</li> <li>Teacher-pupil mentoring- regular 1-1 or small group circle time sessions</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in incidents being taken into class</li> <li>Pupil self esteem</li> </ul>	<ul style="list-style-type: none"> <li>These sessions have provided additional support for pupils with a range of needs: emotional, social and behavioural. Barriers to learning have been reduced.</li> <li>Pupil engagement and enhanced self-esteem</li> <li>Development of social skills</li> </ul>	£7295
To ensure that school can support disadvantaged children to attend school regularly. To ensure all children understand the benefit of regular attendance at school.	<ul style="list-style-type: none"> <li>Subsidised Breakfast Club places</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in attendance and punctuality figures</li> </ul>	£304

## Other approaches

Desired outcome	Chosen action / approach	How was impact measured?	Outcome/impact	Cost
<ul style="list-style-type: none"> <li>Extra lunch time supervisor</li> <li>Sports Coach lunchtime interventions</li> </ul>	<ul style="list-style-type: none"> <li>Small groups/activities during lunch time - for socially isolated children, attracting a range of ages and abilities, all working together creating a 'level playing field'.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in incidents being taken into class</li> <li>Pupil self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Vulnerable children have been allowed to access high quality sports provision during school hours in addition to PE teaching within school.</li> <li>Pupil engagement and enhanced self-esteem</li> <li>Development of social skills</li> </ul>	Included above
<ul style="list-style-type: none"> <li>Home-learning clubs and after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>Priority given for PP children</li> </ul>	<ul style="list-style-type: none"> <li>Attendance to clubs</li> </ul>	<ul style="list-style-type: none"> <li>Pupil engagement</li> <li>Consolidation of learning</li> <li>Improved physical development</li> </ul>	£1680
<ul style="list-style-type: none"> <li>Forest schools</li> </ul>	<ul style="list-style-type: none"> <li>Inspire all learners in the outdoor environment</li> </ul>		<ul style="list-style-type: none"> <li>Development of social skills</li> <li>Resilience linked to our Learning Powers</li> <li>Curriculum enrichment</li> </ul>	£6970
<ul style="list-style-type: none"> <li>Anti-bullying productions</li> </ul>	<ul style="list-style-type: none"> <li>To stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in incidents of bullying</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Children are beginning to understand what bullying is.</li> </ul>	FOC
<ul style="list-style-type: none"> <li>Cookery enrichment</li> </ul>	<ul style="list-style-type: none"> <li>To provide disadvantaged children with unique opportunities to enrich their school experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Practical skills in the kitchen</li> <li>Taking part in competitions</li> </ul>	<ul style="list-style-type: none"> <li>Pupil engagement</li> <li>Pupil enjoyment</li> <li>Consolidation of learning. Children taught practical skills which can be related to maths and English in a real life context.</li> <li>Development of social skills</li> <li>Improved physical development/fine motor skills</li> <li>Curriculum enrichment</li> </ul>	£1057
<ul style="list-style-type: none"> <li>School visits and residentials</li> </ul>	<ul style="list-style-type: none"> <li>All PP children to attend visits and residentials</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of PP children attending trips</li> </ul>	<ul style="list-style-type: none"> <li>Almost every PP child attended residentials 2016-2017 which supported their learning in a variety of ways including: Academically - Conwy (town study) Socially - Ilam Hall (team learning games) Exceeding personal challenges - Lakeside</li> <li>All children were able to go on school trips</li> <li>Curriculum enrichment</li> </ul>	£506
<ul style="list-style-type: none"> <li>Music tuition</li> </ul>	<ul style="list-style-type: none"> <li>Tuition fees to be subsidised or paid</li> </ul>	<ul style="list-style-type: none"> <li>Increased motivation of pupils to learning of music.</li> </ul>	<ul style="list-style-type: none"> <li>Development of social skills</li> <li>Improved physical development/fine motor skills</li> <li>Curriculum enrichment</li> </ul>	£851
<ul style="list-style-type: none"> <li>To ensure all pupils have access to a well-</li> </ul>	<ul style="list-style-type: none"> <li>Provide uniform when needed</li> <li>Provide free milk for PP children. Milk</li> </ul>	<ul style="list-style-type: none"> <li>Full school uniform</li> <li>Pupils are well-fed</li> </ul>	<ul style="list-style-type: none"> <li>Pupil engagement</li> <li>Pupil enjoyment</li> </ul>	£154

<p>balanced diet.</p> <ul style="list-style-type: none"> <li>To ensure all pupils have the equipment they need to access the full range of curriculum opportunities.</li> </ul>	<p>is an excellent food for children's growth and development and helps to boost children's health.</p> <ul style="list-style-type: none"> <li>Provide PE kit to help students stay physically active, develop interests in different types of physical activity, build teamwork and other social skills and improve focus and academic performance.</li> </ul>		<ul style="list-style-type: none"> <li>Improvement in attendance and punctuality.</li> </ul> <p>2015/16  Whole school attendance 96.09%  Pupil Premium children 94.53%  Non Pupil Premium children 96.42%</p> <p>2016/2017  Whole school attendance 98.84%  Pupil Premium children 94.44%  Non Pupil Premium children 96.15%</p> <p>Therefore a decrease in the difference between non-pupil premium and pupil premium children of 0.18%.</p>	
<p>Total of Pupil Premium expenditure £87657</p>				