



Banks Lane Junior School

Communication, Collaboration, Curiosity, Resilience, Reflection



Pupil Premium Report 2018 - 2019

Pupil Premium Funding 2018 - 2019

Overview	Total number of pupils on roll: 355	<p>The school's Pupil Premium Funding in 2018/2019 was £101,560. It is allocated on a financial year basis not school year.</p> <p>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.</p>
	Number of pupils benefitting from the Pupil Premium grant: 78	
Total amount allocated to the school for the above period	£101,560	
	Improving quality first teaching throughout the school	
Explain how the previous year's allocation was spent?	<ol style="list-style-type: none"> 1. To improve quality first teaching throughout the school releasing the Deputy Head Teacher to raise standards in writing and maths 2. To improve writing throughout school by releasing year 6 moderators and teachers throughout school to moderate writing to implement consistent standards 3. Training teachers and teaching assistants to raise the standards in English (LIT) 4. To rigorously monitor and evaluate the impact of each strategy and action through the release of the Pupil Premium Champion and teachers to complete pupil progress reviews 5. Numicon training and purchase of equipment to provide an intervention raise standards in maths 	
	High quality teaching with targeted support	
	<ul style="list-style-type: none"> • To provide intervention 1 x $\frac{1}{2}$ hour sessions per week through the employment of the PP champion • To provide extra support to PP children who are not on track to meet their prior attainment group/targets through intervention to raise standards in writing and maths by releasing teachers and teaching assistants • To raise attainment in year 6 by running booster sessions for children by releasing teaching staff • To provide intervention to improve English and Maths through the release of the Deputy Head • To improve reading and spelling by releasing teaching assistants and the school SENDCO (IDL) • To support disadvantaged children through the employment of an educational psychologist and the release of the school SENDCO • To support disadvantaged PP children through the employment of the Learning Support Service and the release of the school SENDCO • To support disadvantaged children through the employment of Speech and Language Support and the release of the school SENDCO 	

	Pastoral Provision
	<ul style="list-style-type: none"> • Learning mentor training to support pastoral needs • To support pastoral issues through the employment of a learning mentor • To improve attendance and punctuality through the support of the attendance officer • To enrich children's writing through author days and events • To use cookery to support pastoral needs • Purchase of Spelling Shed to raise standards in spelling • To support pastoral issues to support year 6 wellbeing • To subsidise residentials organised to enrich children's learning • To enrich children's learning through the purchase of the first news newspaper to raise the standards in reading
	Extra staffing
	<ul style="list-style-type: none"> • Use of homework club to raise standards in English and Maths • To provide extra support for children in year 3 and year 6 who are not on track to meet their prior attainment group targets by the employment of extra staff (2 afternoons per week) to improve standards in English and Maths into the Summer term • To raise attainment in English and Maths in year 5 and year 6 through the employment of an additional member of staff • To support pastoral issues through the employment of additional lunch time supervisors • To support pastoral issues through the employment of an additional sports coach during lunch time

Action	Cost	Impact
Improving quality first teaching throughout the school		
By improving quality first teaching throughout school by releasing the Deputy Head Teacher to raise standards in writing and maths;	£2136 £2066	<p>Writing:</p> <p>Pupil premium pupils made significant progress in writing as a result of quality first teaching throughout school. Year 6 attainment results show that pupil premium pupils are working above the National Average age related expectation in writing and pupil premium pupils are also working in-line with the National Average higher standard in writing in year 6. PP pupils have also made significant progress compared to KS1 results for both higher standard groups and age related expectation (ARE) groups.</p> <p>As a result of quality first teaching pupil premium pupils in year 5 are working in-line with the National Average in writing for HS groups.</p> <p>As a result of quality first teaching pupil premium pupils in year 4 are working above the National Average in writing for HS groups. PP pupils have also made significant progress compared to KS1 results for both HS groups and ARE groups.</p> <p>100% of target children who worked with DHT met the age related expectations in writing</p> <p>PP Writing Attainment:</p>

		<p>KS1: 36% KS2: 72% (+36% from KS1) PP progress +0.4 (greater than non-PP in school and in line with non-PP nationally)</p> <p>Maths: Pupil premium pupils made significant progress in maths as a result of quality first teaching throughout school. In year 6 attainment results in maths show that PP pupils have made significant progress compared to KS1 results for both HS groups and ARE groups. As a result of quality first teaching pupil premium pupils in year 5, in maths are working above the National Average in maths for HS groups. In year 4 attainment results in maths show that PP pupils are working in-line with the National Average and above the National average for HS groups. PP pupils have also made good progress compared to KS1 results for both HS groups and ARE groups. In year 3 attainment results in maths show that PP pupils are working in-line with the National Average and significantly above the National average for HS groups. PP pupils have also made good progress compared to KS1 results for both HS groups and ARE groups. Book monitoring and verification from external agencies have stated that writing is of a 'gold standard' with excellent cross curricular links. PP Maths Attainment: KS1: 45% KS2: 56% (+11% from KS1) PP progress: -0.7 (greater than non-PP progress in school, in line with average progress nationally)</p>
<p>To raise attainment in year 6 by running booster sessions for children by releasing teaching staff</p>	<p>£5500</p>	<p>18% of pupils in year 6 have been identified as disadvantaged/pupil premium pupils. 58% of these pupils took part in booster sessions for maths over 2 terms. As a result of these booster sessions year 6 attainment results in maths show that PP pupils have made significant progress compared to KS1 results for both HS groups and ARE groups. 70% of these pupils took part in booster sessions for English writing and SPAG over 2 terms. As a result of these booster sessions year 6 attainment results show that pupil premium pupils are working above the National Average age related expectation in writing and pupil premium pupils are also working in-line with the National Average higher standard in writing in year 6. PP pupils have also made significant progress compared to KS1 results for both higher standard groups and age related expectation (ARE) groups.</p>
<p>To improve writing throughout school by releasing year 6 moderators and teachers</p>	<p>£3660</p>	<p>Book monitoring and verification from external agencies have stated that writing is of a 'gold standard' with excellent cross curricular links, throughout school. Regular moderation and book monitoring has enabled staff to assess pieces of writing with consistency. As a result pupil premium pupils made significant progress in writing as a result of quality first teaching throughout school.</p>

<p>throughout school to moderate writing to implement consistent standards</p>		<p>Year 6 attainment results show that pupil premium pupils are working above the National Average age related expectation in writing and pupil premium pupils are also working in-line with the National Average higher standard in writing in year 6. PP pupils have also made significant progress compared to KS1 results for both higher standard groups and age related expectation (ARE) groups.</p> <p>As a result of quality first teaching pupil premium pupils in year 5 are working in-line with the National Average in writing for HS groups.</p> <p>As a result of quality first teaching pupil premium pupils in year 4 are working above the National Average in writing for HS groups. PP pupils have also made significant progress compared to KS1 results for both HS groups and ARE groups.</p> <p>Reading attainment: KS1: 45% KS2: 50% (+5% from KS1) PP progress -3.7 (Due to low conversion of level 3 readers and a 64% increase of PP during KS2)</p>
<p>Training teachers and teaching assistants to raise the standards in English (LIT)</p>	<p>Already included</p>	<p>18% of pupils in year 6 have been identified as disadvantaged/pupil premium pupils. 29% of these pupils took part in Leicester inference intervention.</p> <p>21% of pupils in year 5 have been identified as disadvantaged/pupil premium pupils. 21% of these pupils took part in Leicester inference intervention.</p> <p>21% of pupils in year 4 have been identified as disadvantaged/pupil premium pupils. 15% of these pupils took part in Leicester inference intervention.</p> <p>20% of pupils in year 3 have been identified as disadvantaged/pupil premium pupils. 33% of these pupils took part in Leicester inference intervention.</p> <p>As a result of the Leicester inference intervention attainment data shows that the majority of these pupils improved their standardised scores in reading.</p> <p>Reading at higher standard (Summer 2019): Year 3: 28% (Above national for disadvantaged children) Year 4: 17% Year 5: 21% (Above national for disadvantaged children) Year 6: 6%</p>
<p>To rigorously monitor and evaluate the impact of each strategy and action through the release of the Pupil Premium Champion and teachers to complete pupil progress reviews</p>	<p>£2721 £3191 £5867</p>	<p>Regular monitoring has ensured that pupil premium data is regularly scrutinized and class teachers are held accountable to put interventions and actions in place to support each pupil premium child and ensure the effectiveness of these actions. Pupil premium overviews show progress over the course of the year, what extra provision is being provided and the effectiveness of that provision through pre and post assessments. Barrier scores also identify additional information to review other factors which may affect the attainment of an individual child.</p> <p>Pupil progress reviews enable teachers with targeted time to evaluate the effectiveness of the provision through pre and post assessments and put further action into place, if necessary.</p>

		<p>As a result pupil premium pupils made significant progress in writing as a result of quality first teaching throughout school.</p> <p>Year 6 attainment results show that pupil premium pupils are working above the National Average age related expectation in writing and pupil premium pupils are also working in-line with the National Average higher standard in writing in year 6. PP pupils have also made significant progress compared to KS1 results for both higher standard groups and age related expectation (ARE) groups.</p> <p>As a result of quality first teaching pupil premium pupils in year 5 are working in-line with the National Average in writing for HS groups.</p> <p>As a result of quality first teaching pupil premium pupils in year 4 are working above the National Average in writing for HS groups. PP pupils have also made significant progress compared to KS1 results for both HS groups and ARE groups.</p> <p>In Maths pupil premium pupils made significant progress in maths as a result of quality first teaching throughout school.</p> <p>In year 6 attainment results in maths show that PP pupils have made significant progress compared to KS1 results for both HS groups and ARE groups.</p> <p>As a result of quality first teaching pupil premium pupils in year 5, in maths are working above the National Average in maths for HS groups.</p> <p>In year 4 attainment results in maths show that PP pupils are working in-line with the National Average and above the National average for HS groups. PP pupils have also made good progress compared to KS1 results for both HS groups and ARE groups.</p> <p>In year 3 attainment results in maths show that PP pupils are working in-line with the National Average and significantly above the National average for HS groups. PP pupils have also made good progress compared to KS1 results for both HS groups and ARE groups.</p> <p>Pupil Premium attainment results show that reading at a HS is in-line with the National Average in year 5 and significantly above the National average in year 3 and 4. ARE attainment results show that children in year 3, 4 and 5 are also working above the National Average in reading.</p>
<p>Numicon training and purchase of equipment to provide an intervention raise standards in maths.</p>	<p>£1440</p>	<p>20% of pupils in year 3 have been identified as disadvantaged/pupil premium pupils. 27% of these pupils took part in a Numicon intervention.</p> <p>21% of pupils in year 5 have been identified as disadvantaged/pupil premium pupils. 26% of these pupils took part in a Numicon intervention.</p> <p>As a result of the Numicon intervention attainment data shows that a small proportion of these pupils improved their standardised scores in maths. In year 3 attainment results in maths show that PP pupils are working in-line with the National Average and significantly above the National average for HS groups. PP pupils have also made good progress compared to KS1 results for both HS groups and ARE groups.</p> <p>In year 5 attainment results in maths show that PP pupils are working above the National Average in maths for HS groups.</p> <p>More training for staff is required to run this intervention more effectively.</p>

High quality teaching with targeted support

<p>To provide intervention 1 x ½ hour sessions per week through the employment of the PP champion</p>	<p>Included above</p>	<p>Middle leaders led a number of interventions to boost pupil premium attainment in reading, writing and maths. Attainment data shows that this form of intervention was less effective and in-class quality first teaching had the most significant impact of pupil premium attainment for writing and maths.</p> <p>Year 6 attainment results show that pupil premium pupils are working above the National Average age related expectation in writing and pupil premium pupils are also working in-line with the National Average higher standard in writing in year 6. PP pupils have also made significant progress compared to KS1 results for both higher standard groups and age related expectation (ARE) groups.</p> <p>In maths pupil premium pupils made significant progress as a result of quality first teaching throughout school. In year 6 attainment results in maths show that PP pupils have made significant progress compared to KS1 results for both HS groups and ARE groups.</p>
<p>To provide extra support to PP children who are not on track to meet their prior attainment group/targets through intervention to raise standards in writing and maths by releasing teachers and teaching assistants</p>	<p>Included above</p>	<p>20% of pupils in year 3 have been identified as disadvantaged/pupil premium pupils. 77% of these pupils took part in an intervention to provide additional support, additional to support through class provision.</p> <p>31% of pupils in year 4 have been identified as disadvantaged/pupil premium pupils. 31% of these pupils took part in an intervention to provide additional support, additional to support through class provision.</p> <p>21% of pupils in year 5 have been identified as disadvantaged/pupil premium pupils. 89% of these pupils took part in an intervention to provide additional support, additional to support through class provision.</p> <p>18% of pupils in year 6 have been identified as disadvantaged/pupil premium pupils. 94% of these pupils took part in an intervention to provide additional support, additional to support through class provision.</p> <p>Some of these interventions show some accelerated attainment results. More training for staff is required to run some of these interventions more effectively. Providing intervention through quality first teaching through class provision/focus groups will be considered to ensure effectiveness.</p>
<p>To improve reading and spelling by releasing teaching assistants and the school SENDCO (IDL)</p>	<p>£4475 £612 £834 £318 £1000</p>	<p>Pupil premium children in year 3, 4, 5 and 6 read regularly (up to x3 per week) with an adult. As a result of 1-1 reading, interventions such as IDL, Leicester Inference and additional reciprocal reading sessions.</p> <p>Pupil Premium attainment results show that reading at a HS is in-line with the National Average in year 5 and significantly above the National average in year 3 and 4. ARE attainment results show that children in year 3, 4 and 5 are also working above the National Average in reading.</p>
<p>To enrich children's learning through the purchase of the 'First News' newspaper to raise the standards in reading</p>	<p>£513</p>	<p>Pupil voice shows that children enjoy reading a range of different materials, including First News.</p> <p>Pupil Premium attainment results show that reading at a HS is in-line with the National Average in year 5 and significantly above the National average in year 3 and 4. ARE attainment results show that a higher proportion of disadvantaged children in year 3, 4 and 5 are also working at the National Average in reading. (Year 3: 72%, Year 4: 67%, Year 5: 55%, Year 6: 50%)</p>

To support disadvantaged PP children through the employment of the Learning Support Service and the release of the school SENDCO	£220	7% of pupil premium children receive support from the learning support service. Each of these children are working towards there ARE in writing and reading. 100% of these pupils also have additional barriers to their learning due to factors beyond their control, which has an impact on their academic progress. Further training for staff who provide follow up work to support the LSS input is required to ensure the effectiveness of these sessions to accelerate progress further.
To support disadvantaged children through the employment of Speech and Language Support and the release of the school SENDCO	£952	5% of pupil premium children receive support from the speech and language service. Each of these children are working towards there ARE in writing and reading. 100% of these pupils also have additional barriers to their learning due to factors beyond their control, which has an impact on their academic progress. Further training for staff who provide follow up work to support the speech and language input is required to ensure the effectiveness of these sessions to accelerate progress further.
To enrich children's writing through author days and events	£522 £450	Pupil voice shows that children enjoy specialist visitors, which is captured in the pupil premium floorbooks. As a result writing attainment in year 6 show that pupil premium pupils are working above the National Average age related expectation in writing and pupil premium pupils are also working in-line with the National Average higher standard in writing in year 6. PP pupils have also made significant progress compared to KS1 results for both higher standard groups and age related expectation (ARE) groups. As a result pupil premium pupils in year 5 are working in-line with the National Average in writing for HS groups and PP pupils in year 4 are working above the National Average in writing for HS groups. PP pupils have also made significant progress compared to KS1 results for both HS groups and ARE groups.
Purchase of Spelling Shed to raise standards in spelling	£100	100% of PP pupils have access to spelling shed. As a result pupil voice shows and spelling shed shows that a large number of PP children are taking part in extra spelling activities at home and in school to support and accelerate spelling attainment and progress.

Pastoral Provision

To support pastoral issues through the employment of a learning mentor	£21182	Pupil premium face significant additional barriers to their learning. In year 6, 41% of PP pupils have additional barriers to their learning. In year 5, 68% of PP pupils have additional barriers to their learning. In year 4, 26% of PP pupils have additional barriers to their learning and in year 3, 50% of PP pupils have additional barriers to their learning. Pupil premium children are regularly referred to the learning mentor and further well-being groups to support their vulnerabilities. As a result children feel listened to, supported and are being taught how to deal with situations that they may previously have been unable to cope with. Evidence can be seen through pupil voice, pre and post assessments and also a reduction in restorative sheets.
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To improve the attendance and punctuality through the support of the attendance officer	£1741	Attendance for the vast majority of pupil premium pupils is above 95%. Last year, pupil premium attendance figures were heavily influenced by 1 family. This family received significant support through the TAC process and as a result, attendance improved. Attendance is consistently above 90% in year 3, 4, 5 and 6. Further case studies will be put in place to follow up individuals who drop below 90%.
To support pastoral issues through the employment of additional lunch time supervisors	£6300	As a result of additional employment of staff there has been a reduction in restorative reflection sheets during lunch time for pupil premium children.
To subsidise residential and school visits to enrich children's learning	£600	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. 10% of payments for pupil premium pupils were subsidised towards residential visits and trips.
To use cookery to support pastoral needs	£1674	Pupil premium children throughout school are all given priority to take part in cookery after school. Attendance results confirm that almost 100% children attend this after school event and pupil voice reflects the children's enjoyment of making their own nutritious recipes which they can make at home.
To support the wellbeing of Year 6 students	£1200	As a result of regular mindfulness training from an external mindfulness provider, our year 6 children were well prepared emotionally for the challenges that they were about to face including SATs and transitioning to High School. Although no data can be found to support this, 100% of the children in year 6 felt able to take part in the SATs and we have received many positive reports our former pupils from their new schools.
To pay for resources for breakfast club to ensure that the children are ready and fully prepared at the start of the day	£1302	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 attendance figures being above 95% for the vast majority of pupil premium pupils. 41% of PP children also opt to have nutritious drinks.
By subsidising/paying for music tuition, school trips, after school clubs as an engagement and enrichment strategy	£162 £225	Through discussion with teachers it is apparent that music tuition helps children to engage in an activity to develop a sense of commitment. 3% of pupil premium children take part in music tuition and have a good attitude towards their learning. 10% of payments for pupil premium pupils were subsidised towards residential visits and trips. 2% of PP children take part in after school sports clubs. All PP pupils are offered the 'first place' if they wish to attend a club.
Mindfulness and mentoring vulnerable PP children as an engagement and to support emotional needs	£429	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. As a result restorative approach forms collected to record incidents show a reduction across the school year.

Extra Staffing		
To provide extra support for children in year 3 and year 6 who are not on track to meet their prior attainment group targets by the employment of extra staff (2 afternoons per week) to improve standards in English and Maths into the Summer term	£8276	Some of these interventions show some accelerated attainment results. More training for staff is required to run some of these interventions more effectively. Providing intervention through quality first teaching through class provision/focus groups will be considered to ensure effectiveness.
To raise attainment in English and Maths in year 5 and year 6 through the employment of an additional member of staff	£21005	As a result of interventions, premium pupils in year 5 are working in-line with the National Average in writing for HS groups. As a result of quality first teaching pupil premium pupils in year 4 are working above the National Average in writing for HS groups. PP pupils have also made significant progress compared to KS1 results for both HS groups and ARE groups. As a result year 6 attainment also results show that pupil premium pupils are working above the National Average age related expectation in writing and pupil premium pupils are also working in-line with the National Average higher standard in writing in year 6. PP pupils have also made significant progress compared to KS1 results for both higher standard groups and age related expectation (ARE) groups. In maths in year 6 attainment results show that PP pupils have made significant progress compared to KS1 results for both HS groups and ARE groups. As a result of quality first teaching pupil premium pupils in year 5, in maths are working above the National Average in maths for HS groups.
To raise standards in English and Maths by use of a Homework Club	£1044	All PP pupils are offered the 'first place' if they wish to attend homework club. A small minority of PP children attend. Reduce the number of homework club hours next year.
To support disadvantaged children through the employment of an educational psychologist and the release of the school SENDCO	£1470	A small minority of PP pupils have been assessed by the educational psychologist this year. As a result of their involvement, some PP children have received an EHCP to support their development and accelerate their academic progress.
	£103187	