



Banks Lane Junior School

Communication, Collaboration, Curiosity, Resilience, Reflection



Pupil Premium Report 2019 - 2020

Pupil Premium Funding 2019 - 2020

Overview	Total number of pupils on roll: 355	<p>The school's Pupil Premium Funding in 2019/2020 was £107,920. 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: 81	
Total amount allocated to the school for the above period	£107,920	
	Improving quality first teaching throughout the school	
Explain how the previous year's allocation was spent?	<ul style="list-style-type: none"> • To improve quality first teaching throughout the school through the following: • 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. • To release the Reading and Writing leads to monitor and assess the quality of reading and writing provision. • Release of Maths Lead to team teach with teaching staff to develop quality first teaching through maths but reflected in all subject areas. • Release of the Maths lead and ES to attend Maths Hub meetings to develop Teaching for Mastery approach. • Purchase of White Rose Premium to support staff in implementing the mastery approach to ensure all children (SEND/PP) are included in learning. 	
	High quality teaching with targeted support	
	<ul style="list-style-type: none"> • 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. • Booster sessions for Year 6 children in core subject areas (reading, writing, maths and GPaS) led by 13 members of teaching staff. Sessions were run from 3pm daily. PP children were targeted. • To raise attainment in Year 6 by running booster sessions for children by releasing teaching staff. • To provide intervention to improve English and Maths by releasing TA/T to run afternoon intervention sessions. • 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. 	

	<ul style="list-style-type: none"> To support disadvantaged children through the employment of Speech and Language Support and the release of the school SENDCO. Purchase of Spelling Shed to raise standards in spelling Purchase spag.com to improve standards in grammar
	Pastoral Provision
	<ul style="list-style-type: none"> Learning mentor training to support pastoral needs. Release of all TAs during afternoon sessions (2x weekly) to run wellbeing groups targeting PP pupils. 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. To support pastoral issues to support year 6 wellbeing. To subsidise trips and residential organised to enrich children's learning. To enrich children's learning through the purchase of the first news newspaper to raise standards in reading.
	Additional Staffing to provide targeted support
	<ul style="list-style-type: none"> Staff 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 targets set by their prior attainment by the employment of additional teaching staff (2 afternoons per week) to improve standards in English and Maths. To raise attainment in English and Maths in Year 5 and Year 6 through the subsidised 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	Writing Intervention/Support/Groups £624 Specific writing intervention led by DHT £4,224 Handwriting	In Summer 2019, more children attained ARE in KS2 compared to KS1 In reading, 45% of pupils attained ARE in KS1 compared to 50% in KS2 In writing, 36% of pupils attained ARE in KS1 compared to 72% in KS2 In maths, 45% of pupils attained ARE in KS1, compared to 56% KS2 Quality First Teaching will continue to be developed over the coming years to see sustained, long term impact on the attainment of all groups, including those who qualify for the Pupil Premium Grant.

	support £432 GDS Writing £2920 Metacognition training £590 QFT training and development - DHT £2112 In class Support £1248 Tuition £245 GDS Maths £1836 Arithmetic Group £514 White Rose Maths £139	
To raise attainment in year 6 by running booster sessions for children by releasing teaching staff	Boosters £3967 Team Teaching SS £618 Team Teaching DHT £2112	20% of pupils in Year 6 have been identified as disadvantaged/pupil premium pupils. 76% of these pupils took part in booster sessions for maths, GPaS, writing or reading from the beginning in January (Spring 1). Children were placed in boosters based on areas of need identified by class teachers. Those that did not attend session were either pupils with SEND and not sitting SATs or declined places. As a result of these booster sessions year 6 attainment results in maths show that PP pupils have made progress compared to KS1 results for both HS groups and ARE groups.
Training teachers and teaching assistants to raise the standards in English (LIT)	CLIC £264 M Cundle £550 GDS in writing £200	All identified Pupil Premium pupils in Years 4, 5 and 6 completed the Leicester Inference programme in summer 2018. As a result, teachers saw an improvement in understanding in Reciprocal Reading in terms of inference and results for those pupils involved in internal tracking.
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	PP Champion time £2677 TA cover time £621 Foundation Sub leaders PP data analysis £1215	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. Pupil progress reviews enable teachers with targeted time to evaluate the effectiveness of the provision

reviews		<p>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>A successful Ofsted in March 2020 showed that standards in all areas of the curriculum are high and the quality of provision is good particularly for disadvantaged children.</p>
Numicon training and purchase of equipment to provide an intervention raise standards in maths.	<p>£1308</p> <p>MyMaths £339</p>	<p>20% of pupils in Year 3 have been identified as disadvantaged/pupil premium pupils. 22% of these pupils were identified as needing support in maths and took part in a Numicon intervention.</p> <p>As a result, of those pupils involved, Year 3 tracking showed an improvement in attainment.</p> <p>MyMaths was used to support home learning as well as a resource for in class teaching and targeted intervention.</p>
High quality teaching with targeted support		
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	Included above	<p>20% of pupils in year 3 have been identified as disadvantaged/pupil premium pupils. 100% of these pupils took part in an intervention to provide additional support, additional to support through class provision.</p> <p>22% of pupils in year 4 have been identified as disadvantaged/pupil premium pupils. 100% of these pupils took part in an intervention to provide additional support, additional to support through class provision.</p> <p>24% of pupils in year 5 have been identified as disadvantaged/pupil premium pupils. 100% of these pupils took part in an intervention to provide additional support, additional to support through class provision.</p> <p>24% of pupils in year 6 have been identified as disadvantaged/pupil premium pupils. 100% 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>
To improve reading and spelling by releasing teaching assistants and the school SENDCO (IDL)	<p>IDL £1396 + £199</p> <p>Leicester Inference £416</p> <p>Spelling Interventions £564</p> <p>Phonics groups</p>	<p>Pupil premium children in years 3, 4, 5 and 6 read regularly (up to 3x per week) with an adult. As a result of 1-1 reading, interventions such as IDL, Leicester Inference and additional reciprocal reading sessions Pupil Premium attainment results show that pupils attain better at the end of KS2 than they did in KS1:</p> <p>In reading, 45% of pupils attained ARE in KS1 compared to 50% in KS2</p> <p>In writing, 36% of pupils attained ARE in KS1 compared to 72% in KS2</p> <p>In maths, 45% of pupils attained ARE in KS1, compared to 56% KS2</p>

	<p>£238 Reading groups</p> <p>£2280 Reciprocal read</p> <p>£2707 1:1 reading</p> <p>£6600 60 sec read</p> <p>£756 Reading Assessments</p> <p>£504 Spag.com</p> <p>£190 Write Away training</p> <p>£150</p>	
To enrich children's learning through the purchase of the 'First News' newspaper to raise the standards in reading	£541	<p>Pupil voice shows that children enjoy reading a range of different materials, including First News.</p> <p>In reading, 45% of pupils attained ARE in KS1 compared to 50% in KS2</p> <p>In writing, 36% of pupils attained ARE in KS1 compared to 72% in KS2</p> <p>In maths, 45% of pupils attained ARE in KS1, compared to 56% KS2</p>
To support disadvantaged PP children through the employment of the Learning Support Service and the release of the school SENDCO	<p>CF time £823</p> <p>LSS BB £5261</p> <p>LSS support £600</p>	The Learning Support Service worked with all Pupil premium children identified by their teachers and/or the SENDCo. The majority of these pupils also had additional barriers to their learning due to factors beyond their control, which has an impact on their academic progress. They also received additional support from the SENDCo and follow up to LSS.
To support disadvantaged children through the employment of Speech and Language Support and the release of the school SENDCO	<p>S&L BB £3132</p> <p>S&L Support £688</p>	<p>19% of pupil premium children receive support from the speech and language service. Each of these children are meeting or exceeding ARE in reading and writing.</p> <p>Follow up sessions take place by a trained member of staff each week.</p>
To enrich children's writing through author days and events	£798	<p>Pupil voice shows that children enjoy specialist visitors, which is captured in the pupil premium floor books. As a result, in Summer 2019, more children attained ARE in KS2 compared to KS1</p> <p>In reading, 45% of pupils attained ARE in KS1 compared to 50% in KS2</p>

		In writing, 36% of pupils attained ARE in KS1 compared to 72% in KS2 In maths, 45% of pupils attained ARE in KS1, compared to 56% KS2
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	£23000 Training £76	Pupil premium pupils face significant additional barriers to their learning. In year 6, 74% of PP pupils have additional barriers to their learning. In year 5, 36% of PP pupils have additional barriers to their learning. In year 4, 50% of PP pupils have additional barriers to their learning and in year 3, 38% 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, wellbeing group entry and exit assessments and also a reduction in restorative sheets.
To improve the attendance and punctuality through the support of the attendance officer	£8197	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 with other agencies through the TAC process and as a result, attendance improved. Attendance is consistently above 90% in year 3, 4, 5 and 6.
To support pastoral issues through the employment of additional lunch time supervisors	£3161	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 residentials and school visits to enrich children's learning	£590	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	£288 TA's £195 equip	Pupil premium children throughout school are all given priority to take part in cookery after school. Almost 100% of attendees are in receipt of PPG. 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, our Year 6 pupils felt able to take part in the SATs and we have received many positive reports from our former pupils from their new schools.
By subsidising/paying for after school clubs as an engagement strategy	£273 Music £231 ASC	10% of payments for pupil premium pupils were subsidised towards residential visits and trips, after school music and 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 -	Social Group £76 Wellbeing sessions £4100 Sensory Group £144 Focus Group £340 Motor Skills £1443 Equip £35	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	Cost already included in maths/English section	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. Lockdown prevented these boosters from continuing from March 2020 but will be continued with the new cohort when it is safe to resume.
To raise standards in English and Maths by use of a Homework Club	£855	All PP pupils are offered the 'first place' if they wish to attend homework club. A small minority of PP children attend but we will encourage uptake through letters, posters and phone calls where appropriate when it is safe to do so (Covid-19)

To support disadvantaged children through the employment of an educational psychologist and the release of the school SENDCO	£1470	A number 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.
Forest Schools	£5600	Forest Schools allows all pupils the opportunity to experience new things and develop problem solving and team work skills. This exposes Pupil Premium pupils to experiences they otherwise might not encounter. This has been linked to writing topics and has had an impact of raising attainment in writing in year 4.
	£107,973	