BANKS LANE 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 ‘Narrowing the Gap’ between vulnerable pupils and the pupil premium forms a vital part of that process. 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, Business Manager, the Deputy Headteacher and SLT.

We have added another column this year to indicate which academic ability level of these pupil premium children each initiative is aimed at.

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| **PUPIL PREMIUM GRANT REPORT 2015 - 2016** | | | | | | | |
| Number of pupils & pupil premium grant (PPG) received | | | | | | | |
| Total number of pupils on role | | | | | 356 | | |
| Total number of pupils eligible for PPG | | | | | 82 | | |
| Amount PPG received per pupil | | | | | £1900 (£300 for Service children) | | |
| Total amount of PPG received | | | | | £104140 | | |
| Summary of PPG spending 2015 - 2016 | | | | | | | |
| **Objectives of spending PPG:**   * To accelerate progress with the aim for all pupils to make at least good progress and close the attainment of pupils compared to National data. * To ensure floor standards at the end of KS2 are achieved. * To support disadvantaged pupils to achieve the highest levels | | | | | | | |
| Record of PPG spending by item/project 2013-2014 | | | | | | | |
| **Item/Project** | **Academic Ability Target of Pupil Premium children** | | **Cost** | **Objectives** | | | **Outcomes** |
| Pupil Premium Champion | All | | £1966 | To ensure the progress of disadvantaged children is given a specific priority in school with a designated lead professional who:  Supports colleagues in the delivery of support for PP children;  Leads and co-ordinates support needed for disadvantaged children who are tracking below ARE/making slow progress towards ARE;  Ensures HA (High Achieving) children who are eligible for PP funding are given opportunities to develop mastery and exceed ARE’s;  Monitors progress of disadvantaged children towards ARE’s (Age Related Expectation) and ensures that this progress is at least in line with or above. | | | Money has provided time out of class for the pupil premium champion to:   1. Find out the academic and social needs of pupils receiving pupil premium funding; 2. Evaluate provision for disadvantaged pupils; 3. Monitor learning of disadvantaged pupils; 4. Ensure PP funding is targeted at the areas of greatest need to ensure achievement for all. 5. Children below ARE in reading have been targeted though mentor schemes, book signing events, books shop visits.   This has resulted in 37% of the children who have had targeted support to make significant progress and 31% achieved ARE. |
| Percentage of HLTA | | Low | £10159 | To provide individualised support at all levels including small group work. | | HLTA support focused in Year 3 and 6 including:   * Individual support for children receiving PP funding – raising of self-esteem and addressing academic needs on a small group basis. * Targeted intervention support based on progress in lessons – targeted support linked to academic gaps in learning. | |
| Maths Consultant  Maths Specialist | | All | £895  £8930 | To raise the standards of quality first teaching for all pupils in school relating to maths and ensure that all staff have the expertise needed to support disadvantaged pupils within the main teaching sessions.  To ensure all children make at least expected progress and that disadvantaged children make progress that is in line with non-disadvantaged pupils in maths.  1:1 support in maths for targeted Year 6 children to raise aspirations in maths. | | Consistent implementation of practice and expectations across the school.  Significantly improved Maths SATs outcomes:   * 75% of pupils reaching the required standard compared to 70% percent nationally. * Average standardised score for PP children was 104 and non-PP children was 105.   Significantly improved outcomes of pupils across the Key Stage supported by book monitoring and validated by our senior school improvement advisor validation. | |
| Percentage of Teaching Assistant hours  For Maths and English support in class.  Better Reading Partnership  Confidence Building/Emotional support – 1:1 sessions led by teaching assistants  Restorative Approaches | | All  Lower  All  All | £47306 | To ensure effective delivery of quality first teaching in class.  To individualise academic support at all levels.  To ensure children make at least expected progress.  To ensure children make at least expected progress.  To raise self-esteem and improve progress.  To provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.  Providing children with the skills needed to avoid, resolve and/or support others in their resolution of conflict situations. | | Additional support provided in each class has allowed targeted support of children eligible for PP funding in the following ways:   * TA and Teacher focus groups * Intervention support * Pre-teaching of upcoming topic to ensure all children can access the learning in class   Data for pupils entitled for PP funding across the school is not significantly different to pupils who don’t received funding – the gap is closing.  Increasing confidence in reading seen in all participants. Progress can be seen in the different between entry and exit assessments.  These sessions have provided additional support for pupils with a range of needs; emotional, social and behavioural. Barriers to learning are reduced and the targeted pupils have made increased progress.  These sessions support Pupil Premium children to articulate their feelings as well as view events from other people’s point of view.  A clear reduction in incidents between pupils has been recorded this academic year and this is partly attributed to the application of RA in school. | |
| Third Space Learning | Low/Middle | | £3260 | 1:1 Online support in maths for targeted Year 6 children to raise aspirations in maths. | | Significantly improved Maths SATs outcomes:   * 75% of pupils reaching the required standard compared to 70% percent nationally. * Average standardised score for PP children was 104 and non-PP children was 105.   Pupils who attended 3rd Space Learning achieved a much better SATs outcome and were seen to make significant improvements in their maths understanding in practise assessments. | |
| Big Maths | All | | £2950 | Develop the core skills of maths for all learners.  Develop mathematical fluency in number recall and application for all learners.  Ensure all learners have the skills needed to access the harder maths curriculum and apply knowledge to reasoning problems | | Significantly improved Maths SATs outcomes:   * 75% of pupils reaching the required standard compared to 70% percent nationally. * Average standardised score for PP children was 104 and non-PP children was 105.   After reviewing the SATs papers, areas of strength include:   * Number * Place Value * Calculation * Measurement   All of these are linked to the Big Maths curriculum and would have supported this year’s improved attainment and progress scores. | |
| Maths Events | All | | £475 | Develop the enjoyment of maths.  Theatre company booked – focus on number. The was an area of weakness form pupils entitled to PP funding. | | Raising interest in maths by presenting maths in new and exciting ways and promoting an investigative approach to maths teaching and learning. | |
| Small group work led by teachers to support children working below the National Average in reading, writing and maths, including after school tuition. | Low | | £19429 | Individualising support at all levels. To ensure children make at least expected progress. | | Target groups of PP children led by experienced teachers in their field.  Children who attended the sessions were well equipped for tackling the SATs assessments.  Year 6:  Significantly improved Maths SATs outcomes:   * 75% of pupils reaching the required standard compared to 70% percent nationally. * Average standardised score for PP children was 104 and non-PP children was 105.   Year 3:  Maths 14% stronger in attainment and 16% stronger in progress in Year 3 compared to reading and maths due to significant teacher led intervention support. | |
| Bug Club | All | | £800 | Whole-school reading programme to improve skills and fluency of children. Can be used at home with parents and carers | | Increasing enjoyment and engagement in reading for all pupils.  Motivational - children collect bug points to create their avatar. | |
| English Enrichment – school trip to Simply Books  Theatre trip – book signing | Low/Middle | | £519  £104 | To facilitate a love of reading and encourage regular reading.  To facilitate a love of reading and encourage regular reading and writing. | | Children below ARE in reading have been targeted through mentor schemes, book signing events, book shop visits.  This has resulted in 37% of the children who have had targeted support to make significant progress and 31% achieved their ARE. | |
| Mentor Reading Groups | Low | | £0 | To facilitate a love of reading and encourage reading (PP buddied with a Year 5 pupil to mentor reading overseen by a volunteer. | | Children below ARE in reading have been targeted through mentor schemes, book signing events, book shop visits.  This has resulted in 37% of the children who have had targeted support to make significant progress and 31% achieved there ARE. | |
| Curriculum Enrichment Opportunities  ICT – Fifa  Sports – Blind Football | All | | Free | To encourage and facilitate links between maths and ICT (led by two teachers, suing their own computer software)  To provide an underpinned ethos to empathise with other’s needs (TA led) | | Making links with maths transfer – FIFA. Ensuring children see maths in context.  Develop empathy with PP children and to view the world through the eyes of people who are less fortunate | |
| Boys Reading Club | Low/Middle | | £600 | To engage reluctant boy readers and develop a love of learning | | Increased enjoyment of reading reported by Pupil Voice activities of the pupils who took part  Enriched experiences as shared high quality texts in supportive environment.  Of the pupils who attended, they made good progress. | |
| Learning Powers – Super Heroes | All | | £332 | To develop children’s self-belief and confidence – essential to effective learning  To develop the language of learning – metacognition  To ensure all pupils rise to the challenging curriculum. | | Children understand that learning is a skill and are now more able to explicitly link learning powers to the challenges they have been asked to complete by their teachers.  This is allowing children to understand the language of learning meaning that they don’t just explain what they are doing by why they are doing it. | |
| Attendance Incentives | All | | £1523 | To ensure that school can support disadvantaged children and their families to attend school regularly. To ensure all children understand the benefit of regular attendance at school.  To improve attendance by offering a reward scheme to children. Weekly FA Cup Award. Annual reward to class with highest attendance. End of year gift cards. | | Increased attendance of all school including PP children.  2014/15  Whole School 96.09%  PP children 94.41%  Non PP children 96.51%  2015/16  Whole School 96.09%  PP children 94.53%  Non PP children 96.42%  PP 0.12% increase. | |
| Home Learning Club | All | | £800 | To raise self-esteem and improve progress. Extended learning time. | | Has supported pupils in building on work completed in class. Regular completion of home learning which has aided children to meet targets. This has also helped to promote positive attitudes to school and aided parents to support learning at home. | |
| Cookery Enrichment | All | | £956 | To provide disadvantaged children with unique opportunities to enrich their school experiences. | | Enriched curriculum experience led by experienced staff.  Children taught practical skills and relate maths and English learning to a real life context. | |
| School visits support   * Conwy * Ilam Hall * Local visits | All | | £1118 | To ensure all pupils have access to school visits to enrich their curriculum and remove the potential cost barrier. | | All children had access to additional educational visits which supported their learning in a variety of ways including:   * Academically – Conwy (town study); * Socially – Ilam Hall (Team learning games); * Exceeding personal challenges – Lakeside | |
| Art Enrichment | All | | £870 | To provide disadvantaged children with unique opportunities to enrich their school experiences. | | * Children developed art skills with a professional artist. * The qualities of team work were embedded and culminated in statues of that linked with their learning about myths and legends | |
| Anti-bullying production | All | | £450 | To ensure the children understand the serious effects of bullying and what the consequences can be. To understand the difference between bullying and falling out and explore key questions such as, What is bullying? Why do people bully? What can be done about bullying? | | * Pupils aware of what bullying is through the STOP message ( Several Times On Purpose). * Class discussions/circles about the messages presented by the production with both its lighthearted and serious tone. | |
| Subsidised Breakfast Club places | All | | £480 | To improve the attendance of specific pupils and reduce the number of persistent late pupils. | | Improvement in attendance and reduction in late marks for children who had subsidised breakfast club places. Pupils demonstrate a positive attitude to learning. | |
| Music tuition | All | | £895 | To ensure all pupils have access to the wider curriculum. | | Allowing all pupils to access provision linked to their strengths.  Increased motivation of pupils to learning of music. | |
| Welfare  Free Milk  PE kit | All  High | | £145  £15 | Ensuring all pupils have access to a well-balanced diet  Ensuring all pupils have the equipment they need to access the full range of curriculum opportunities. | | Milk is an excellent food for children’s growth and development and helps to boost children’s health.  To helps students stay physically active, develop interests in different types of physical activity, build teamwork and other social skills, and improve focus and academic performance. | |
| Lunchtime Supervision for targeted children. Sports coach lunchtime interventions. | All | | £1310 | For socially isolated children, attracting a range of ages all working together creating a 'level playing field' for all ages and abilities. | | Vulnerable children have been allowed to access high quality sports provision during school hours in addition to PE teaching within school. | |
| **Total of Pupil Premium expenditure** | | | **£106287** | | | | |