



2015 – 16

The Pupil Premium Grant

The pupil premium grant (PPG) is additional funding given to publicly-funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years or those children who may have been in Local Authority care. Pupil premium can be spent in a way that meets the needs of children is different in each school.

Together with our understanding of the local community and current research and documentation we have used a multi-faceted approach. We want to ensure that those children from poorer socio-economic backgrounds do not suffer barriers to learning which may impede their progress and attainment. As a result of this the children will benefit from a range of opportunities and experiences, quality first teaching (QFT), and additional support from professionals and partnerships.

Our PPG has been assigned to some projects which will produce long-term benefits and some to 'quick wins'. All of our children will benefit from the learning opportunities that PPG provides as we recognise that all of those children who are in receipt of free school meals (FSM) are not necessarily disadvantaged or making inadequate progress. However, suitable provision has been made for those children who are from socially and economically disadvantaged groups based on a needs analysis.

Aims of PPG spending 2015 / 16

- Focus on closing any gaps in attainment and progress between those children in receipt of pupil premium funding and those who do not in school; and in comparison to non-pupil premium children nationally.
- To support children in developing and consolidating core reading, writing and maths skills.
- To improve self- esteem, confidence and behaviour in individual pupils, thereby improving participation in school life.

Number of pupils and PPG received 2015 / 6

Total number of pupils on roll All Saints' CofE Junior School	197
Total number of pupils eligible for PPG (as at Census January 2015)	45
Amount of PPG received per pupil	£1320
Total amount of PPG received	£59,980

Whole-school approach:

With a clear focus on 'closing the gap' we have participated in a **pupil premium review project** through the LA, led by a senior HMI inspector. This has involved working with other schools and carrying out intensive reviews in each school. In All Saints' this involved scrutiny of books, comparing books of pupil premium and non-pupil premium children to ensure effective levels of challenge and parity of expectations in terms of quality and quantity of work completed, presentation, and so on. Lessons were observed, data was discussed, children were heard reading, pupil interviews with pupil premium children were completed. The conclusion was that pupil premium children currently in school were making at least expected progress in reading and writing. On-going focus will be on ensuring:

That progress and attainment in reading and writing are closely monitored to prevent gaps arising
That measures are taken to close gaps in numeracy

To support and address these measures:

All staff have a **performance management target** relating to the progress of pupil premium children. Children eligible for PPG have again been identified and monitored as a vulnerable group. Pupil progress meetings take place every half term and these children are discussed, needs are identified and plans are formulated, monitored and adjusted as required.

Subject leaders closely monitor the progress of pupil premium children in scrutinies of books and planning and during learning walks. Their subject action plans contain targets relating to the progress of pupil premium children.

Individual and small group support – supporting academic progress

Children in each year group receive withdrawn support led by a teaching assistant, though planned by a teacher, with a focus on specific targets clearly identified as holding them back academically. These are monitored regularly and planning is adjusted to meet needs. Some children receive one-to-one support, others receive small group interventions, depending on the need.

Read, Write Inc 1:1 phonic tuition, Get Writing and Fresh Start materials are used to provide one-to-one or small group interventions to close the gap in phonics/spelling, reading and writing. Due to the success of these interventions (as tracked via pupil progress meetings) we have extended the use of this evidence-based intervention. This is possible due to the fact that additional teaching assistant hours have been put in place to extend the numbers of interventions being run across school for vulnerable children. Assessments are carried out half termly using materials within the programmes and TAs have pupil progress meetings with SENCO/associate headteacher.

During 2015 – 16 we will investigate a range of evidence-based numeracy interventions to close the gap identified between pupil premium children and non-pupil premium children. Appropriate resources will be purchased and time to implement will be allocated and budgeted.

We launched Achievement for All (AfA) at the start of the academic year 2012/13 and we are recognised as an AfA partner school.



AfA has been developed by a national charity and is a whole-school improvement framework, delivered in partnership with leaders, teachers, parents/carers, pupils and support professionals, that aims to raise the aspirations, access and achievement of vulnerable and disadvantaged children. We have now personalised our approach and implementation, continuing to hold termly meetings for parents of pupil premium children.

There is a financial cost to implementing this framework in terms of providing release time for teachers to meet with parents for 'structured conversations' on a termly basis.

Individual and small group support – supporting pastoral, social and behavioural needs

An HLTA carries out a learning mentor role, acting as first-line behaviour management across school, implementing and monitoring behaviour plans and meeting and reviewing implementation of the behaviour policy with the associate headteacher, on a weekly basis. Weekly reports track the involvement of any pupil premium children and lead to adjustment/ implementation of appropriate support strategies. The HLTA provides support for vulnerable children on a one-to-one or small group basis to work on developing social skills, establishing friendship groups, leading anger management work, facilitating the delivery of Me Club. She has received a range of training opportunities in the Autumn term 2015 to develop her role further – including nurture training, counselling skills for non-counsellors, and so on.

She is able to act as Lead Professional in CAFs, participate in social service cases and support vulnerable families. This member of staff has also been responsible for peer mediation in school, training and supporting mediators, with representation from the pupil premium group.

The aim is to provide an effective link between school and home while providing effective support for vulnerable children during their time in school.

As a qualified teacher this member of staff is also able to deliver high quality interventions for literacy and numeracy if required, working with children on a one-to-one or small group basis.

We fund a trained counsellor from a psychotherapy and counselling service who delivers weekly counselling sessions for vulnerable children.

Other ways that the grant has been spent:

All parents of children in receipt of PPG have received letters offering support in funding trips, extra-curricular activities, and so on. Spending for each child is tracked and monitored carefully.

School trips are regularly funded and participation in the year 6 residential trip is either partially or fully-funded. No child has missed out on the residential trip in September 2015 due to financial difficulty and the percentage participation has therefore increased as a direct result.

PPG is also used to fund additional support in the classes, directed to the most vulnerable children. This support is carefully monitored by the senior leadership team.

Nature of Support (outlined above)	Anticipated Annual Cost
HLTA Salary	£24, 525
TA per year group to deliver interventions during afternoons @ £5246 per year group (2 hrs / day)	£20, 984
Two TAs to work every morning supporting vulnerable children in class @ £7868 ea.	£15,736
Counsellor	£1500
Parent Support Advisor	£1600
Release time for class teachers to meet parents on a termly basis	£1500
Purchase of a Numeracy Intervention for pupil premium children	£500
Funding of trips / subsidised music lessons	£800
Total	£67,145

Measuring the impact of PPG spending

The school will rigorously evaluate the impact on each pupil at the end of each half term. Class teachers will be required to discuss pupil Premium children and their progress in all half-termly progress meetings. Intervention reports will be generated; interventions will be adjusted as required.

Where appropriate there will also be a focus on measuring progress in social development, using the SEAL progress indicators for Personal, Social, Emotional and Behavioural Measures. This will assist in evaluating participation and attitude towards learning, increasing independence in learning and will also be judged against attendance figures.

The ultimate aim is for there to be no gap in the progress made by children in receipt of pupil premium funding and those that don't.

End of Key Stage 2 outcomes 2015: Percentage of Children Achieving:

		All Year 6 (48 children)	National (all children)	Pupil Premium (16 children)	Pupil Premium Non-SEN (5 children)	National, Pupil Premium (2014)	National, non Pupil Premium (2014)
Level 4 +	Reading	92	89	81	100	82	92
	Writing	83	87	63	100	76	89
	GPAS	75	80	50		66	81
	Maths	85	87	69	100	78	90
Level 5+	Reading	48	48	25	40	35	56
	Writing	31	36	13	40	20	39
	GPAS	54	56	25		39	58
	Maths	33	42	13	40	28	48
Level 6	Reading	0	0				
	Writing	6	2				
	GPAS	4	4				
	Maths	6	9				
Expected Progress (2 levels)	Reading	91	91	88	100	88	92
	Writing	93	94	94	100	91	94
	Maths	85	90	75	100	86	91
Greater than Expected Progress (3 levels)	Reading	30		31	31	36	34
	Writing	22		13	13	31	34
	Maths	26		25	25	28	38