

St Andrew's CE VA Junior School

PUPIL PREMIUM: 2017/18 ACTION AND SPENDING PLAN

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. St Andrew's CE VA Junior School therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the "Ever 6") qualifies for pupil premium funding. **The amount set per pupil for 2017/2018 is £1,320**

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, **known as pupil premium plus. The amount set per pupil for 2017/2018 is £1,900**

Children of Service Families

These children receive an increased premium. **The amount set per pupil for 2017/2018 is £300**

How is St Andrew's CE VA Junior accountable for the pupil premium?

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

The following plan (which is monitored termly and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding and the intended outcomes:

St Andrew's CE VA Junior School

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PUPIL PREMIUM PROVISION 2017/18	% FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
<p>1. Learning Mentor Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.</p> <ul style="list-style-type: none"> Learning Mentor to support the complex needs of vulnerable pupils around self-management of behaviour and building self esteem 	33%	<p>Full time:</p> <p>Ongoing all year</p>	<p>End of year report: Learning Mentor</p> <ul style="list-style-type: none"> Reduction in disruption to lessons Reduction in incidents Reduction specific categories Reduction in use of 'team teach' strategies Reduction internal exclusions Improved attendance for identified PP children
<p>2. Education Welfare Officer</p> <ul style="list-style-type: none"> 10 hours of additional EWO support to work with the families of PP children at risk of poor attendance/punctuality 	100%	<p>Full time:</p> <p>Ongoing all year</p>	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> Attendance improves for PP children to be more in line with non-PP children
<p>3. Making good progress in KS2: 1 x TA's (Year 6) Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths</p> <ul style="list-style-type: none"> Writing support Interventions (catch-up) Bespoke feedback and guidance 	100%	<p>1 x Full time:</p> <p>Ongoing all year (early intervention)</p>	<p>Termly reports: YES</p> <ul style="list-style-type: none"> TA lesson observations Appraisal outcomes Intervention reports Work analysis Learning walks (drop-ins) Comparative attainment and progress data for PP children v non FSM/CLA
<p>4. HLTA provision for afternoon catch-up Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths.</p>	50%	<p>Ongoing all year</p>	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP

<p>5. Additional TA support in Y5 Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths.</p>	100%	Ongoing all year	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP
<p>6. Reading comprehension catch-up (TA led lesson 3) Additional support for pupils in Y3 – Y6</p> <ul style="list-style-type: none"> Teaching and application of reading skills 	50%	Ongoing all year	<p>Termly report: Literacy co-ordinator to give termly report on reading progress</p> <ul style="list-style-type: none"> % of PP pupils making expected /accelerated progress in reading is more in line with that of non-PP
<p>7. Progress: KS2 Additional teacher for maths and literacy in Y6 so that pupils can work in sets of closer ability and therefore make faster progress autumn and spring term 2017/2018 Summer Term 2016 – Year 5</p>	75%	Part-time: Autumn Term 2016 & Spring Term 2017	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> Attainment of PP children (by group)in relation to non PP nationally Progress of PP children (by group)in relation to non PP nationally measuring expected and better than expected progress
<p>8. Making good progress in KS2: Tuition FROM February 2016 Targeted booster work for 1 hour per week for pupils for half term each in reading, writing and/or maths for identified KS2 pupils: Teacher led</p> <ul style="list-style-type: none"> Bespoke feedback and guidance 1:1 intervention Assertive mentoring 	50%	11x 1 HOUR Session	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> Attainment of PP children (by group)in relation to non PP nationally Progress of PP children (by group)in relation to non PP nationally measuring expected and better than expected progress Success of and/or planned changes to interventions
<p>9. SENCO: 0.1 FTE Additional support for PP pupils and teachers in ensuring provision needs met.</p>	50%	Full time: Ongoing all year	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP
<p>10. SEAL Interventions Additional support to develop social and emotional skills. Support to develop positive self-esteem (Pyramid, lunchtime games, play leader, Circle Time, SEAL, Calm boxes etc), Positive Kidz</p>	75%	Ongoing	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP
<p>11. Daily individual reading with Teaching Assistant Additional support for pupils in Y3 – Y6</p>	100%	2 x hours per day all year	<p>Termly report to governors: YES</p> <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP

Teaching and application of reading skills			
12. Chrome pads Whole class set to support learning Providing additional access to individual ICT during ICT club ICT club – focus on Times Tables	33%	September 2017	Termly report to governors: YES <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP
13. Accelerated reader TA Whole school reading programme to support the accelerated progress of all readers and ensure that most able continue to make good progress.	33%	Apr 2017 ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP
14. Provide funded breakfast club places Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.	100%	1 hour per day all year	Termly report to governors: YES <ul style="list-style-type: none"> Children reported to be in class, on time and ready to learn. These children demonstrate good attitudes to learning.
15. ICT club <ul style="list-style-type: none"> Opportunity to catch-up Bespoke feedback and guidance 1:1 intervention 	100%	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP
16. Play Leader Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.	100%	Ongoing all year	Termly report to governors: YES (included in HT report to governors on behaviour) <ul style="list-style-type: none"> Reduction in the number of behaviour related incidents. Improved attitudes for learning. Games club supports good behaviour for learning at the start of the afternoon.
17. Lunchtime games club Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.	50%	Ongoing all year	Termly report to governors: YES (included in HT report to governors on behaviour) <ul style="list-style-type: none"> Reduction in the number of behaviour related incidents. Improved attitudes for learning. Games club supports good behaviour for learning at the start of the afternoon.
18. Homework club <ul style="list-style-type: none"> Opportunity to catch-up Bespoke feedback and guidance 	50%	30 minutes per week all year	Termly report to governors: YES We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP

<ul style="list-style-type: none"> 1:1 intervention 			
19. Cooking Club (Teacher & HLTA)	100%	Summer 2017 1 x hr/week teacher 1 x hr/week TA Summer term	Termly report to governors: YES We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP
20. Extra-curricular enrichment activities Funding provided to support children to access the Year 6 residential at Robinwood Star Centre Trip	100% 100%	Nov 2017	Termly report to governors: YES (included in HT report to governors on behaviour) <ul style="list-style-type: none"> Reduction in the number of behaviour related incidents. Improved attitudes for learning. Supports good behaviour for learning. Personal development.
SUB TOTAL			
22. Emergency Provision: Only if required for pupils <ul style="list-style-type: none"> PRU placement for £150 per week as required Counselling £40 per hr as required Noah's Ark £150 per pupil as required Behaviour support from £50 per hr as required Emergency contingency fund for in year transfer of PP/CLA child In year transfer PP/SEN requiring 1:1 support. Specialised swimming support at Highbury School (to include TA (2 hours) and taxi to and from the school (£10) each week) 	100%	Ongoing all year	End of year report (MS) <ul style="list-style-type: none"> PRU placements Impact in class/school
TOTAL PROJECTED SPEND 2017/18 ACADEMIC YEAR £101, 640			

