

## DISADVANTAGED/PUPIL PREMIUM: 2019/20 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 2019/2020 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 2019/2020 is £2300**

### Children of Service Families

These children receive an increased premium. **The amount set per pupil for 2019/2020 is £300**

### Barriers for Learning

Barriers to learning are identified for all of our children, including our disadvantaged pupils. They are identified from our school's context and are addressed as priorities in this Pupil Premium spending plan. All staff are made aware of barriers for learning for individual pupils. Risk factors for

underperformance for our school have been identified as: identified special educational need, speech and language and communication issues, social, emotional and mental health, broken family structures, social housing, low attendance, high level of medical needs, low parent engagement.

We aim to ensure our additional Pupil Premium Grant is spent on things that work and are effective in making a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close the gaps in achievement so they do just as well as the other children.

### **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. Quality first 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

### DISADVANTAGED/PUPIL PREMIUM: 2019/20 ACTION AND SPENDING PLAN

**Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils**

**Context:**

Pupil premium allocation for the **2019/20 financial year: £92, 060** for pupil premium.

This is based on **68 pupils** who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). **This equates to 30% pupils on roll.**

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

Current position:

#### 2018/2019 SUMMER 2 WHOLE SCHOOL ATTAINMENT (PERCENTAGES) NON PUPIL-PREMIUM/PUPIL PREMIUM

##### Year 3 – Summer 2 Pupil Attainment Data

| Pupil Group<br><ul style="list-style-type: none"> <li>• 61 pupils</li> <li>• 25 PP</li> <li>• 3 are PP and SEN</li> </ul> | Reading                           |  | Writing                           |  | Maths                             |  |
|---|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|
|   | % ARE<br>(Includes greater depth) | ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | ARE+<br>(Greater depth within expected standard) |
| <b>All Year 3 pupils(61)</b>  | <b>39</b><br><b>64%</b>           | <b>8</b><br><b>13%</b>                           | <b>25</b><br><b>41%</b>           | <b>5</b><br><b>8%</b>                            | <b>41</b><br><b>67%</b>           | <b>10</b><br><b>16%</b>                          |
| All Year 3 PP (25)  | <b>11</b><br><b>44%</b>           | <b>0</b>   | <b>6</b><br><b>24%</b>            | <b>0</b>   | <b>11</b><br><b>44%</b>           | <b>0</b>   |

ARE+ = working at greater depth within the expected standard.

#### Year 4 – Summer 2 Pupil Attainment Data

| Pupil Group<br><ul style="list-style-type: none"> <li>• 59 pupils</li> <li>• 18 PP</li> <li>• 3 are PP and SEN</li> </ul> | Reading                           |  | Writing                           |  | Maths                             |  |
|---|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|
|   | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) |
| <b>All Year 4 pupils(59)</b>  | <b>47</b><br><b>80%</b>           | <b>12</b><br><b>20%</b>                            | <b>41</b><br><b>70%</b>           | <b>6</b><br><b>10%</b>                             | <b>47</b><br><b>80%</b>           | <b>10</b><br><b>17%</b>                            |
| <b>All Year 4 PP (18)</b>   | <b>16</b><br><b>89%</b>           | <b>5</b><br><b>28%</b>                             | <b>13</b><br><b>72%</b>           | <b>1</b><br><b>6%</b>                              | <b>14</b><br><b>78%</b>           | <b>2</b><br><b>22%</b>                             |

#### Year 5 - Summer 2 Pupil Attainment Data

| Pupil Group<br><ul style="list-style-type: none"> <li>• 60 pupils</li> <li>• 17 PP</li> <li>• 8 are PP and SEN</li> </ul> | Reading                           |  | Writing                           |  | Maths                             |  |
|---|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|
|   | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) |
| <b>All Year 5 pupils(54)*</b>   | <b>46</b><br><b>69%</b>           | <b>15</b><br><b>25%</b>                            | <b>42</b><br><b>70%</b>           | <b>3</b><br><b>5%</b>                              | <b>44</b><br><b>73%</b>           | <b>17</b><br><b>28%</b>                            |
| <b>All Year 5 PP (18)</b><br>8 pupils are PP and SEN (44%)  | <b>14</b><br><b>82%</b>           | <b>3</b><br><b>18%</b>                             | <b>12</b><br><b>71%</b>           | <b>0</b>   | <b>12</b><br><b>71%</b>           | <b>5</b><br><b>29%</b>                             |

**July 2019 SATs results ALL PUPILS & DISADVANTAGED (PP)**

| PUPILS  | READING                   |                           | WRITING                   |                          | MATHS                     |                           | EGPS                      |                           |
|---|---------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
|   | EXS                       | GD                        | EXS                       | GD                       | EXS                       | GD                        | EXS                       | GD                        |
| <b>All pupils</b><br>54*                              | <b>78%</b><br><b>(42)</b> | <b>33%</b><br><b>(18)</b> | <b>81%</b><br><b>(44)</b> | <b>11%</b><br><b>(6)</b> | <b>81%</b><br><b>(44)</b> | <b>24%</b><br><b>(13)</b> | <b>76%</b><br><b>(41)</b> | <b>41%</b><br><b>(22)</b> |
| <b>Disadvantaged</b><br><b>(pupil premium)</b><br>16* | <b>63%</b><br><b>(10)</b> | <b>13%</b><br><b>(2)</b>  | <b>56%</b><br><b>(9)</b>  | <b>6%</b><br><b>(1)</b>  | <b>56%</b><br><b>(9)</b>  | <b>6%</b><br><b>(1)</b>   | <b>56%</b><br><b>(9)</b>  | <b>13%</b><br><b>(2)</b>  |

- EXS = pupils who achieved the expected standard
  - GD = pupils working at greater depth within the expected standard (high attainers)
  - ARE includes GD
  - PP – 31% (5 pupils) have an identified barrier to learning
- \*After data checking exercise

**National figures**

**ALL PUPILS:** Reading – 73% Writing – 78% Maths – 79%

**DISADVANTAGED/FSM:** Reading – 62% Writing – 68% Maths – 67%

Progress for Disadvantaged pupils continues to improve in reading and maths. Due to the nature of vulnerabilities for specific children, writing progress slowed in 2019. Reading attainment for Disadvantaged pupils was slightly above National for the same group. Achievement for Disadvantaged pupils continues to be a key focus in school.

### Disadvantaged/FSM Pupils -trends over time

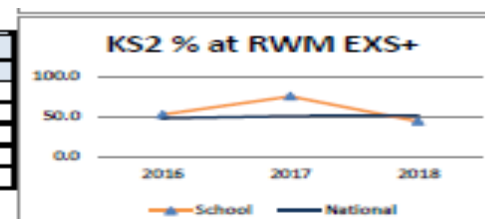
|                            |                        |
|----------------------------|------------------------|
| DFE Number:                | 3314                   |
| URN:                       | 107547                 |
| Total on roll (Yrs 0 to 6) | 233                    |
| Status:                    | Voluntary aided school |
| Type:                      | Junior                 |

St Andrew's CofE (VA) Junior School -  
Disadvantaged/FSM Pupils

% of NOR: 18%

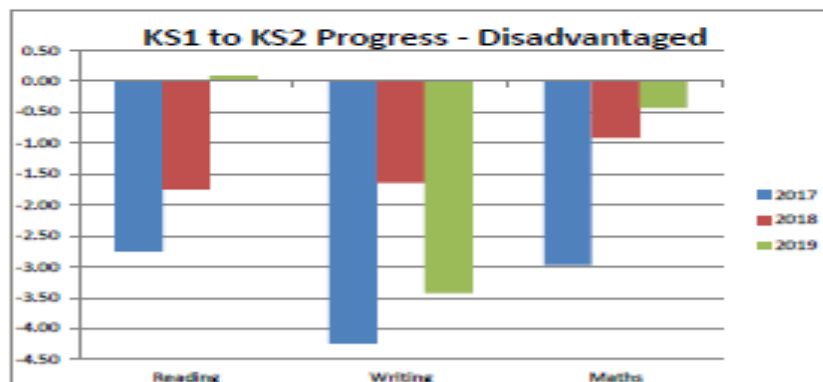
Age range: 7-11

| KEY STAGE 2          | 2017   |          | 2018   |          | 2019   |          |
|----------------------|--------|----------|--------|----------|--------|----------|
|                      | School | National | School | National | School | National |
| % Achieving          |        |          |        |          |        |          |
| RWM Combined EXS+    | 52.2   | 47.4     | 75.0   | 50.7     | 43.8   | 51.4     |
| Reading - Expected+  | 60.9   | 59.9     | 80.0   | 64.3     | 62.5   | 62.0     |
| Writing - Expected+  | 65.2   | 65.8     | 80.0   | 67.5     | 56.3   | 67.8     |
| Maths - Expected+    | 69.6   | 63.3     | 85.0   | 63.9     | 56.3   | 67.4     |
| RWM Gap to Nat Other | 15.2   | 20.0     | -4.6   | 19.7     | 26.9   | 19.3     |



| KS2 Progress | 2017   |          | 2018   |          | 2019   |          |
|--------------|--------|----------|--------|----------|--------|----------|
|              | School | National | School | National | School | National |
| Reading      | -2.75  | -0.70    | -1.75  | -0.59    | 0.09   | -0.69    |
| Writing      | -4.24  | -0.37    | -1.64  | -0.43    | -3.43  | -0.43    |
| Maths        | -2.97  | -0.61    | -0.91  | -0.58    | -0.43  | -0.66    |

Size of cohort: 9



Prepared by Calderdale School Effectiveness - Primary Strategic Monitoring Tool

17/07/2019

| <b>PUPIL PREMIUM PROVISION 2019/2020</b>   |  | <b>% FROM PUPIL PREMIUM</b> | <b>COST FROM PUPIL PREMIUM (with oncosts)</b> | <b>TIME</b>   | <b>MONITORING/EVIDENCE OF IMPACT</b>  |
|--|--|-----------------------------|---|---|---|
| <p><b>1. Learning Mentor</b><br/>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"> <li>Learning Mentor to support the complex needs of vulnerable pupils around self-management of behaviour and building self esteem</li> </ul>             |  | 31%                         | £7,581.67                                     | Full time:<br><br>Ongoing all year                          | End of year report: Learning Mentor <ul style="list-style-type: none"> <li>Reduction in disruption to lessons</li> <li>Reduction in incidents</li> <li>Reduction specific categories</li> <li>Reduction in use of 'team teach' strategies</li> <li>Reduction internal exclusions</li> <li>Improved attendance for identified PP children</li> </ul> |
| <p><b>2. Education Welfare Officer</b></p> <ul style="list-style-type: none"> <li>10 hours of additional EWO support to work with the families of PP children at risk of poor attendance/punctuality</li> </ul>  |  | 100%                        | £420  | Full time:<br><br>Ongoing all year                          | Termly report to governors: YES <ul style="list-style-type: none"> <li>Attendance improves for PP children to be more in line with non-PP children</li> </ul>   |
| <p><b>3. Bespoke year 6 catch up: 1 x TA's (Year 6)</b><br/>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"> <li>Writing support</li> <li>Interventions (catch-up)</li> <li>Bespoke feedback and guidance</li> </ul> |  | 100%                        | £12,135                                       | 1 x Full time:<br><br>Ongoing all year (early intervention) | Termly reports: YES <ul style="list-style-type: none"> <li>TA lesson observations</li> <li>Appraisal outcomes</li> <li>Intervention reports</li> <li>Work analysis</li> <li>Learning walks (drop-ins)</li> <li>Comparative attainment and progress data for PP children v non FSM/CLA</li> </ul>  |
| <p><b>4. TA provision for afternoon catch-up</b><br/>Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths.</p>  |  | 50%                         | £2,874.48                                     | Ongoing all year  | Termly report to governors: YES <ul style="list-style-type: none"> <li>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</li> </ul>  |

|  |  |      |            |   |  |
|--|--|------|------------|---|--|
| <p><b>5. Additional TA support in Y4 (academic year 2019/20 Y4)</b><br/>Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths.</p> |  | 100% | £12,647.52 | Ongoing all year                            | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</li> </ul>  |
| <p><b>6. Progress: KS2</b><br/>Additional teacher in Y6 so that pupils can work in small groups or 1:1 with their class teacher on individual targets in reading, writing and maths. 2 afternoons per week with.</p>     |  | 31%  | £6,037     | Ongoing all year for 2 afternoons per week. | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>Attainment of PP children (by group) in relation to non PP nationally</li> <li>Progress of PP children (by group) in relation to non PP nationally measuring expected and better than expected progress</li> </ul> |
| <p><b>7. SENCO: 0.1 (half a day per week)</b><br/>Additional support for PP pupils and teachers in ensuring provision needs met.</p>   |  | 50%  | £2662      | Full time: Ongoing all year                 | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</li> </ul>  |
| <p><b>8. Social and emotional Interventions</b><br/>Additional support to develop social and emotional skills. Support to develop positive self-esteem (Jigsaw juice, lunchtime games, play leader)</p>                  |  | 75%  | £10,907    | Ongoing                                     | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</li> </ul>  |
| <p><b>9. Daily individual reading with Teaching Assistant</b><br/>Additional support for pupils in Y3 – Y6<br/><br/>Teaching and application of reading skills</p>   |  | 100% | £4,847.70  | 2 x hours per day all year                  | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-</li> </ul>  |



|  |  |      |           |                           |   |
|--|--|------|-----------|---------------------------|---|
|  |  |      |           |                           | PP <ul style="list-style-type: none"> <li>LA and SEND children targeted on new reading scheme to close the gap and raise attainment</li> </ul>  |
| <b>10. Accelerated reader TA</b><br>Whole school reading programme to support the accelerated progress of all readers and ensure that most able continue to make good progress.                        |  | 31%  | £3,512.30 | Apr 2017 ongoing all year | Termly report to governors: YES <ul style="list-style-type: none"> <li>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</li> </ul>  |
| <b>11. Provide funded breakfast club places</b><br>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.                                |  | 100% | £5,850    | 1 hour per day all year   | Termly report to governors: YES <ul style="list-style-type: none"> <li>Children reported to be in class, on time and ready to learn. These children demonstrate good attitudes to learning.</li> </ul>                                |
| <b>12. ICT club</b><br>Opportunity to catch-up<br>Bespoke feedback and guidance<br>1:1 intervention,   |  | 100% | £3,675    | Ongoing all year          | Termly report to governors: YES <ul style="list-style-type: none"> <li>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</li> </ul>  |
| <b>13. ICT lessons</b><br>Opportunity for ICT teacher to deliver good ICT lessons to Y4 children<br>Opportunity for Y4 teachers to provide 1:1 support for individuals and close the gap in attainment |  | 100% | £4000     |                           | Termly report to governors: YES<br>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP   |
| <b>14. Play Leader</b><br>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.   |  | 100% | £1,482    | Ongoing all year          | Termly report to governors: YES (included in HT report to governors on behaviour) <ul style="list-style-type: none"> <li>Reduction in the number of behaviour related incidents.</li> <li>Improved attitudes for learning.</li> </ul> |

|   |  |      |         |                              |  |
|---|--|------|---------|------------------------------|--|
|   |  |      |         |                              | <ul style="list-style-type: none"> <li>Games club supports good behaviour for learning at the start of the afternoon.</li> </ul>   |
| <b>15. Lunchtime sports club</b><br>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.<br>Ensuring that children have the opportunity to play in team games throughout their lunch break. |  | 50%  | £510    | Ongoing all year             | (Included in HT report to governors on behaviour) <ul style="list-style-type: none"> <li>Reduction in the number of behaviour related incidents.</li> <li>Improved attitudes for learning.</li> <li>Games club supports good behaviour for learning at the start of the afternoon.</li> </ul>                          |
| <b>16. Homework club</b> <ul style="list-style-type: none"> <li>Opportunity to catch-up</li> <li>Bespoke feedback and guidance</li> <li>1:1 intervention</li> </ul>   |  | 50%  | £362.70 | 30 minutes per week all year | Termly report to governors: YES<br>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP  |
| <b>17. Extra-curricular enrichment activities</b><br>Funding provided to support children to access the Year 6 residential at Robinwood<br>Funding provided to support any other education visit available upon request.                                    |  | 100% | £900    | Nov 2019                     | Termly report to governors: YES<br>(included in HT report to governors on behaviour) <ul style="list-style-type: none"> <li>Reduction in the number of behaviour related incidents.</li> <li>Improved attitudes for learning.</li> <li>Supports good behaviour for learning.</li> <li>Personal development.</li> </ul> |
| <b>18. Small group music tuition</b><br>Funding provided to support PP children to be able to access private music tuition  |  | 100% | £605    |                              | Termly report to governors:<br>Included in the HT report for governors. <ul style="list-style-type: none"> <li>Raising aspirations for PP children</li> <li>Personal development</li> </ul>  |
|   |  |      |         |                              |  |

| <b>SUB TOTAL</b>  |        | <b>£77,189.37</b> |        |                  |  |
|---|--------|-------------------|--------|------------------|--|
| <b>22. Emergency Provision: Only if required for pupils</b> <ul style="list-style-type: none"> <li>• PRU placement for £150 per week as required</li> <li>• Counselling £40 x 4 per hr as required</li> <li>• In year transfer PP/SEN requiring 1:1 support.</li> <li>• Needs of the CLA pupils.</li> </ul> | £5,700 | 100%              | £5,700 | Ongoing all year | End of year report (MS) <ul style="list-style-type: none"> <li>• PRU placements</li> <li>• Impact in class/school</li> </ul> Impact in school/class and emotionally. |
|   | £160   | 100%              | £160   | Ongoing all year |  |
|   | £6897  | 100%              | £6897  | Ongoing all year | Children being ready to learn and feeling safe and secure.   |
|   | £760   | 100%              | £760   | Ongoing all year | Various  |
| <b>TOTAL PROJECTED SPEND 2019/20 ACADEMIC YEAR</b>  |        | <b>£90,706.37</b> |        |                  |  |