

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

PUPIL PREMIUM PROVISION 2019/2020	% FROM PUPIL PREMIUM	COST FROM PUPIL PREMIUM (with oncosts)	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 	31%	£7,581.67	Full time: Ongoing all year	Learning Mentor regular reports to Governors. Reduction in disruption to lessons (SIMS) Reduction in incidents Reduction specific categories e.g. playtime/lunchtime behaviour that impacts on learning time 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%	£420	Full time: Ongoing all year	Termly report to governors: YES Attendance improves for PP children to be more in line with non-PP children
<p>3. Bespoke year 6 catch up: 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%	£12,135	1 x Full time: Ongoing all year (early intervention)	Termly reports: YES 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. TA provision for afternoon catch-up Accelerating progress for PP children who are currently</p>	50%	£2,874.48	Ongoing all year	Termly report to governors: YES We are closing the achievement gap for

under attaining and/or under achieving in reading, writing and maths.				PP/vulnerable pupils progress so it is more in line with non-PP
5. Additional TA support in Y4 (academic year 2019/20 Y4) Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths.	100%	£12,647.52	Ongoing 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
6. Progress: KS2 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.	31%	£6,037	Ongoing all year for 2 afternoons per week.	Termly report to governors: YES 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
7. SENCO: 0.1 (half a day per week) Additional support for PP pupils and teachers in ensuring provision needs met.	50%	£2662	Full time: Ongoing 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
8. Social and emotional Interventions Additional support to develop social and emotional skills. Support to develop positive self-esteem (Jigsaw juice, lunchtime games, play leader)	75%	£10,907	Ongoing	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 Evaluation We have seen a reduction in lunchtime incidents Positive outcomes for Jigsaw Juice (see evaluations)
9. Daily individual reading with Teaching Assistant Additional support for pupils in Y3 – Y6	100%	£4,847.70	2 x hours per day all year	Termly report to governors: YES We are closing the achievement gap for PP/vulnerable pupils progress so it is more in

Teaching and application of reading skills				line with non-PP LA and SEND children targeted on new reading scheme to close the gap and raise attainment
10. 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.	31%	£3,512.30	Apr 2017 ongoing 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
11. Provide funded breakfast club places 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 Children reported to be in class, on time and ready to learn. These children demonstrate good attitudes to learning.
12. ICT club Opportunity to catch-up Bespoke feedback and guidance 1:1 intervention,	100%	£3,675	Ongoing 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
13. ICT lessons Opportunity for ICT teacher to deliver good ICT lessons to Y4 children Opportunity for Y4 teachers to provide 1:1 support for individuals and close the gap in attainment	100%	£4000		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
14. Play Leader 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 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.
15. Lunchtime sports club	50%	£510	Ongoing all	(Included in HT report to governors on

<p>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.</p> <p>Ensuring that children have the opportunity to play in team games throughout their lunch break.</p>			year	<p>behaviour)</p> <p>Reduction in the number of behaviour related incidents.</p> <p>Improved attitudes for learning.</p> <p>Games club supports good behaviour for learning at the start of the afternoon.</p>
<p>16. Homework club</p> <ul style="list-style-type: none"> • Opportunity to catch-up • Bespoke feedback and guidance • 1:1 intervention 	50%	£362.70	30 minutes per week all year	<p>Termly report to governors: YES</p> <p>We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</p>
<p>17. Extra-curricular enrichment activities</p> <p>Funding provided to support children to access the Year 6 residential at Robinwood</p> <p>Funding provided to support any other education visit available upon request.</p>	100%	£900	Nov 2019	<p>Termly report to governors: YES</p> <p>Reduction in the number of behaviour related incidents.</p> <p>Improved attitudes for learning.</p> <p>Supports good behaviour for learning.</p> <p>Personal development.</p>
<p>18. Small group music tuition</p> <p>Funding provided to support PP children to be able to access private music tuition</p>	100%	£605		<p>Termly report to governors:</p> <p>Included in the HT report for governors.</p> <p>Raising aspirations for PP children</p> <p>Personal development</p>
SUB TOTAL				
<p>22. Emergency Provision: Only if required for pupils</p> <ul style="list-style-type: none"> • PRU placement for £150 per week as required 	100%	£5,700	Ongoing all year	<p>End of year report (MS)</p> <ul style="list-style-type: none"> • PRU placements • Impact in class/school <p>Impact in school/class and emotionally.</p>
<ul style="list-style-type: none"> • Counselling £40 x 4 per hr as required 	100%	£160	Ongoing all year	
<ul style="list-style-type: none"> • In year transfer PP/SEN requiring 1:1 support. 	100%	£6897	Ongoing all	<p>Children being ready to learn and feeling safe and secure.</p>

<ul style="list-style-type: none"> Needs of the CLA pupils. 	100%	£760	year Ongoing all year	Various
TOTAL PROJECTED SPEND 2019/20 ACADEMIC YEAR				

July 2019 - 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

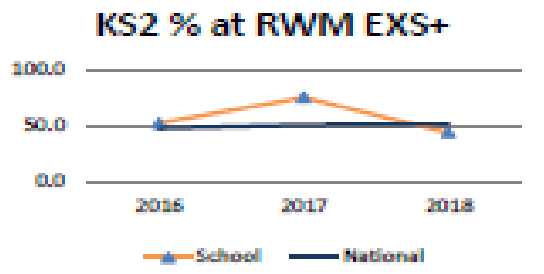
DFE Number:	3314
URN:	107547
Total on roll (Yrs 0 to 6)	233
Status:	Voluntary aided school
Type:	Junior

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

% of NOR: 18%

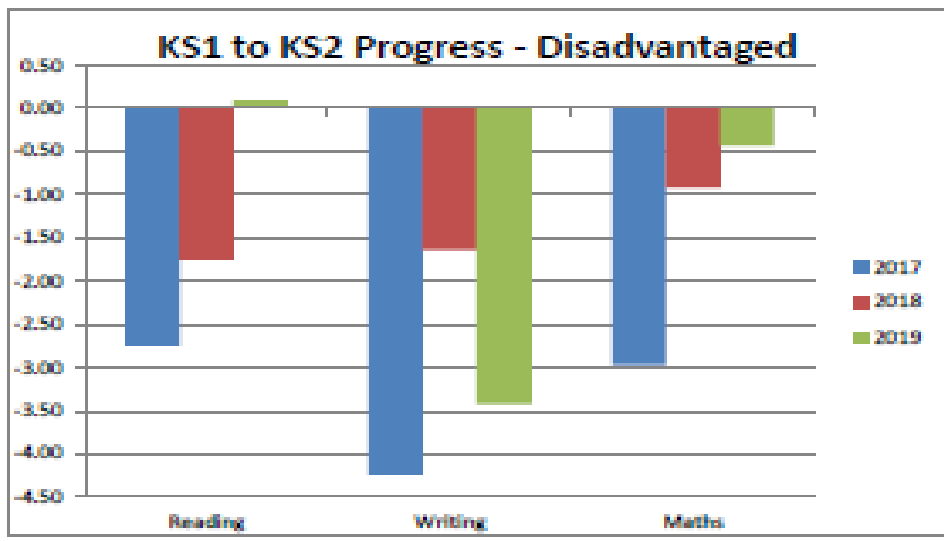
Age range: 7-11

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	-0.59
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

Progress for disadvantaged pupils, over a 3-year period, has improved overall in reading, writing and maths; with an upward trend for reading and maths.

Position at end of spring term 2020

**Spring 2 Attainment Whole School – Non Disadvantaged and Disadvantaged (Pupil Premium)
Percentage of pupils working at Age Related Expectations (ARE)**

YEAR GROUP	READING		WRITING		MATHS	
	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium
YEAR 3 Non PP (37) PP (13)	84% (31)	62% (9)	68% (25)	46% (6)	86% (32)	54% (7)
YEAR 4 Non PP (36) PP (25)	69% (25)	32% (8)	64% (23)	24% (6)	83% (30)	44% (11)
YEAR 5 Non PP (42) PP (18)	81% (34)	94% (17)	76% (32)	78% (14)	81% (34)	83% (15)
YEAR 6 Non PP (44) PP (18)	77% (34)	89% (16)	73% (32)	72% (13)	69% (30)	78% (14)

- Numbers of pupils in brackets

End of spring term data shows that PP children are equalling or outperforming the attainment of Non PP children in Years 5 and 6. Year 3 and 4 remain a key focus with a whole range of supportive strategies in place.

In-year progress spring term 2020

Progress Breakdown Y4, Y5, Y6 - Pupil Premium (61 pupils)

Year 4 (25 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	13 (52.0%)	10 (40.0%)	12 (48.0%)	11.7 (46.7%)
Progressed by 5 steps	8 (32.0%)	7 (28.0%)	7 (28.0%)	7.3 (29.3%)
Progressed by 4 steps	3 (12.0%)	4 (16.0%)	2 (8.0%)	3.0 (12.0%)
Progressed by 3 steps	0 (0%)	1 (4.0%)	1 (4.0%)	0.7 (2.7%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (4.0%)	3 (12.0%)	3 (12.0%)	2.3 (9.3%)

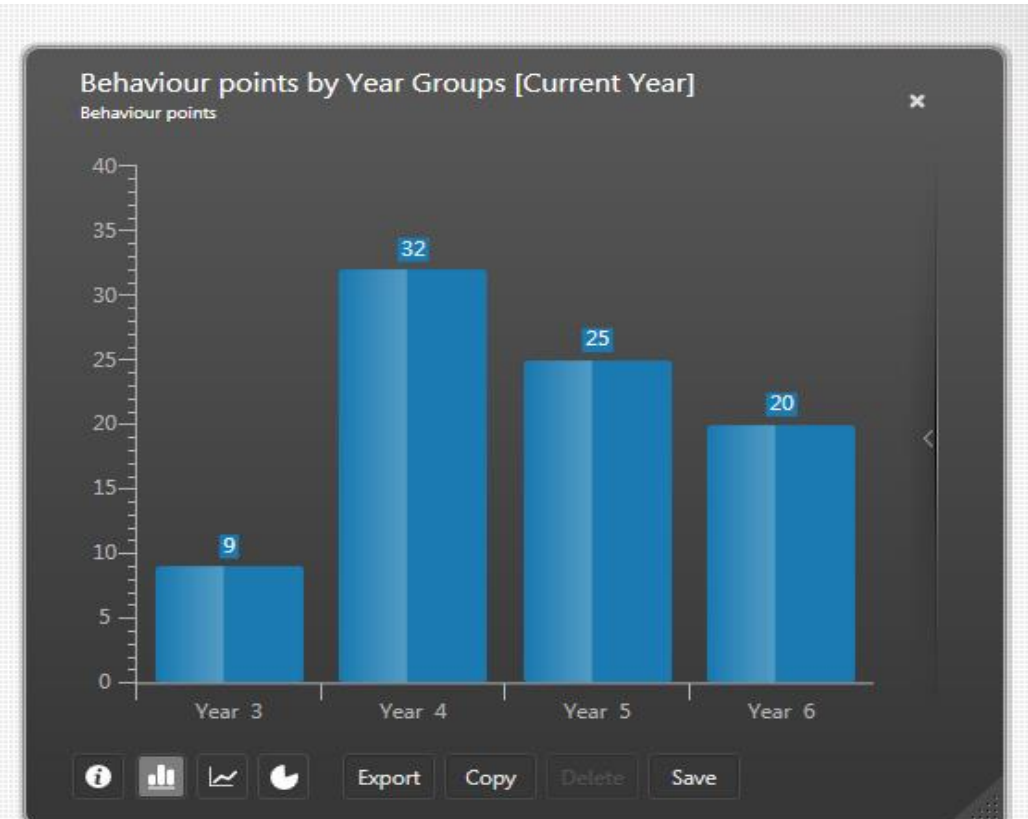
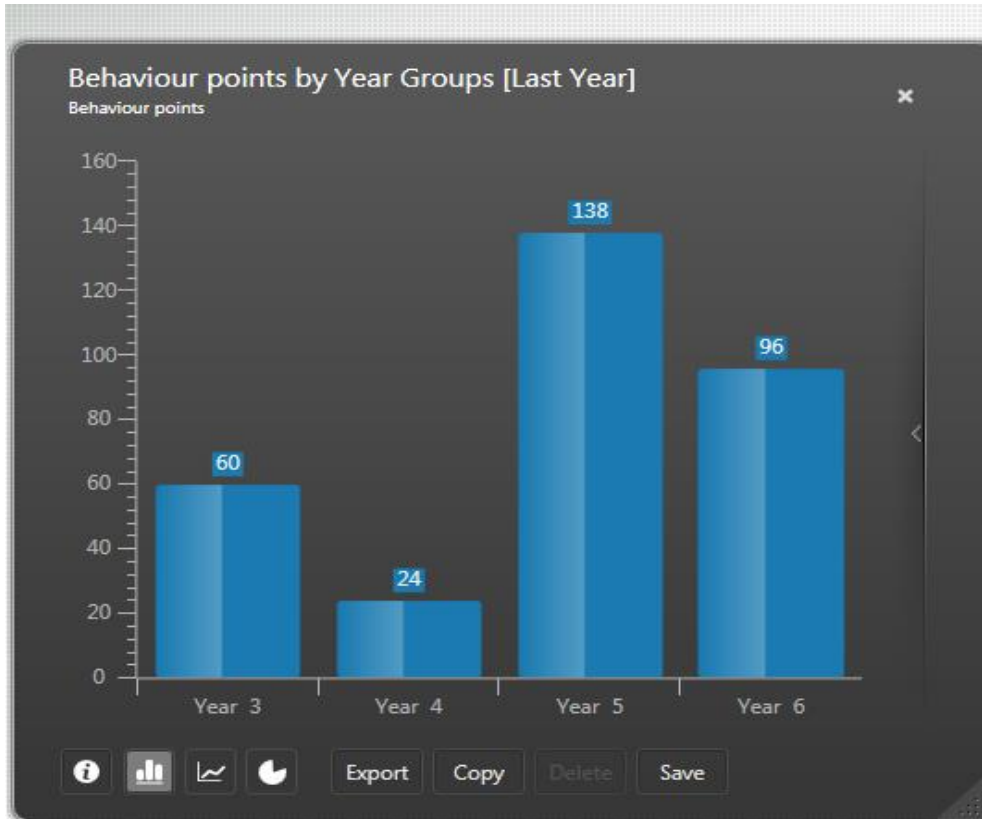
Year 5 (18 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	17 (94.4%)	17 (94.4%)	18 (100%)	17.3 (96.3%)
Progressed by 5 steps	1 (5.6%)	1 (5.6%)	0 (0%)	0.7 (3.7%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 6 (18 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	18 (100%)	13 (72.2%)	15 (83.3%)	15.3 (85.2%)
Progressed by 5 steps	0 (0%)	4 (22.2%)	3 (16.7%)	2.3 (13.0%)
Progressed by 4 steps	0 (0%)	1 (5.6%)	0 (0%)	0.3 (1.9%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Most Disadvantaged children are making their expected 6 step progress over the year with some making more than expected progress.

Behaviour Incidents:

- 2017/2018 = 318
- 2019/2020 = 86



A significant reduction in behaviour incidents has been seen.

Reduction in Team Teach Incidents

- 2017/2018 Total TT Incidents = 8
- 2019/2020 Total TT Incidents = 3

ATTENDANCE APRIL 2020 PUPIL PREMIUM PUPILS

Disadvantaged children have maintained their levels of attendance. Year 4 remains a particular focus (see FGB reports). Good attendance continues to be given a high profile.

Total % Attendance

Y3, Y4, Y5, Y6 - Pupil Premium (74 pupils)

Year Group	No. of Pupils	Y3 %	Y4 %	Y5 %	Y6 %
Year 3	13	95.0%	-	-	-
Year 4	25	94.3%	93.7%	-	-
Year 5	18	96.3%	96.8%	96.7%	-
Year 6	18	95.9%	96.7%	95.9%	95.4%

Total % Attendance

Y3, Y4, Y5, Y6 - All Pupils (233 pupils)

Year Group	No. of Pupils	Y3 %	Y4 %	Y5 %	Y6 %
Year 3	50	95.9%	-	-	-
Year 4	61	95.7%	95.4%	-	-
Year 5	60	96.9%	97.3%	97.0%	-
Year 6	62	97.0%	97.2%	96.8%	96.1%