

Pupil premium strategy statement - St Ann's Heath Junior School

What is Pupil Premium?

The Department for Education (DfE) provide additional funding known as Pupil Premium Funding (PPF) to all schools in addition to their delegated budget so that they can support their disadvantaged pupils and close the attainment gap between these groups and their peers.

The pupil premium was first introduced by the government in April 2011, with allocation of funding being based on the numbers of pupils within the school who are eligible for Free School Meals (FSM).

From 2012-2013 it was expanded to include all children who had been eligible for FSM within the last 6 years (known as Ever 6 FSM).

Additional grants are made for

- Children who have been in Local Authority Care
- Children who have been adopted in the last 3 years
- Children from Armed Service Personnel families. These families face unique challenges because of their mobility between schools.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how it is being used and its impact.

If your child does not have Free School Meals, but may be eligible because of your family's income level, please contact the office (in confidence) to register them. Even if you do not wish your child to have the meals, applying for this would mean the school could still claim Pupil Premium funding that may be used to help your child.

For more information on the Pupil Premium, please visit <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>.

At St Ann's Heath Junior School we have the highest expectations of, and aspirations for, all our pupils. We believe that every pupil should have equal opportunities to achieve the best they can and to fulfil their potential.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium Funding will be allocated following a needs analysis which will identify priority groups or individuals. On-going reviews take place at least termly to monitor the effectiveness of any expenditure.

Below is a document explaining how St Ann's Heath used the Pupil Premium Funding last year, as well as the strategy for this year.

The Pupil Premium grant previously received:

2014-2015: £ 54,843

2015-2016: £58260

In 2015-2016 we received £58260.

£6824 was spent on non staff costs which included funding for extra curricular clubs, funding for school trips and residential visits and resources to support pupils learning. £51436 was spent on staff costs which included training, funding for booster classes in year 6, in class support and focussed interventions.

1. Summary information					
School	St Ann's Heath junior School				
Academic Year	2016-2017	Total PP budget	£50620	Date of most recent PP Review	March 2017
Total number of pupils	285	Number of pupils eligible for PP	41	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	SATS 2016: R,W, + M =10% R=60% W=10% M=40%	60%
% making progress in reading	SATS 2016 progress score: 0.1	0
% making progress in writing	SATS 2016 progress score: -6.14	0
% making progress in maths	SATS 2016 progress score: -0.9	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low starting points from KS1	E. Poor confidence and emotional resilience
B.	Emotional, social and behavioural difficulties	
C.	Attitudes to learning	
D.	Special Education Needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Low attendance and persistent absence of FSM children	
B.	Inconsistent completion of homework or standard of completed homework	
C.	Low parental engagement (at information evenings, parents evenings and with homework).	
D.	Access to extra-curricular activities e.g. educational experiences such as trips and participation in physical activities.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For all disadvantaged pupils to make at least expected progress in reading, writing and maths	Data shows all disadvantaged pupils have made at least expected progress.

B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability.
C.	Increased attendance rates for Pupils eligible for PP	Attendance of PP children tracked half termly and increased attendance seen.
D.	To increase parental engagement in their child's learning.	Registers from parents evenings and reading records show increased participation
E.	For disadvantaged pupils' emotional and social needs to be met	ELSA pre and post questionnaires show improvement in targeted behaviour/emotional need. An improvement in attitude and behaviour of disadvantaged children seen in class.
F.		
G.		

Chosen action / approach	Cost	Intended Outcome – why these approaches were taken	How will you ensure it is implemented well?
Additional teacher for English and Maths in Year 6 January - May	£8100	Improved learning outcomes in reading, writing and maths. Smaller groups enable more focussed support. Improved confidence in learning.	Half termly pupil progress meetings with HT to monitor progress and adjust groups accordingly.
1 afternoon a week focused individual and small group sessions with qualified teacher - Year 6 over 9 weeks	£648		Half termly pupil progress meetings with HT to monitor progress and adjust groups accordingly
Additional LSA support in classes and for focussed interventions	£22533	<p>1:1 and/or small group interventions to cater for individual needs (i.e. spelling, reading, handwriting).</p> <p>Support within lessons to improve understanding in reading, writing and maths.</p> <p>Pre teaching – to build up confidence and give higher starting points to learning.</p> <p>Children who are unable to read at home are to be given priority one to one reading with an LSA.</p> <p>Social, emotional and behavioural support for pupils with emotional needs to enable them to manage their feelings and access class learning.</p>	<p>Half termly pupil progress meetings with SLT to monitor progress and adjust groups accordingly.</p> <p>Interventions provision mapped and reviewed for effectiveness. Teacher and Inclusion Manager review and careful planning of interventions.</p> <p>Inclusion Manager observes interventions termly and provides feedback re strategies, next steps, resources.</p> <p>Clear communication between teachers and LSAs – clear expectations within lessons on desired outcomes and how to facilitate learning.</p> <p>LSA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning.</p> <p>Close communication between LSAs, teachers and SLT to track pupils with concerning attendance and /or punctuality. SLT to address concerns with parents and develop action plan as necessary.</p>

ELSA	£2509	<p>To provide dedicated time and support (1:1 and group) to help build pupils emotional resilience.</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</p>	<p>Clear pathway referral for ELSA support.</p> <p>Pre meeting with class teacher to agree focus of support. Area of support shared with parents.</p> <p>Pre and post questionnaires completed to review impact.</p> <p>Regular opportunities for ELSA to feedback to relevant staff to ensure continuity of strategies in class.</p>
HLTA & LSA to run Social Communication Groups	£5790	<p>To provide dedicated time and support to small groups of pupils to develop their social communication skills.</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</p>	<p>Pre and post questionnaires completed to review impact.</p> <p>Regular opportunities for HLTA to feedback to relevant staff to ensure continuity of strategies in class.</p>
Termly 1-1 mentoring with the inclusion manager	£1640	<p>For pupils to be able to discuss their successes and areas for development.</p> <p>For pupils to be given opportunities to discuss their attitudes, worries etc. with a third party resulting in improved self-confidence.</p>	
SENDCO Surgery	£2400	<p>Teachers more confident and focussed in meeting pupils' needs.</p> <p>Barriers to learning identified and strategies suggested.</p>	<p>Observations of children made and feedback given.</p> <p>Records kept of strategies and interventions suggested.</p> <p>Support provided with writing SEND Support Arrangements and identifying pupils' needs.</p> <p>Reviewed at next pupil progress meeting for implementation and effectiveness.</p>

<p>Funding for extra curricular lesson/clubs</p>	<p>£2000</p>	<p>Social skills are developed through participation in a range of clubs provided by the school and external providers.</p> <p>Self-esteem is raised. Children are keen to extend their school day to participate in extra-curricular activities.</p> <p>The skills of the whole child are celebrated, not just the academia.</p>	<p>School office liaise with parents to fund one club per term.</p>
<p>Funding for school trips and residential visits</p>	<p>£4000</p>	<p>Pupils are able to participate fully in school trips and residential visits.</p> <p>Learning is supported by school trips that enhance the school's curriculum.</p> <p>A variety of key social and life skills are developed through participation in group activities and residential trips including team skills, leadership, independence, communication skills.</p>	<p>School office liaise with parents and HT regarding requests for funding.</p> <p>Teachers are made aware of funding available so that they can discuss with parents where appropriate.</p>
<p>Resources for pupils to support their learning and maintain their self esteem, e.g. school uniform, equipment, revision guides, dictionaries etc</p>	<p>£1000</p>	<p>Pupils have the appropriate resources at both home and school to facilitate learning.</p> <p>Increased self- confidence.</p>	<p>Teachers are made aware of available funding so they can discuss with Inclusion Manager as appropriate.</p>

Buddy reading across the school. Years 3 & 5 and 4&6	Free	20 mins every three weeks. Develops a sense of responsibility in the older children. Improved confidence, fluency and comprehension.	Timetabled to ensure all children have a suitable reading buddy and it occurs on a rolling timetable. Groups of children are monitored by a teacher to model how to support children. Careful selection of reading buddies takes place. Half termly review of progress by the CT against the school reading scheme.
Parent volunteers	Free		Pre meeting with parents and class teacher to discuss and model strategies to support readers.

How will the school measure the impact of the Pupil Premium?

Termly attainment and progress analysis will take place, comparing achievement of pupil premium pupils with that of their peers. This data and analysis will be used to inform pupil progress meeting discussions, provision management and inform the early identification of need. Data analysis to be completed by SLT, pupil progress meetings between class teachers and a member of the SLT, and provision mapped with the Inclusion Manager.

At each review, the school will collate information as outlined above to review the impact of actions taken and plan how the funding will be allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all the pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the learning committee agenda.

Designated staff members in charge: Mrs J King, Mrs J Williamson

Nominated Governors: The governors learning committee

Date of next Pupil Premium Strategy Reviews: May 2017 July 2017

