

Pupil Premium at Rowner Junior School.

A Guide to Pupil Premium

If your child is eligible for free school meals, our school may also be entitled to receive a sum of money to boost their learning.

What is the Pupil Premium and the Service Pupil Premium?

Introduced in 2011, **the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children, or those who are in Local authority care.** The **Service Pupil Premium**, was also introduced in 2011 **and is in recognition of the specific challenges that Service Children and their families face.**

Is your child eligible?

Schools are given a Pupil Premium for:

- Children who have qualified for free school meals at any point in the past six years. The school receives **£1320** for each of these children.
- Children who have been looked after under local authority care for more than one day. The school is awarded a premium of **£1900**.

Schools are given a Service Pupil Premium for pupils who:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- ¹one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- pupils with a parent who is on full commitment as part of the full time reserve service are classed as service children

The school receives **£300** for each child.

As a school, we have to report on how we intend the Pupil Premium and Service Pupil Premium funding for each academic year, as well as evaluate and report on the impact of our spending. A full report will be written at the end of the academic year, but an interim report will also be written at the end of each financial year.

How do we intend to spend the pupil premium in the 2017-18 academic year at Rowner Junjor School?

Leadership

- Undertake a Pupil Premium Review alongside an outside agency. This will ensure that we are spending the funding in the best possible ways to meet the needs of our pupils.
- The Leadership Team (Headteacher, Pupil Premium Leader and SEND leader) to ensure that there are high quality outcomes through regular monitoring of books and to analyse data trends. This will allow us to deploy additional adults and support class teachers accordingly.

Teaching and learning

- An additional non-classed based part time teacher to support pupils who are SEND and who are eligible to pupil premium. This might be in small group interventions or in supporting teachers in their planning/teaching.
- Additional adults to be deployed to specific year groups to support vulnerable pupils (academically as well as those with Social, Emotional and Mental Health needs). This is intended to support acceleration of progress by splitting classes into smaller groups.
- Class teachers to run additional after school/lunchtime sessions to support pupils in addressing and narrowing any gaps in their learning.
- Subsidise the costs of educational trips, including residentials so that all children have equal access to these opportunities and to encourage positive attitudes in learning.
- Subsidise the cost of the breakfast club to ensure that our children come to school ready to learn by having had their basic needs met.
- All staff to have a knowledge of pupils who are eligible for pupil premium funding, and class teachers to write action plans for these children to identify barriers and next steps. This will also include regular 1:1 conferences with pupils where necessary.
- Homework club to support additional home learning/gaps in learning of targeted pupils.
- Resources purchased for pupils to support in their learning.

Emotional and social well being

- ELSA employed for additional hours to support vulnerable pupils, as well as their parents by working individually or in groups to address specific needs.
- Ready to Learn team member in years 3 and 4 to support pupils where SEMH issues are a barrier to their learning.
- Extended counsellor hours – one to one sessions with those identified as needing additional emotional support.
- To develop a whole school framework to support emotional and well-being and mental health to support in building resilience and self-control.

The impact of our Pupil Premium funding for the academic year 2017-18

A full report on the impact of the actions from the pupil premium strategy will be submitted at the end of the academic year 2017-18. At this point we will use a combination of in school summative data, end of key stage 2 results, monitoring, pupil conferencing and questionnaires to evaluate the full impact of our spending for this financial year.

March impact statement.

The impact statements below are predominantly based on monitoring from the leadership team and data as it has been collected throughout phases 1 and 2.

As a result of the actions undertaken from the leadership team:

- A Pupil Premium Review was undertaken by Jane Wilson, Primary Phase Inspector from Hampshire County Council. As a consequence of this review she identified that *‘Senior leaders are fully focussed on improving outcomes for disadvantaged pupils and have begun to refine systems and processes’...* *“school’s pupil progress meeting system holds teacher to account for progress, with mid-term meetings for vulnerable children.’*
As a result of the actions given to the school:
 - There is more cohesion between the Pupil Premium strategy and the School Development Plan;
 - Monitoring shows that there is more high quality feedback (especially in English and mathematics);
 - Sharing of exemplary practice across the school to further develop provision for disadvantaged pupils;

- The pupil premium leader has worked closely with staff during PDMs and PPA sessions to ensure that all teachers recognise the need for accelerated progress for this vulnerable group of pupils. This has been done through support in planning medium term and short term plans, analysis of data and books to support in the generation of action plans to accelerate progress, regular meetings to hold teachers to account on the implementation of their action plans.

As a result of the actions undertaken in teaching and learning:

Whole school:

- As a result of interventions before school, 100% of those pupils that took part are now working at ARE in the subject they were targeted in. 25% of these pupils were in receipt of pupil premium funding.
- Monitoring by the Leadership team showed:
 - Increase in disadvantaged pupils having access to teacher time.
 - Increase in access strategies to support small steps in learning.
 - Task design allowing more pupils to demonstrate greater depth.
 - Emerging evidence of over learning in all year groups
 - As a consequence of reviewing our feedback and marking policy, disadvantaged pupils now receive more focussed next steps and have learning adjusted.
 - As a result of curriculum teams generating locations for out of school visits and in-school visitors, all year groups have experienced a range of enrichment opportunities to encourage positive attitudes towards learning this academic year.

Year 3

There is a narrowing gap in mathematics (- 6%, *based upon current attainment*)

There has been an increase of pupils in receipt of Pupil Premium Funding achieving age related expectations in reading (+20% *disadvantaged pupils and +47% Service pupils*) and writing (+11% *disadvantaged pupils and +8% Service pupils*).

There has been an increase of pupils in receipt of Pupil Premium Funding achieving greater depth

- Reading: 10% of those achieving greater depth in reading are disadvantaged pupils and 30% service pupils
- Writing: 100% of those achieving greater depth in writing are disadvantaged pupils
- Mathematics 20% of those achieving greater depth in maths are disadvantaged pupils and 40% service pupils

Standardised scores in spring term showed a 52% increase of scores from autumn term in reading and 28% increase in maths.

Year 4

There is a narrowing gap in reading (-6%, *based upon current attainment*)

There has been an increase of pupils in receipt of Pupil Premium Funding achieving age related expectations in maths (+5% *disadvantaged*), reading (+21% *disadvantaged pupils and +8% Service Pupils*) and writing (+21% *disadvantaged pupils and +17% Service pupils*).

There has been an increase of pupils in receipt of funding achieving greater depth.

- Reading: 50% of those achieving greater depth are disadvantaged and 50% are service pupils.
- Writing: 50% of those achieving greater depth are disadvantaged and 50% are service pupils.
- Maths: 38% of those achieving greater depth are disadvantaged pupils and 50% are service pupils.

Standardised scores in spring term showed a 58% increase of scores from autumn term in reading and 33% in maths.

Year 5

Disadvantaged pupils continue to outperform non-disadvantaged pupils in reading by 6%.

There has been an increase of pupils in receipt of Pupil Premium Funding achieving age related expectations in maths (+17% *disadvantaged* and +25% *are service*), reading (+18% *disadvantaged pupils* and +8% *Service Pupils*) and writing (+14% *disadvantaged pupils* and +17% *Service pupils*).

There has been an increase of pupils in receipt of funding achieving greater depth.

- Reading: 55% of those achieving greater depth in reading are disadvantaged pupils and 35% are service pupils.
- Writing: 50% of those achieving greater depth in writing are disadvantaged pupils and 30% are Service pupils.
- Maths: 25% of those achieving greater depth in maths are disadvantaged pupils and 25% are Service pupils.

Standardised scores in spring term showed a 33% increase in scores from autumn term in reading and 75% in maths.

Year 6:

As a result of those targeted children taking part in early morning groups and after school groups, 100% of those children are now on track to achieve ARE at the end of the academic year.

As a result of the actions undertaken to support pupils with their emotional, social and mental well-being:

- 47% of those who are undergoing, or have had sessions with the counsellor this academic year, are now on track to meet end of year expectations or greater depth.
- As a result of targeted work with ELSA on identified areas (Social, Emotional and Mental Health and/or Service), 51% of those who have been targeted are currently on track to meet end of year expectations and/or achieve greater depth.