

# Freegrounds Junior School Pupil Premium Strategy



## What is the Pupil Premium?

Pupil Premium is additional funding given to schools to support their disadvantaged pupils and close the attainment gap between them and their peers.

Pupil Premium Funding is allocated to pupils:

- who are eligible for Free School Meals;
- who have been in receipt of Free School Meals (FSM) at any point in the past 6 years;
- who have been continuously looked after for the past six months;
- whose parents are currently serving in the armed forces;
- who are adopted from care under the 2002 Adoption Act or who left care under a Special Guardianship Order on or after 30 December 2005. Schools will also receive the Pupil Premium for children who left care under a Residence Order on or after 14 October 1991.

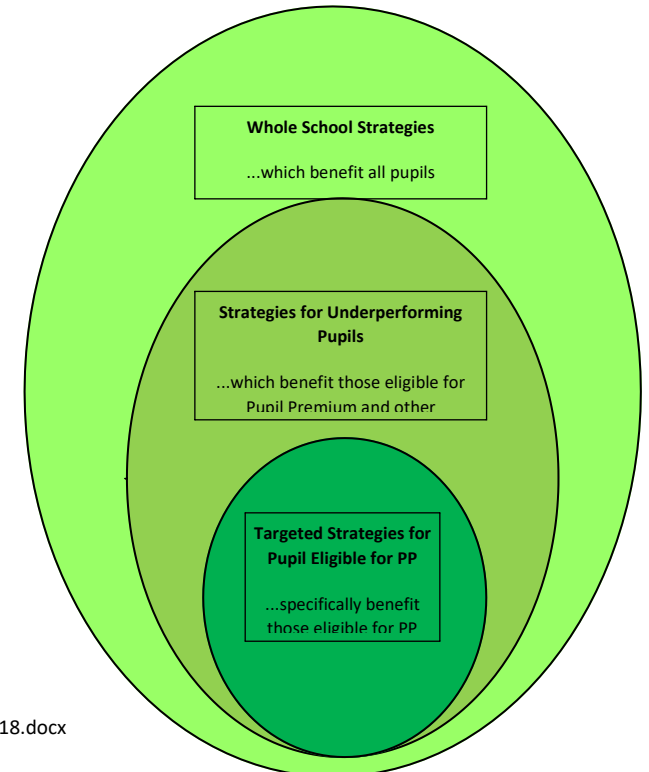
At Freegrounds Junior School we refer to pupils who are eligible for Pupil Premium funding as Pupil Premium pupils (PP pupils)

## Pupil Premium Provision and Interventions

All children are individuals, with different needs and different strengths and this is reflected in the wide variety of ways we utilise Pupil Premium funding. The provision we provide encompasses both direct approaches to ‘narrowing the gap’ and other more creative interventions, which subsequently influence academic achievement and very importantly, enhance pupils’ social and emotional well-being. Although the Pupil Premium has been used to specifically impact on individual pupils, it has also been used to impact on the wider school, as all pupils, including those eligible for the grant, benefit from whole school initiatives that improve learning for all. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which are directly matched to their needs.

## Funding for the benefit for every child

Inclusion is at the heart of everything we do. Government funding is ring fenced specifically for this group of children, however, as with every group of children, we supplement and enhance this further to provide the best possible resources for all Pupil Premium and non-Pupil Premium pupils.



Pupil Premium Grant (PPG) for 2017-2018		
Number on roll	Number Eligible for PPG	Total Pupil Premium Budget
354	32 pupils (10% SEND)	£54460
Barriers to Future Attainment (for pupils eligible for Pupil Premium)	<p><b>In school barriers</b></p> <ul style="list-style-type: none"> <li>• Historical underachievement of Pupil Premium pupils impacting on attainment levels at the end of KS2</li> <li>• 10% of PP pupils on the SEN register (compared to 5% of the rest of the school population)</li> </ul> <p><b>External barriers</b></p> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Emotional and social needs</li> <li>• Parental engagement and support</li> </ul>	
Our Objectives and Outcomes	<ul style="list-style-type: none"> <li>• To increase the rate of progress of Pupil Premium pupils and narrow the gap between their attainment and that of other pupils nationally.</li> <li>• To carefully track the progress of PP pupils and ensure appropriate provision is in place to speed up progress and prevent pupils from falling behind</li> <li>• To raise attainment of PP pupils in reading, writing and maths by accelerating progress so that it is at least in line with national expectations</li> <li>• To reduce the individual barriers to learning identified for each PP pupil</li> <li>• To provide resources, experience and support which reduce the disadvantage between PP pupils and their peers</li> <li>• To provide emotional and social support to pupils</li> <li>• Increase parental engagement</li> <li>• Improve the attendance rates of PP pupils</li> </ul>	
How we will spend the Pupil Premium		
Objectives	Actions	
<ul style="list-style-type: none"> <li>• To carefully track the progress of pupils who belong to disadvantaged groups</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to employ Pupil Premium Lead Teacher to champion Pupil Premium within the school, track progress, support colleagues and evaluate provision.</li> <li>• Provide release time for Pupil Progress Meetings to evaluate the attainment and progress of pupils and result in action plans to support pupils who are not meeting their expected levels. There will be a specific focus in these meetings on discussing the progress and attainment of PP pupils, to make accelerated progress.</li> </ul>	

<ul style="list-style-type: none"> <li>• To raise attainment of disadvantaged children in reading, writing and maths by accelerating progress so that it is at least in line with national expectations</li> <li>• To ensure teaching and learning opportunities meet the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Release time for Year Learning and Progress Leaders to monitor standards within their year group, evaluate any differences between PP and non-PP and make provision to close any gaps.</li> <li>• Release time for the PP Lead to track the progress of PP children and report to the Senior Leadership Team and PP Governor.</li> <li>• Release time for the PP Lead to monitor the provision for PP pupils in the shape of scrutinising personal PP plans, monitoring the provision put in place for these pupils (as identified on PP plans), monitoring books, planning and lessons to check that teaching and learning is meeting the needs of PP pupils.</li> <li>• Increase in hours for Learning Support Assistants to support the progress of PP children, targeting their specific needs and planning interventions to overcome their barriers to learning.</li> <li>• Additional release time for teachers to provide targeted intervention groups to support pupils who are at risk of falling behind.</li> <li>• Staff training to continue to develop strategies for high quality inclusive teaching for all pupils, with a specific focus on how to overcome barriers to learning.</li> <li>• Employment of outside agencies to support staff in raising the attainment of disadvantaged pupils (e.g. Educational Psychologist training for a Paired Reading programme with parents.)</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure pupils have access to additional social and emotional support to enable them to focus on their learning.</li> </ul>	<p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• PP children always have access to HQIT providing them with outstanding learning opportunities;</li> <li>• PP children have been successfully tracked and class-based interventions are put in place to promote rapid and sustained progress for these pupils;</li> <li>• Class Action plans have been successfully implemented to close gaps and show evidence of progress for pupils;</li> <li>• Attainment of PP children has improved to be in line with non PP children in reading, writing and maths</li> </ul>
<ul style="list-style-type: none"> <li>• To reduce the financial barriers to pupils' leaning so they can access all resources</li> </ul>	<p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• Pupils feel happy and safe in school;</li> <li>• Pupils are emotionally ready to engage in learning</li> <li>• Pupils have strategies they can use independently to support with managing and communicating their emotions.</li> </ul> <ul style="list-style-type: none"> <li>• Financial support for trips, visitors, residential trips and participation in extra- curricular activities to give pupils memorable experiences followed up with a structured approach to writing;</li> <li>• Funding for additional resources to complete home learning tasks;</li> </ul>

<p>to enhance their experiences and progress within learning.</p>	<ul style="list-style-type: none"> <li>• Funding for after-school clubs to allow children additional extra-curricular activities (e.g. tag rugby, recorder club);</li> <li>• Homework club for PP pupils to provide support and guidance with completing their homework tasks.</li> </ul> <p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• All PP pupils attend visits, residential trips and participate in extra-curricular activities;</li> <li>• In increased percentage of PP pupils complete their homework to a good standard;</li> <li>• The percentage of PP pupils participating in after-school clubs is in line with other pupils.</li> </ul>
<ul style="list-style-type: none"> <li>• To increase parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Continued employment of Pupil and Family Support worker to encourage vulnerable parents to develop positive relationships with the school;</li> <li>• SLT and PFSW presence on the school gate every morning and available to meet with first thing every morning (HT's calendar left clear) to encourage communication with vulnerable parents;</li> <li>• Teachers accompany pupils onto playground every day after school to provide parents with an opportunity to talk to them;</li> <li>• Release time for PP Lead/SEND/CO/PFSW for regular workshop/coffee mornings with parents of PP and SEND children to come and talk about supporting learning and about their own subject knowledge;</li> <li>• Release time for teachers to run specific curriculum workshops to enable parents to effectively support their children's learning at home;</li> <li>• Planning time and resources for class assemblies and open afternoons to provide parents with an opportunity to view the work their children have produced and share in their successes;</li> <li>• Parents of PP pupils are contacted by the PFSW before Parents' Evenings to help them make an appointment. Where necessary, the PFSW can accompany vulnerable parents to their appointments to provide moral support;</li> <li>• Pupil work made available in separate 'viewing room' during Parents' evening so work can be viewed at parents' leisure before and after their appointment with the class teacher;</li> <li>• Access to mobile phone number for PP parents to communicate with the school.</li> </ul> <p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• Parents engage in their children's learning as shown through attendance at events, notes in the home school diary, communication with the PFSW.</li> <li>• Parents attend parents' evenings, curriculum workshops and class assemblies to enable them to support their child with their learning.</li> </ul>
<ul style="list-style-type: none"> <li>• To improve the attendance rates for Pupil Premium pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Time for Admin Officer, HT and Parent and Family Support Officer to meet weekly to monitor attendance of all pupils and follow up pupils whose attendance is a concern;</li> <li>• Pupil and Family Support worker to liaise with the families of pupil premium pupils to overcome barriers to coming to school;</li> <li>• Access to morning breakfast club on a needs basis;</li> </ul>

	<ul style="list-style-type: none"> <li>• Provision of parent workshops, drop in sessions and family support programmes as appropriate;</li> <li>• Inclusion Strategy Group - review of impact – half-termly report to Governors.</li> </ul>
	<p>Measuring Impact:</p> <ul style="list-style-type: none"> <li>• Attendance has improved to be in line with non PP children, resulting in children being in school to engage in learning which aims to provide outstanding outcomes</li> </ul>

## 2016/2017 Evaluation

Pupil Premium Grant (PPG) for 2016-2017		
Number on roll	Number Eligible for PPG	Total Pupil Premium Budget
358	39 pupils (10% SEND)	£53,220
Projects and interventions we have used to try and close the gap between disadvantaged pupils and their peers		
Project/Intervention Strategy	Impact	Investment
<p>Parent and Family Support worker to liaise with families of pupil premium pupils to overcome barriers to school.</p> <p>Provision of parent workshops, drop in sessions and family support programmes as appropriate.</p>	<ul style="list-style-type: none"> <li>• Improved engagement with parents of PP pupils</li> <li>• The PFSW receives texts on the school phone from parents who have previously struggled to engage with the school. Worries and concerns have been addressed rapidly and parents have been able to support their children in overcoming anxieties about school. Positive relationships have been developed with these parents and they are more willing to communicate with the school.</li> <li>• Increased number of PP pupils' parents attending parents' evenings.</li> <li>• PP attendance – 95.3% for this academic year (compared to 97.32% for non pupil premium pupils) Reducing the gap in attendance between PP and non PP pupils is still a major focus for 2017-18.</li> <li>• In specific cases where pupils have been reluctant to come to school, the PFSW has engaged with the family, identifying difficulties and overcoming these.</li> <li>• Families in need have been rapidly identified and outside agencies have been contacted to provide support (e.g. food banks, housing team).</li> <li>• Improved relationships between parents and pupils through 'Cook, Eat' programme.</li> <li>• With additional support put in place for vulnerable families, all Year 6 pupils transitioned positively to Secondary school at the end of the Year. The PFSW played a key role in supporting parents in going to the new schools and introducing them to key members of staff. This meant that they had a better knowledge of who would be supporting their child at their new school.</li> </ul>	6%

<p>Access to morning breakfast club and after-school wraparound care on a needs basis.</p>	<ul style="list-style-type: none"> <li>• Reduction in 'lates' for identified individual pupils who attended breakfast club.</li> <li>• Improvement in emotional and social wellbeing for pupils and readiness to learn.</li> <li>• Specific personalized provision put in place for individual pupils who could not attend breakfast club but needed nurturing and support in a morning before being ready to learn. Pupils who received this support became more confident and willing to come to school in a morning.</li> </ul>	<p>1%</p>
<p>Financial support for trips, visitors, residential and participation in extra-curricular activities. Funding for additional resources to complete home-learning tasks. Provision of additional resources e.g. uniform when required.</p>	<ul style="list-style-type: none"> <li>• 64% of PP pupils attending after school clubs during the second half of the Summer Term (compared to 35% of PP pupils attending an after school club during the first half of the Summer Term).</li> <li>• 100% of PP pupils attending school trips and visits.</li> <li>• 90% of Year 6 PP pupils actively involved in the school production.</li> <li>• In identified cases where uniform was a barrier to coming to school, when correct uniform was provided by the school, readiness and willingness to come to school improved.</li> </ul>	<p>7%</p>
<p>Pupil Premium Strategic Lead dedicated time 1 day per week (including training)</p> <p>Time used to lead staff in supporting PP children, raising awareness and importance. Analysing data. Meeting with children, parents, staff and Governors. Reviewing PP pupil profiles and plans. Organising additional enrichment activities and opportunities for PP pupils. Providing training for staff.</p>	<ul style="list-style-type: none"> <li>• Teaching staff and LSAs have an increased awareness of the needs of PP pupils. They can articulate their individual barriers to learning and explain the impact of strategies put in place to overcome them.</li> <li>• Staff recognize that these barriers to learning may not be academic. Staff have worked hard to increase the confidence of PP pupils and develop their love of learning (see individual case studies for evidence of impact).</li> <li>• Improved engagement with parents of PP pupils, as shown through increased attendance at parents' evenings and class events.</li> <li>• Percentage of PP pupils attending after school clubs increased from 35% to 64% (Summer 1 to Summer 2).</li> <li>• Barriers to learning for each PP child identified and addressed termly. Effective interventions are being put in place to begin to overcome these barriers.</li> <li>• Combined attainment of PP pupils (Y3-Y6) – 48% ARE (or above) is above Hampshire (39%) and National figures (39%) from 2016.</li> </ul>	<p>17%</p>
<p>Emotional Literacy Support Assistant hours to work with individuals and groups of pupils to enhance their emotional wellbeing – 1 afternoon per week.</p>	<ul style="list-style-type: none"> <li>• ELSA sessions have supported the emotional and social wellbeing of pupils in order for them to be in a good mindset ready to access and benefit from quality first teaching.</li> <li>• The ELSA provides additional support and training for staff in overcoming social and emotional barriers within the classroom. This has resulted in staff being able to put provision in place to support pupils' confidence and readiness to learn in the classroom, particularly when working in group situations.</li> </ul>	<p>15%</p>
<p>Philosophy for Children programme delivered by an LSA – 1 afternoon per week.</p>	<ul style="list-style-type: none"> <li>• Improved confidence in PP pupils. Pupils reported that as a result of the programme they were more confident in answering questions in lessons and sharing their ideas.</li> </ul>	<p>5%</p>

	<ul style="list-style-type: none"> <li>Learning walks and lesson observations showed that those who had taken part in the programmes were more engaged in lessons, participating more readily in group and whole class work.</li> </ul>	
High Quality Inclusive Teaching in the classroom.	<ul style="list-style-type: none"> <li>Ongoing assessment used to plan and deliver 'Keep Up/Catch Up and Pre Teaching' intervention to improve progress, focusing on specific skills.</li> <li>Learning walks and learning evaluations show that strategies are being used within the classroom to promote confidence within PP pupils and positive feedback is being used to develop their willingness to engage in learning tasks.</li> <li>Book looks show that PP pupils are receiving effective feedback on their work that is giving clear direction for what they need to do next to improve. There was clear evidence of teachers providing effective scaffolding and high quality models to ensure that PP children are able to fully engage in tasks and work independently.</li> <li>Members of SLT were used to provide additional support in Year 6 and teach focus groups in the run up to SATs. This meant that pupils were taught in smaller groups, targeted to their needs, resulting in increased confidence for PP pupils for SATs.</li> <li>Year 6 SATS - 40% (4/10) PP pupils achieved ARE/ARE+ in Reading, 40% in Maths and 50% in Writing (30% combined)</li> </ul>	0%
1 hour a week dedicated intervention time for each class teacher from September 2016-July 2017	<ul style="list-style-type: none"> <li>'Keeping Up' interventions improved progress in specific areas which were identified as a result of mid and end of phase assessment. Small groups worked with the class teacher.</li> <li>CAPS and individual PP plans show evidence of highly specific and targeted interventions planned for PP pupils. These were planned and delivered to overcome barriers to learning. PP plans show the evidence of these interventions on individual pupils (see case studies).</li> </ul>	30%
Booster groups – targeted intervention programmes delivered by LSAs	<ul style="list-style-type: none"> <li>'Catch Up' to improve progress in core aspects identified through mid and end of phase assessment.</li> <li>Pre-learning interventions had a positive impact, with pupils being more confident in whole-class lessons when learning new concepts and were more willing to engage in class/ group discussions.</li> <li>Arithmetic booster interventions in Year 4 had a particularly significant impact, with all PP pupils scoring over half marks in their end of year test. Their average score was 29 – the same as their non-PP peers.</li> <li>Reading interventions in Year 4 also showed clear impact, with PP pupils rapidly closing the gaps with their peers.</li> </ul>	14%

<p>Paired Reading Project – to increase the confidence levels and reading ages of pupils</p>	<ul style="list-style-type: none"> <li>• Parents engaged well with the project and completed the programme fully.</li> <li>• There was an average increase in reading age of 16 months and all pupils who took part showed an improvement in their reading age.</li> <li>• The programme was then extended to be delivered by trained LSAs and to include more pupils. Data shows there was a positive impact on the reading age of all pupils who took part.</li> </ul>	<p>2%</p>
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### Overall Impact

The table below compares the Key Stage 2 results of Pupil Premium pupils to non-PP pupils.

Year 6 SATs Results	Reading		Writing		SPaG		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (10)	4	40%	5	50%	4	40%	4	40%	3	30%
Non Pupil Premium children (81)	65	80%	75	92%	64	79%	64	79%	58	72%

Although the academic gap between PP pupils and their peers at the end of Key Stage 2 remains, the emotional and social wellbeing of PP pupils has improved significantly.

The tables below compare the end of year teacher assessment data for Year 3-5, comparing the achievement of PP pupils against other pupils.

Year 3 Teacher Assessment	Reading		Writing		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (8)	6	75%	4	50%	6	75%	4	50%
Non Pupil Premium children (82)	70	85%	65	79%	67	82%	62	76%

Year 4 Teacher Assessment	Reading		Writing		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (14)	10	71%	9	64%	11	79%	9	64%
Non Pupil Premium children (72)	60	83%	57	79%	63	88%	57	79%

Year 5 Teacher Assessment	Reading		Writing		Maths		Combined (RWM)	
	Children	%	Children	%	Children	%	Children	%
Pupil Premium children (7)	5	71%	3	43%	5	71%	3	43%
Non Pupil Premium children (84)	79	94%	67	80%	74	86%	67	80%

