

Sunnymede Junior Schools' Pupil Premium Funding, its use and impact – 2015/16

The Pupil Premium Grant (PPG) is funding allocated to schools based on the number of pupils eligible for free school meals (FSM) and those who have been eligible at any time in the past six years. Looked after children are also eligible for this funding. Schools are entitled to spend their allocated Pupil Premium funding in a way they think will best support the raising of the attainment and achievement of these pupils.

Our aim is to provide targeted support to Pupil Premium (PP) funded pupils to ensure that they reach their potential and that they make the best possible progress, both academically and socially. Much of our funding is spent on high quality small group focused teaching by additional experienced teachers to support the First Quality teaching in class. Additionally, Pupil Premium funding is used to remove any 'barriers to learning' which may exist. All Pupil Premium funded pupils should be given opportunities to experience trips and participate in some of our extra-curricular provision, such as our wide variety of clubs or music lessons. Additional interventions may be needed to support the social and emotional aspects of learning for key pupils to enable them to thrive in group situations and have confidence in themselves. Pupil Premium funding is used to ensure all pupils are happy and have positive learning experiences.

In the financial year 2014/15 the school was allocated £42,900 (N/B This included the additional £7,900 received in July 2014 which was not in the original budget plan).

For the financial year 2015/16 we have been allocated £42,999 (N/B This includes the additional £6,600 received in July 2015 which was not in the original budget plan).

Actions for 2015-16

The improvement of the data shows the positive impact of the changes to provision we have made last academic year. The school will continue to ensure high quality provision for PP premium pupils. However, looking at further detailed analysis of data (see attached HT's PP Termly data review document) the priorities will be on the following:

- Closing the gap between PP and non PP funded pupils, especially when compared with nationally. The largest gap in attainment between PP and non PP pupils is in Year 5 and needs to take the biggest priority in Autumn 2015. However, this is challenging due to small numbers (x11) within the data set, three of whom have SEN or EAL. Two pupils will not make age-related expectations, even if they make good progress.
- It should also be noted that there are very few PP funded pupils across the cohorts working 'above' age-related expectations and this is an area for development, particularly in Year 5 initially.

This money for 2015 - 16 has been used to provide for the following:

Spent on	Aim	Impact
Targeted Support		
To fund additional teaching hours (two days a week) by an experienced teacher - Catharine King to be out of class to work with a targeted year group, as well as plan provision for other year groups. The focus will be on Year 5 where there is a high percentage of pupils eligible for PP funding.	To support targeted PP pupils in Year 5 to reach their full potential in English and maths, through high quality small group focused teaching.	<p>Year 5</p> <p>Maths (5 targeted PPG funded pupils) 100% made expected or better progress 20% made more than expected progress 80% working at or above ARE</p> <p>Writing (7 targeted PPG funded pupils) 100% made expected or better progress 58% made more than expected progress 100% working at or above ARE</p> <p>Reading (5 targeted PPG funded pupils) 60% made expected or better progress 60% working at or above ARE</p>

Spent on	Aim	Impact
<p>To fund an experienced teacher (Carol King) to work one day a week with small groups of Pupil Premium funded pupils in Years 4 and 5, focusing on writing.</p>	<p>To improve writing skills for targeted Pupil Premium pupils who are either not at age related expectations or to help them reach above age related expectations. Along with addressing specific writing skills to improve the quality of writing, self-esteem, perseverance, resilience and confidence with writing need to be improved.</p>	<p>Year 5 writing (4 targeted PPG funded pupils) 100% made expected or better progress 50% more than expected progress 75% working at or above ARE</p> <p>Year 4 writing (9 targeted PPG funded pupils) 89% made expected or better progress 33% made more than expected progress. 56% working at or above ARE 22% working above ARE</p> <p>Year 3 writing (5 targeted PPG funded pupils) 100% made expected or better progress. 20% made more than expected progress. 60% working at or above ARE</p> <p>Positive attitudes to writing, increased confidence in their writing skills and improved quality of writing was commented on by the class teachers in pupil progress meetings as well as evident in their class work.</p>
<p>To fund 1-1 tuition places</p>	<p>1-1 tuition places to support targeted PP funded pupils in reaching their full potential in English or maths, addressing gaps in their learning. In addition, the 1-1 tuition will develop self-esteem, perseverance, resilience and confidence in these subjects. These pupils will receive ten hours of 1-1 tuition in either writing or maths over a term.</p>	<p>One Year 3 pupil funded through PPG who was targeted for 1-1 tuition in writing, made more than expected progress and is now working at ARE.</p> <p>Two Year 5 pupils funded through PPG were targeted for maths 1-1 tuition as they were not achieving. One pupil made expected progress and is working at ARE. The other pupil made more than expected progress and is working at ARE.</p> <p>Positive attitudes to targeted subject (maths or writing), increased confidence in their skills and improved knowledge and understanding. This impacted on making improved progress where previously they may have been under-achieving and made slow rates of progress.</p>
<p>To fund additional LSA/HLTA support</p>	<p>To support two PP funded pupils in Year 5 (one with SEND and another with EAL) for two afternoons a week. This will be through additional classroom support in the afternoons or interventions.</p> <p>To deliver a PACS intervention (three blocks of five afternoons) of which many PP funded pupils attend to develop their social and emotional needs.</p> <p>To deliver 1stClass@Number 2 maths intervention to targeted Year 3 PP pupils.</p>	<p>Through additional support and interventions, both these pupils made more than expected progress in reading and maths. The pupil with SEND made more than expected progress in writing. The pupil with EAL did not make expected progress in writing but built up his knowledge and understanding of vocabulary. Good progress can be evidenced through targeted interventions, such as precision teaching, Rapid Reading, phonics, vocabulary building and pre-teaching.</p> <p>Targeted PP funded pupils in different year groups developed positive, assertive and confidence skills which improved their self-esteem. Participating in this intervention also enhanced social and emotional well-being and their social skills in class and on the playground, as well as reducing incidents of poor behaviour.</p> <p>5 targeted PPG funded pupils for 1stClass@Number2 maths intervention, 100% made expected or better progress</p>

Spent on	Aim	Impact
		40% made more than expected progress. 60% working at ARE. Number age for each pupil increased significantly.
Enriching the Curriculum		
To pay for club activities	To enrich the curriculum, ensure PPG funded pupils are able to participate in clubs they would like to be involved in and to give them the opportunity to experience new and challenging activities.	Attendance at clubs before school for two days a week for one and a half terms improved punctuality for one pupil funded through PPG. Attendance at clubs overall improved PPG funded pupils' attitudes to school life and enhanced their self-esteem by helping them develop new skills and make new friends.
To fund places on school trips	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new cultural, educational and challenging activities.	One PPG funded pupil had their Kingswood trip subsidised which meant that they were able to participate in the residential trip along with their peers, a valuable learning experience. Funded visits linked to the National Curriculum ensured that all pupils had a memorable experience which enriched their learning.
Equipment		
To ensure that one PPG funded pupil is equipped for school	A PPG funded pupil, due to family circumstances, needed some stationery (pencil case, felt-tips, colouring pencils, picture book) so they could be the same as their peers. They also needed a swimming kit in order to participate in swimming lessons.	Pupil had the appropriate equipment to fully participate in all aspects of school life.
To help support a family who have two PP funded pupils through the Lighthouse	This family had no fridge and fresh food was not available for the pupils over the holiday period. This was impacting on their health and learning at school. The Junior school contributed to the purchase of the fridge.	The family had the appropriate equipment necessary to live healthily. Pupil no longer needed to be provided with breakfast daily.
Extended School Support		
Creative use e.g. parent workshops	To support parents in helping their children (who are PPG funded) with learning at home e.g. workshops for Year 3 parents in maths and Year 5 parents in strategies to support learning.	Targeted parents felt more able to support their children at home with reading and learning multiplication tables. Teachers reported that targeted pupils are now carrying out homework much more regularly.

The above report shows the impact of specific interventions on pupils who were specifically targeted for support on 2015-16. The following data provides an overview of the data for all PPG funded and non PPG pupils, irrespective of whether they were targeted though the above interventions.

2015 – 2016 Progress of Pupils funded through PPG

The data below shows the steps progress made by the pupils during their time in the academic year 2015-2016. Expected progress is 6 steps in one year (2 steps per term). In addition, the percentage of pupils working at ARE is also shown.

Year 6 data (Cohort leaving July 2016) (ONLY TWO PUPILS FUNDED THROUGH PPG)

EKS2 Test results: Both these pupils are SEND and were assessed as working below ARE. In all core subjects.

Steps progress in one year

Steps Progress	Pupil Premium (2 pupils)	Non-Pupil Premium	% Gap
Reading	4.0 (6.0)	5.7	-1.7 (+0.3)
Writing	3.5 (6.0)	5.9	-2.4 (+0.1)
Maths	5.5 (6.0)	5.7	-0.2 (0.3)

N/B One of these pupils funded through PPG joined at the start of the Spring term in Y6. The data in brackets shows the progress this pupil made in two terms at the school.

Percentage of expected or better progress for Year 6 PP pupils

	Expected or better progress	More than expected progress
Reading	50%	0%
Writing	50%	0%
Maths	50%	0%

Attainment % working at or above ARE at end of Summer Term

Attainment % working at or above ARE	Pupil Premium (2 pupils)	Non-Pupil Premium	% Gap
Reading	0	84.0	-84.0
Writing	0	84.0	-84.0
Maths	0	80.0	-80.0

Year 5 data (Cohort leaving July 2017) (11 pupils funded through PPG)

Steps progress in one year

	Pupil Premium (11 pupils)	Non-Pupil Premium	% Gap
Reading	6.4	6.3	+0.1
Writing	6.8	6.3	+0.5
Maths	6.8	6.1	+0.5

Progress does not include five new pupils who joined during the year (one pupil is funded through PPG)

Percentage of expected or better progress for Year 5 PP pupils

	Expected or better progress	More than expected progress
Reading	73%	45%
Writing	82%	45%
Maths	91%	45%

Attainment % working at or above ARE at end of Summer Term

Attainment % working at or above ARE	Pupil Premium (11 pupils)	Non-Pupil Premium	% Gap
Reading	60 (55)	80	-20 (-26)
Writing	70 (64)	82	-12 (-18)
Maths	50 (46)	69	-19 (-24)

N/B Attainment includes five new pupils who have joined during the year. Data in brackets does not include a PP pupil (with SEND) who joined mid-year.

Year 4 (Cohort leaving July 2018) (Ten pupils funded through PPG)

Steps progress in one year

	Pupil Premium (10 pupils)	Non-Pupil Premium	% Gap
Reading	5.8 (6.1)	6.2	-0.4 (-0.1)
Writing	5.9 (6.3)	6.4	-0.5 (-0.1)
Maths	6.3 (6.5)	6.5	-0.2 (0)

N/B Data in brackets does not include a pupil funded through PPG who has made very little progress due to multiple barriers to learning – see case study.

Percentage of expected or better progress for Year 4 PP pupils

	Expected or better progress	More than expected progress
Reading	80% (89%)	20% (22%)
Writing	80% (89%)	30% (33%)
Maths	90% (100%)	50% (56%)

N/B Data in brackets does not include a pupil funded through PPG who has made very little progress due to multiple barriers to learning.

Attainment % working at or above ARE at end of Summer Term

Attainment % working at or above ARE	Pupil Premium	Non-Pupil Premium	% Gap
Reading	50 (56)	82	-32 (-26)
Writing	50 (56)	82	-32 (-26)
Maths	60 (67)	82	-32 (-15)

N/B Data in brackets does not include a pupil funded through PPG who has made very little progress due to multiple barriers to learning.

Year 3 (Cohort leaving 2019) (Ten pupils funded through PPG)

Steps progress in one year

	Pupil Premium (10 pupils)	Non-Pupil Premium	% Gap
Reading	7.3	6.7	+0.6
Writing	7.8	7.1	+0.7
Maths	8.8	8.1	+0.7

N/B Two PP new joiners and two non-PP new joiners (who joined mid-year) have not been included in the data

Percentage of expected or better progress for Year 3 Pupil Premium pupils

	Expected or better progress	More than expected progress
Reading	75%	75%
Writing	100%	88%
Maths	100%	100%

N/B Two new pupils funded through PPG and two non-PPG funded new pupils who joined mid-year have not been included in the data.

Attainment % working at or above ARE at end of Summer Term

Attainment % working at or above ARE	Pupil Premium (10 pupils)	Non-Pupil Premium	% Gap
Reading	90	76	+14
Writing	60	83	-23
Maths	70	93	-23

N/B two PP new joiners and two non-PP new joiners (who joined mid-year) are included in the data.