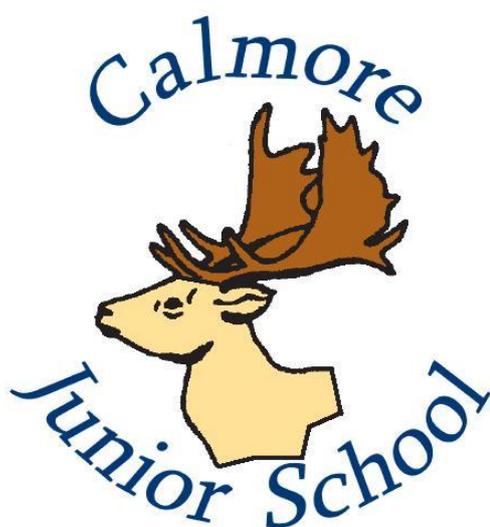


Pupil Premium
At Calmore Junior
2016/17



Rationale

Calmore Junior School recognises that all children, regardless of background, should have equal access to a curriculum which will enable them to reach their full potential. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. Our school welcomes and shares the government's aim of tackling all forms of disadvantage and works tirelessly to ensure inclusion and equal access for all learners.

The Government have used pupils entitled to Free School meals as their main indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. At Calmore we will be using the indicator of those eligible for Free School meals and those in Local Authority Care as our target children to 'narrow the gap' regarding attainment.

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority (LAC) and the children of armed service personnel (ASP).

AIMS: We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Schools are required to report on the amount of funding received and how this is being used. Once information is available, the impact of the funding should also be reported.

AMOUNT ALLOCATED FINANCIAL YEAR 15/16 (1/4/15 – 31/3/16)

| | |
|-------------------------|----------------|
| : FSM | £88,440 |
| : POST LOOKED AFTER | £ 1,900 |
| : LOOKED AFTER CHILDREN | <u>£ 2,400</u> |
| | £92,740 |

AMOUNT ALLOCATED ACADEMIC YEAR 16/17 (1/4/16 – 31/3/17)

| | |
|---------------------|----------------|
| : FSM | £89,760 |
| : POST LOOKED AFTER | <u>£ 5,700</u> |
| | TOTAL £95,460 |

ESTIMATED 17/18 £92,000

USE OF FUNDING

Class teacher (5 x am) £27,660

Interventions

RWI - all LSA's $\frac{1}{2}$ per day £10,398

First Class at number - 5 hours per week £ 2,430

Toe by toe - 5 hours per week £ 2,430

Interventions HLTA - 5 mornings £ 8,503

Reading Interventions - 10 hours per week £ 4,140

Reading Plus- 3 mornings a week £ 4,346

Cued Spelling-3 mornings a week £ 4,346

Pupil Premium Project (1/2 day supply a week) £ 3,510

ELSA (daily) - 10 hours £ 4,859

ELSA (weekly) - 3.5 hours £ 1,478

Lunch Club - 10 hours £ 4,900

Playground support - 2 hrs per wk £ 828

Parent Support Worker £ 2,000

YFM Worker £ 600

Clubs 1:1 tuition (Music) £ 600

External Clubs (5) £ 540

Drums (8wks) £ 184

Education psychologist £ 1,500

Occupational Therapy £ 500

LSA Training £ 2,000

Parenting Course (PPP) £ 100

TLR for teacher carrying out Pupil Premium Project £ 1,500

SEN Inspector $\frac{1}{2}$ day £ 350

Reading resources £ 700

Training for Pupil Premium project £ 800

Counselling Course £ 210

ELSA Supervision £ 500

ELSA Resources £ 500

Reading Plus package £ 3,000

| | |
|---|---------|
| 1 st class number training | £ 504 |
| Data Manager PP meetings with Governors (6) | £ 960 |
| | £96,876 |

The impact of this funding will be reported in September 2017 but is predicted to be narrowing the gap between Pupil Premium and Non Pupil Premium Pupils so that 85% of children achieve age related expectations or better.

For more details on the Pupil Premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium funding:

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching

Individualising support

"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that **ALL** children succeed we recognise the need for and are committed to providing completely individualised interventions

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Barriers to Learning of Pupil Premium Children

Overcoming Barriers

The money is spent on accelerating learning and intervening rapidly following the process below:

1. Firstly we identify any barriers that child may have to learning.
2. Then we consider the desired outcome that we would hope for that child and the steps to achieve that.
3. We then select an appropriate strategy to help us put those steps into place.
4. Staff are trained in the strategy selected
5. Pupils are then monitored frequently
6. Finally we evaluate the strategy and reflect on how successful it has been and how much progress the child has made, as a result.

Through pupil interviews and observations we have identified the main barriers to learning:

- Lack of self esteem
- No resilience
- In some cases no parental support
- Don't see themselves as learners
- Lack of motivation
- Poor cognitive ability
- Mental health issues
- Social deprivation factors

Provision

In order to meet the above requirements, the Governing Body at Calmore Junior School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

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

The range of provision

Pupil Premium Funding Strategies & Resources

Calmore Junior School 2016-17

| <u>Children</u> | <u>People to support children/families/staff</u> |
|---|---|
| <ul style="list-style-type: none">• Reading books• Subsidised visits/residential• Free drumming /guitar lessons• Author Visit to enrich reading experiences• Time allocated for Pupil Premium Learning Walks• Junior Road Safety Children• Able writing club• Homework Club• Maths Club• Confidence Club• First Class At Number• Reading Wise• Reading Plus• Rapid Write/Rapid Read• Toe by Toe• Phonics• Occupational Therapy• Pupil Premium Project• Individual Pupil Premium Plans | <ul style="list-style-type: none">• Inclusion Manager-interventions, boosters• Family Support Worker-Triple P• Youth and Families Matter Worker• ELSA workers x2• Nurture workers• Adult learning mentors• Speech Therapist• Education Psychologist• HLTA'S to deliver specific interventions for Pupil Premium Learners• Focussed meetings with Pupil Premium governors• EMTAS for traveller support/bilingual support• Pupil Premium pupil interviews-time allocated• Focussed transition meetings-time allocated• Playground Support• SEN Inspector time |

High Quality Teaching & Learning

- Focussed training to target specific groups/cohorts/individuals
- Cluster groups for Pupil Premium, National Conference for Pupil Premium, County training
- Stella Counsell ex LLP for 5 days to work on quality AFL & the power of feedback
- Triad Peer Coaching to share expertise of outstanding teaching across the staff & improve the quality of teaching & learning-time & cover allocated
- Developing good attitudes to learning-fixed or growth mindset
- Talk for Writing
- In house training-majority focussed on improving teaching & learning-time allocated
- LSA training to raise expectation-time allocated
- Weekly LSA meetings

Resources for Pupils and Staff

- Bug Club
- Reading Wise - reading intervention
- Maths Magic-maths intervention
- Guided Reading Books
- Grammar Books
- My Maths - for home & school maths learning
- Board games/resources for nurture
- Computing -IPADS with APPS to promote talking, story telling, number
- Sensory Room
- Hand gym resources
- Reading Plus
- New reading books

Reporting

It will be the responsibility of the Head teacher to produce a termly report for the Governing Body as an attachment to the Head teacher's Report, to include:

The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

An outline of the provision that was made during the term since the last meeting.

An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the revised schools' league tables.

The Governors will ensure that there is an annual statement outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

Early intervention and support for socially disadvantaged children.

The vast majority of socially disadvantaged children will meet their individual targets.

Effective parental pupil school support, including effective transition.

Having an effective system for identifying, assessing and monitoring pupils.

Having a whole-school approach.

Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Impact of 2015/16 Funding

Pupil Premium Attainment 2015/16

| | <u>Reading</u> | <u>Maths</u> | <u>SPAG</u> | <u>Writing</u> | <u>COMBINED RWM</u> |
|---------------------------|-----------------------|---------------------|--------------------|-----------------------|----------------------------|
| Calmore | 73% (+9%) | 77% (+7%) | 84.3% (+12.3%) | 84% (+10%) | 59% (+6%) |
| National Picture | 66% | 70% | 72% | 74% | 53% |
| Hampshire | 70.8% | 71.4% | 74% | 79.9% | 58.7% |
| Pupil Premium (17) | 65% | 65% | 76% | 71% | 53% |
| Pupil Premium No SEN (10) | 75% (+2%) | 75% (-2%) | 100% (+15%) | 100% (+16%) | 60% +1% |
| SEN (8) | 50% | 50% | 25% | 13% | 13% |
| EAL (7) | 71% | 86% | 86% | 86% | 71% |
| GRT (1) | 0 | 0 | 100% | 100% | 0 |

- The gap is closing between pupil premium and non-pupil premium and in some cases they are exceeding
- Whilst the PP results are below the non PP 8 of these children were SEN. It is highly unlikely that SEN children cannot attain the new Age Related Expectations. Therefore we have also looked at PP children with no SEN. These children

exceeded non PP children in writing, maths & SPAG. In addition they exceeded the combined data of R,W & M

- More parents of PP children are engaging with school and in particular with reading
- ELSA provided gives children the emotional support they need to be successful in school & equips them in dealing with issues & emotions
- PP children are receiving interventions that are removing their barriers to learning
- PP children are taught social skills to develop effective relationships
- Confidence is being built for PP children
- In pupil interviews for Reading Wise Recovery programme-they said that they like reading now
- Pastoral support for PP children ensures children are ready for learning
- Additional clubs such as times tables/homework/number challenges/writing ensures children are not disadvantaged
- Extra focus on personal & social learning ensures children see themselves as learners and not... I can't!
- Parent Support worker ensures support for PP families
- Interventions are tracked for impact & changed as required

Impact of Pupil Premium Strategy/Funding

Closing The Gap Table -Percentages at L4

| | <u>2013</u> | | | <u>2014</u> | | | <u>2015</u> | | | <u>2016</u> | | |
|--------------|-------------|-----|------|-------------|-----|------|-------------|-----|------|-------------|-----|------|
| | PP | Non | gap |
| RWM combined | 47% | 70% | -23% | 68% | 89% | -21% | 77% | 88% | -11% | 53% | 61% | -8% |
| Maths | 59% | 81% | -22% | 84% | 92% | -8% | 92% | 92% | = | 67% | 80% | -13% |
| Reading | 76% | 86% | -10% | 74% | 97% | -23% | 92% | 92% | = | 67% | 74% | -7% |
| Writing | 59% | 89% | -30% | 68% | 94% | -26% | 77% | 96% | -19% | 72% | 88% | -16% |
| SPAG | 35% | 70% | -35% | 53% | 83% | -30% | 75% | 83% | -8% | 78% | 85% | -7% |

The gap looks wide in 2016 but a large percentage of these children were SEN. So below we have tracked the Pupil Premium gap excluding SEN children.

| <u>Pupil Premium No SEN</u> | <u>2014</u> | | | <u>2015</u> | | | <u>2016</u> | | |
|-----------------------------|-------------|--------|------|-------------|--------|-----|-------------|--------|--------------------------------|
| | PP no SEN | Non PP | Gap | PP no SEN | Non PP | Gap | PP no SEN | Non PP | Gap |
| Writing | 100% | 92% | +8% | 100% | 96% | +4% | 100% | 91% | +9% |
| Maths | 100% | 92% | +8% | 100% | 96% | +4% | 77% | 78% | -1% *(3 children EC/SFW/LW) |
| GAPS | 90% | 80% | +10% | 90% | 85% | +5% | 100% | 78% | +22% |
| Read | 100% | 95% | +5% | 100% | 96% | +4% | 77% | 76% | +1% |

The next review of our pupil premium strategy will be September 2017

