

Pupil Premium Expenditure **Loddon Junior School**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are free to spend their Pupil Premium allocation as they see fit, however they are held accountable for how they allocate the funding received.

Our Allocation of Pupil Premium Funding

For the financial year 2014/15 we received £65,300

At Loddon Junior School we closely monitor the progress of all our children to ensure that they fulfil their potential. There are many factors that enable children to make good progress and this can be seen in the following areas:-

- Academically
- Socially
- Emotionally
- Extra-curricular activities

How we spent Our Allocation

We provide a variety of activities and support mechanisms to help our P.P pupils, these include:-

- A member of staff has specific responsibility for monitoring the progress of FSM and Ever 6 pupils (TLR 3, £1700).
- All FSM and Ever 6 pupils have a "pupil profile." This enables all members of staff to monitor progress and allocate intervention strategies as appropriate. The pupil profiles are regularly monitored by the Head teacher.
- Developing and extending the role of our Pastoral Support Worker to ensure pupils receive outstanding pastoral care tailored to their individual needs. We feel this is vital in helping to build confidence and in helping to resolve issues that can be barriers to successful learning.
- Employing an additional teacher to significantly reduce class sizes enabling staff to meet the needs of pupils in their care.
- An additional HLTA has been employed to ensure Pupil Premium children receive the support required.
- Enabling a member of staff to attend a course to explore other ways of targeting the P.P funding.
- Ensuring that P.P pupils are able to participate in all extra curricula activities should they wish to.
- Financial support for equipment including school uniform.
- Monitoring the progress of P.P pupils during pupil progress meetings on a half termly basis.
- A gifted and talented English group and specific work with literacy and numeracy.

This was the impact in 2013

In 2013 there were 9 pupils in year 6 covered by PP, this represents 22% of the year group.

The PP children achieved very well in the 2013 SATs at level 5. Their performance in Mathematics, Reading and writing was higher than the national result (maths - Loddon Junior 33%, national 27%, reading – Loddon Junior 44%, national 30% and writing – Loddon Junior 22%, national 17%) the result for reading was considered to be significantly higher.

There was no significant difference between the progress made from key stage 1 by P.P children in comparison with their peers. The number of children making expected progress was slightly higher for the PP children.

This was the impact in 2014

In 2014 there were 9 pupils in year 6 covered by PP, this represents 20% of the year group.

100% of the P.P children made expected progress in reading compared to 95% of other pupils.

100% of P.P children made expected progress in writing compared to 93% of other pupils. The number of P.P children who made more than expected progress was higher than other pupils (P.P 33%, other pupils 20%)

In maths 78% of P.P children made expected progress compared to 88% of other pupils (this forms part of this years School Improvement Plan). There was very little difference between the number of P.P children making more than expected progress in maths when compared with the other pupils (P.P 33%, other pupils 34%)

In reading 100% of P.P children achieved level 4 or above compared to 95% of other pupils.

In writing 89% of P.P pupils achieved level 4 or above compared to 90% of other pupils. The number of P.P pupils achieving level 5 in writing was higher than that achieved by other children (P.P pupils 56%, other pupils 31%)

In Grammar, Punctuation and Spelling 67% of P.P children achieved level 4 or above compared to 83% of other pupils (this is being addressed via the School Improvement Plan). The number of P.P pupils achievement level 5 was higher than the other pupils (P.P 44%, other pupils 33%).

In maths 78% of P.P pupils achieved level 4 or above compared with 88% of other pupils.

The Governors and Senior Leaders are robustly monitoring the impact and effectiveness of Pupil Premium Funding using the schools tracking system.

PUPIL PREMIUM EXPENDITURE 2015

Project	Cost	Impact	Notes
To create the position of Pupil Premium Champion	TLR 3 £1700	Regular Monitoring of the progress made and intervention strategies deployed. Individual targets established.	Focus of Pupil Progress meetings
To provide the P.P Champion with time to review and monitor the progress made by P.P pupils	£1200	Information regularly up-dated. Intervention strategies deployed quickly and effectively.	
To ensure class sizes remain small.	£10,000	Helps to maintain average class sizes of 23 pupils. This enables staff to spend a greater amount of time with individual children.	
Increase the hours of the Pastoral Support Worker (10 hours per week)	£10,500	Children are happy in school more settled and secure in the knowledge that help and support is at hand.	Impact is detailed on an individual basis in the P.P folder All TAs have had training on the delivery of Sound Discovery, Numicon and Lexcia.
To employ the full time equivalent of a T.A	£12,363	Greater flexibility has enabled early and very effective intervention	
To employ the full time equivalent of an H.L.T.A	£14,120	Greater flexibility has enabled early and very effective intervention	Both H.L.T.As have had training on the delivery of Sound Discovery, Numicon and Lexcia.
To employ two specialist teachers in Maths and English (1/2 day each)	£9,164	Enabled PP children to achieve at least national expectation in K.S 2 SAT's. Maths 78% national 78% Reading 100% national 82% Writing 89% national 76%	
To enable the P.P Champion to visit the infant school.	£840	This has enabled the P.P Champion to ensure that we can meet the needs of this group of learners.	

To ensure we can respond to the needs of the P.P pupils (equipment, uniform, trips, sporting events etc)	£500	All P.P children have been able to take part in all whole school activities	
Sports/breakfast club run by Mr Graveling	£250	Helped to ensure that P.P pupils have a settled and enjoyable start to the day.	
Equipment, resources and training (Numicon, Lexcia)	£3000	Resources have recently been purchased, their impact will be closely monitored.	Summer Term
Extra club provision:- Glee club Movie Maker ICT club Art club Newspaper club After school sports clubs Camera club TAG Rugby	£250		
	£63,887		

Analysis of Pupil Premium Spending
Based on Teaching and Learning Toolkit

Arts Participation(+2)

Glee club and art club provide points of access at lunch. Half termly theatre trips with pupil premium children and families being actively invited.

Behaviour Interventions (+4)

Carried out by class teachers, HLTAs and TAs in individual classrooms. Extra support is then provided by Mrs Sadler either on a case by case basis or as ongoing weekly support.

Collaborative Learning(+5)

Extra HLTA and TA enable small group intervention work to take place across all classes. Training has been given to support staff in reading, writing, maths and spelling to support this small group work.

Mrs Sadler also provides support in small group format.

Digital Technology(+5)

Investment made in whole class set of I-Pads, which have also now been enabled with the Lexcia program which the majority of our pupil premium children access.

Early years Intervention(+6)

Money put aside to enable Pupil Premium Champion (Mr Graveling) to liaise with the infant school about how the pupil premium provision can be standardised across both schools to provide better continuity, especially around the transition from year 2 to year 3.

Extending School Time(+2)

Money used to buy in a TAG rugby coach to run an after school club on Mondays.

Games club run by Mr Graveling and Friends on Mondays.

Each term new clubs will be looked at and pupil premium children invited to attend, such as the camera club in the spring term.

Feedback(+8)

Extra staffing provision across the school enables higher quality and more frequent feedback, both verbally and written.

Marking policy requires individual feedback to be given both orally and in books.

Homework(+1)

We have a homework policy which runs from year 3-6 based primarily on spelling, literacy and maths.

Individualised Instruction(+2)

Extra staffing across the school enables more individual attention to be given across all classes and all abilities. This can be via the teacher or TA.

Mrs Sadler also provided individualised sessions to many of our children, both pupil premium and non-pupil premium.

Year 6 also benefit from extra tuition in maths and literacy, which will move across to the year 5s in the summer term.

Marking policy requires individual feedback to be given both orally and in books.

Extra staffing and training enables the provision of small group work in sound discovery, Lexcia and Numicon.

Individual instruction is given by TAs in the rapid reading program which we have recently purchased.

Learning Styles(+2)

We provide a broad, balanced and varied curriculum which is designed to stimulate all learning styles. This is enhanced by the extra staffing levels across the school.

Mastery Learning(+5)

“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content.”

This is demonstrated in the Sound Discovery, Lexcia and Rapid Reading intervention programs.

Mentoring(+1)

“Mentoring in education aims to develop young people’s strengths by pairing them with an older volunteer, sometimes from a similar background, who can act as a positive role model. It is often characterised as aiming to build confidence, or to develop resilience and character, rather than directly focusing on teaching or tutoring specific skills”.

This is demonstrated in the vertical grouping days that we do on a regular basis. There is also a plan to begin pairing up older and younger readers.

Meta-cognition and self-regulation(+8)

“Meta-cognition (sometimes known as ‘learning to learn’) and self-regulation approaches aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.”

This is a big part of our strategy for teaching at Loddon Junior School. Techniques used include peer and self-assessment and manipulative resources made available in maths for learners to access.

One-to-one tuition (+5)

This is available on a case by case basis if a pupil is deemed to have a specific need that can be addressed by an intensive series of one to one sessions.

Oral Language Interventions (+5)

Provided by Mrs Sadler for some of our children.

Outdoor Adventure Learning (+3)

Nature garden and pond has been created beside our school field.

Parental Involvement (+3)

Mrs Sadler is very active in this area alongside the cluster support and many of our pupil premium and non-pupil premium families benefit from this.

Peer tutoring(+6)

“Peer Tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. “

We are currently developing this by looking at linking older high ability readers with younger readers. This is currently happening in many of the classes by mixing readers together.

Phonics(+4)

We provide interventions via trained staff in both Lexcia, Sound Discovery and spelling groups.

Reading Comprehension Strategies

This provided for across all classrooms via both teachers and support staff. We have purchased the Rapid Reading Scheme, which is delivered to many children by fully trained staff.

Reducing Class Size (+3)

Extra staff have been provided to create 7 classes of 22-27 children instead of 6 classes of 30+.

Small Group Tuition (+4)

Extra staff across the school provide many small group opportunities in Sound Discovery, Numicon and spellings. This occurs both inside and outside the classroom.

Social and Emotional Learning (+4)

Provided by Mrs Sadler for many of our pupils.

Sports Participation (+2)

We have very high sports participation across the school via after school clubs, PE lessons and competitions. Provision of PE kit for pupils helps all to access this regularly. Our excellent numbers of participants helped us achieve the bronze kitemark for school sports.

Summer schools (+2)

Provided by the local church.

Teaching assistants (+1)

Extra funding was provided to have the equivalent of an extra full time TA and HLTA. Extra training was also given to ensure the impact of this was significant across the whole school.

Note: The (+) after each title indicates the effect in months on progress that these interventions can give. This is based on research undertaken by the Sutton Trust.