

The KEJS Pupil Premium Strategy Statement



Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2017/18:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,600 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- 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
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

Rationale for Pupil Premium Spending

Key objectives and principles:

To diminish the difference in progress and attainment for pupils who receive the Pupil Premium Grant, compared to their peers.

To support pupils who receive the PP grant both academically and emotionally (including parental support) to ensure the best outcomes for all PP pupils.

To provide an enriched experience for PP pupils, who may not have the same opportunities/resources outside of school.

Pupil Premium Strategy Group

Team member	Role
Hywel Inglis	Headteacher - Lead
Rachael Rogers	Deputy Headteacher
Tanya Hampton	Welfare Officer
Alie Paxton	PP Governor

Current Profile						
Year	2018-19	Number of Pupils eligible for PP	107	Breakdown of PP Pupils		
NoR	218	Total PP budget	£154,500	FSM/Ever 6	Service	LAC
Date of Statement	1/10/18	Review Date(s)	10/1/19 30/4/19 10/9/19	102	3	2

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 (Optional, does not include Service pupils)					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN reg.	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year 3	16 pupils (30%)	4 (15%)	R-5, W-5, M-5	R-6, W-10, M-10	R-5, W-1, M-1
Year 4	26 pupils (57%)	8 (22%)	R-9, W-10, M-8	R-14, W-15, M-17	R-3, W-1, M-2
Year 5	30 pupils (53%)	7 (16%)	R-8, W-10, M-8	R-19, W-18, M-20	R-3, W-2, M-2
Year 6	28 pupils (47%)	5 (19%)	R-4, W-7, M-5	R-15, W-21, M-21	R-9, W-0, M-2

School Pupil Premium Strategy

Current Attainment KS2 (2018)				
Percentage reaching expected standard	School PP Outcomes (33 pupils, ? SEN)	Sch. Non-PP Outcomes (22 pupils, ? SEN)	Gap	National Non-PP Outcomes
R/W/M combined	52%	77%	-25	70%
Reading	58%	82%	-24	80%
Writing	61%	86%	-25	83%
Mathematics	61%	77%	-16	80%

Current Progress (2018)				
	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading	76	80	-4	80
Writing	66	70	-4	82
Mathematics	76	73	+3	80

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

1) PP pupils not attaining as well as non-PP pupils in all areas, especially in reading and writing
2) Poor language skills
3) Emotional barriers caused by concerns outside school impacting on learning
4) Self-esteem and self-worth – resilience of pupils
5) Opportunities for challenge provided for pupils working at greater depth
6) Lower attendance rates for PP pupils than non-PP

Summary allocation of funding	Expenditure
Teaching and Learning <ul style="list-style-type: none"> To diminish the difference in progress/attainment between PP and non-PP pupils Improved oral language skills across the school To increase opportunities for all children to be challenged, with a focus on HA PP pupils 	£117,000
Emotional, social and behavioural support <ul style="list-style-type: none"> Removal / support for emotional barriers to reduce / remove impact to learning Increased attendance rates for PP pupils 	£40,000
Enrichment <ul style="list-style-type: none"> To enable equal access for all to curriculum opportunities 	£7,500
Total Expenditure	£154,500

School Improvement Plan priorities for disadvantaged pupils

Area of Focus	Expected Impact	Actions	Resources/ Timings	Monitoring	Evaluation / Impact
To diminish the difference in progress/attainment between PP and non-PP pupils	Gap between PP and non-PP pupils to be +/- 8% and attainment to be in line with national averages.	Continued development of high quality teaching, use of AfL and targeted teaching. Additional staff employed in morning sessions to allow for additional targeted teaching and support.	CPD for staff through coaching programme (in house) – DHT leading.	Half termly progress meetings to ensure that actions agreed for PP Pupils at PPMs are put into place and are having maximum impact. PP pupils highlighted and areas of need addressed first. Work scrutinies and feedback sessions from coaching. PP Governor regularly overlooks PP pupil progress and impact of actions – reports to FGB	
Improved oral language skills across the school	More disadvantaged children reach the expected level in reading and writing – in line with national figures.	More high quality texts available to pupils in class and through school library. Text rich approach to writing and guided reading to continue to develop.	Purchasing of books CPD from external training (HIAS English team) Volunteer readers – weekly (focus on PP pupils)	Stock check of current titles Pupil Progress Meetings (PPMs) monitoring progress and 'on trackness' Work scrutinies and feedback sessions from coaching.	

		<p>School to purchase more up to date titles to provide broader range of books to pupils. This will include audio books and digital media.</p> <p>Precise targeting of pupils and 1:1 / small group interventions to address specific needs -</p> <p>Pupils not reading at home targeted in school and time made for them to read to adult (library sessions, reading café, volunteer readers)</p>	<p>Reading Café (open 8:15am – 8:45am 3 days a week) – supported by librarian.</p> <p>2 x SPLD trained TAs lead 1:1/small group sessions weekly.</p>	<p>PP Governor regularly overlooks PP pupil progress and impact of actions – reports to FGB</p>	
<p>To increase opportunities for all children to be challenged, with a focus on HA PP pupils.</p>	<p>More disadvantaged children will attain at the higher level across the keystage – increase of at least 5% in all areas.</p>	<p>County support from English and maths team leading staff CDP</p> <p>AFL training for teachers and TAs – as part of school coaching programme</p> <p>External opportunities sort out to provide enrichment for HA PP pupils.</p>	<p>External trainers (HIAS)</p> <p>DHT time for coaching sessions as part of cycle.</p> <p>Weekly TA training</p>	<p>Half termly progress meetings to ensure that actions agreed for PP Pupils at PPMs are put into place and are having maximum impact. PP pupils highlighted and areas of need addressed first.</p> <p>PP Governor regularly overlooks PP pupil progress and impact of actions – reports to FGB</p>	

<p>Removal / support for emotional barriers to reduce / remove impact to learning</p>	<p>PP pupils supported to manage challenges from outside of school so they can focus on learning in school.</p> <p>Progress and attainment positively affected.</p>	<p>ELSA sessions target most vulnerable children – PP pupils prioritised.</p> <p>Lunchtime Club supports socially vulnerable pupils to develop self-esteem and self-worth (run by ELSA and HLTA – 3 sessions weekly)</p> <p>Child mental resilience sessions (weekly) led by HLTA to support children with mental health vulnerabilities.</p> <p>Welfare officer supporting families through 1:1 sessions, advice, parental support groups – enabling families to better support their children and removing some of the external barriers which impact pupils learning.</p>	<p>Full time ELSA</p> <p>HLTA trained to deliver self-regulation sessions (1:1) and child mental resilience sessions (small group weekly) – additional TA supporting</p> <p>Welfare Officer time – 1:1 meetings, group sessions, linking with external support agencies.</p>	<p>Half termly pastoral pupil progress meetings held to discuss/evidence impact of support. Linked to class PPMs and academic progress.</p> <p>PP Governor regularly overlooks PP pupil progress and impact of actions – reports to FGB</p>	
<p>Increased attendance rates for PP pupils</p>	<p>PP pupils supported in attendance challenges – families supported and challenged to ensure their pupil attends school.</p>	<p>Support the running of a school breakfast club (external operator) – PP pupils targeted and supported to attend.</p>	<p>Welfare Officer time – 1:1 meetings, group sessions, linking with external support agencies.</p>	<p>Regular meetings around targeted families held - fortnightly. Attendance figures will be monitored regularly and acted upon if necessary.</p> <p>Where impact/improvement</p>	

	Progress and attainment positively affected.	<p>Support from School Welfare Officer which ensures children attend school and arrive on time. Any barriers to this are identified and swiftly rectified.</p> <p>Attending local authority network sessions to ensure best practice is in place to support pupils.</p>	Funded cost of breakfast club for PP pupils	<p>from initial actions not seen formal meetings and (if necessary) legal action taken (supported by local authority attendance team)</p> <p>PP Governor regularly overlooks PP pupil progress and impact of actions – reports to FGB</p>	
To enable equal access for all to curriculum opportunities	Every child will take part in every enrichment opportunity and experience	<p>Educational visits and enrichment activities funded – including residential trips.</p> <p>Additional funding accessed – charitable organisations supporting low income families.</p>	<p>Funding of trips.</p> <p>Y6 residential trip funding from charitable trust.</p>	<p>Trip logs/registers show all pupils attending. Support for PP pupil families extended to providing equipment to ensure no pupil does not have the opportunity to take part, e.g. waterproofs, wellies, swimming kit etc.</p>	

The impact of the funding allocations and improvements outlined in the PP strategy 2017/18

Teaching and learning

- **Attainment** – PP pupils reaching expected level in R/W/M (52%) was in line with national (51%) and local authority figures (49%). There was a significant gap between PP and non-PP pupils, which was a historic feature of the outgoing cohort. This was due to the majority of SEN pupils also being PP pupils. This was not the case in the previous year's outgoing cohort, where PP pupils attained better than their non-PP peers. The current Y6 cohort's profile shows a marginal gap in attainment (+/-4%) in all core subject areas and this is reflective in the other cohorts behind them.
- **Progress** - PP pupils made better than their non-PP peers in maths, but not in reading and writing. The impact of a more focused approach on the core fundamentals of maths ensured this and built on successful strategies from the previous year. Low starting points for language have been a significant challenge and the introduction of a more text rich approach to the teaching of reading and writing has had an impact on progress, but not to the same degree as maths. This focus on developing and enriching language for PP pupils reading and writing progress is a key focus for the school in the coming year (see above for actions).

Emotional, social and behavioural support

- **Attendance** - Additional support around attendance last year did improve individually targeted families, but there remains a 2 to 3% difference between PP and non-PP pupils' attendance rates. In-depth analysis of this gap identified a few key families (of PP pupils) where unusual and unforeseen circumstances led to long periods of absence that the school was unable to support. For each of these families, there was a significant increase in attendance after the event. This indicates that the support being provided to address the attendance gap is having a positive impact.
- **Exclusions** – The school has a very low exclusion rate and this is not an area of need for PP grant support.
- **Enrichment** – PP pupils continue to have equal opportunities to engage in all school activities. The school will continue to provide these opportunities for pupils as the impact on their learning attitudes is clearly evident.