

Pupil Premium Spending and Planned Support 2016 – 2017

What is Pupil Premium?

The Pupil Premium is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. From 2012 -2013 this will also include pupils eligible for FSM at any point in the last six years (known as the ever 6 FSM measure). From 2013/14 this now includes children adopted from care and Service children,

Schools are free to spend the Pupil Premium as they see fit. However are held accountable for how we have used the additional funding to support pupils from low income families. From September 2012, we are required to publish on – line information about how we have used the funding. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support they receive.

Our School

In the academic year 2016 -2017 Wallace Fields Junior School received £19,660 for Pupil Premium. Considerable additional funding was added to this to ensure that we could support all of our most disadvantaged pupils.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	272
Number of pupils benefitting from PPG	12
Total amount of PPG received for the academic year (£)	£19,660

End of Key Stage Attainment of Pupil Premium Children at Wallace Fields Junior School

	2015 (7) From Raise online validated data				2016 (7) From Raise online validated data				2017 (4) From Analyse School Performance unvalidated data			
	WFJS PP	WFJS	National Avg PP	National Avg	WFJS PP	WFJS	National Avg PP	National Avg	WFJS PP	WFJS	National Avg PP	National Avg
% of PP pupils meeting the expected standard in Reading	100%	100%	83%	89%	86%	91%	53%	66%	75%	96%	60%	71%
% of PP pupils meeting the expected standard in Writing	86%	96%	79%	87%	100%	94%	64%	74%	50%	91%	66%	76%
% of PP pupils meeting the expected standard in Writing Grammar Spelling and Punctuation	100%	94%	71%	80%	86%	96%	61%	72%	100%	97%	67%	77%
% of PP pupils meeting the expected standard in in Maths	100%	97%	80%	80%	71%	88%	57%	70%	100%	97%	63%	75%

	2015 (7) From Teacher Assessment Average point score			2016 (7) From Raise online validated data Scaled score			2017 (4) From Analyse School Performance unvalidated data scaled score		
	Pupil Premium	WFJS Cohort	National Average PP	Pupil Premium	WFJS Cohort	National Average PP	Pupil Premium	WFJS Cohort	National Average PP
Pupil Premium pupils Reading	31.3	31.9	27.6	103.4	109.1	99.9	102.5	110.1	101.4
Pupil Premium pupils Writing	30.4	31.1	26.6	103.0	103.8	N/A	N/A	N/A	N/A
Pupil Premium Pupils Grammar, Spelling and punctuation	31.3	32.0	27.5	105.3	109.7	101.7	108.0	111.9	107.0
Pupil Premium pupils Maths	31.1	32.4	27.3	100.3	106.5	100.8	104.3	108.9	101.7

Summary of PPG Spending 2016/2017

Objectives in spending PPG:

To close the gap between the national average and disadvantaged pupils academically.
To ensure that all pupils have equal opportunities to participate in school visits and residential trips.
To support the social and emotional development of all children.
To provide reading support for children in Year 4.

Summary of spending and actions taken for 2016-2017 academic year:

Teaching assistants support in the class rooms proved to be worthwhile, helping to run catch up programs such as Number sense maths and extra reading across all year groups. Data has shown that Pupil Premium children left the school with attainment above the national average for pupil premium children and the gap between the Pupil Premium children and the non-pupil premium children is closing in all areas apart from writing. The pupil premium children in year 4 who accessed the Volunteer Reading Helpers and Project x Code have made expected progress. Support for children's emotional and social well-being has proven beneficial with children integrating very well in lessons.

Outcomes to date:

Attainment of Pupil Premium children at the end of KS2 is above the National Average for Pupil Premium and non-Pupil premium children in all areas but writing. The children who did not attain as expected were also on the SEND register. Across the school Pupil Premium children make good progress from the Year 3 baseline, however progress from KS1 score is not as positive. The school gap for progress at the end of key Stage 2 has increased for reading and maths but has decreased for writing. This is being actioned through pupil progress meetings and support given to the children initiated from these meetings.

Planned spending and actions for 2017-18 academic year:

Number Sense intervention
Project X Code Intervention
Subsidising trips and visits, swimming lessons and clubs
ELSA
Mathletics
Teaching assistant support during English, maths, and afternoon lessons.
Targeted and planned intervention groups

Record of PPG spending by item/ project 2016/17

Item/project	Cost	Objective	Outcome
Volunteer Reading Helpers	£100	To support children in Year 4 who do not get opportunities to read at home.	Children who attended the Volunteer Reading Helpers all made good progress in their reading assessments at the end of year four. Most of these children also made progress in their reading age when assessed at the beginning of the next academic year.
Virtual Learning Environment (VLE)	£82	Platform for children to access homework, resources and communicate with teachers,	This is not being used effectively by staff or pupils so it is no longer going to be used.
Emotional Literacy Support Assistant, training and resources.	£1754	To enable children having social and emotional difficulties (such as anger management, bereavement, self-esteem and friendship, bereavement) to have pastoral and personal support in school from a trained member of staff who can work with them individually or in groups.	Children attending ELSA support have been more focused in class and confident in themselves. Various social and emotional issues have been settled, and longer term action is still in place. ELSA offered specific advice as social or emotional issues have arisen over the year.
Teaching assistants to run: Speech and Language, Snap Maths, extra reading, Read Write Inc, and Precision Teaching, Number Sense and Project X Code.	£4768	<p>To support children with language and communication difficulties.</p> <p>To give additional support to those who are falling behind in curriculum areas such as reading and maths.</p>	<p>Number Sense children showed accelerated progress within the maths interventions, particularly for children who attended all sessions. Most of the children's made over a year's progress in the four months of the intervention. This progress was not shown as clearly in their overall maths attainment for the year. Due to this, the intervention has been adjusted to enable it to include some of the areas covered in lessons in the same way so that children can see where and how what they have learnt can be used. The teaching assistant who has had the training is also going to feedback to teachers and teaching assistants the areas she covers and how so that they can use similar techniques in the lessons to help the children transfer their skills.</p> <p>Project X Code has shown similar good progress, with all of the children made accelerated progress and the children who attended the most regularly making the most progress with their reading ages improving by over a year in the 10 months of the academic year.</p> <p>SNAP maths children became more confident in lessons with their ability to join in and apply basic maths skills to what they were learning. Children involved in</p>

			<p>the extra guided reading sessions similarly became more confident within lessons and were able to apply the skills that they learnt.</p> <p>Speech and Language and Social Skills: In the speech and language group all PP children showed good levels of attainment in all areas over the year.</p>
Project x Code Training	£675	Training for a teaching assistant to administer and Senco to oversee the provision of Project X Code reading intervention to children who are well below the expected standard in reading.	The teaching assistant who received the training was able to successfully prepare resources and run the intervention. The Senco was able to ensure that the teaching assistant was given the appropriate time to run the intervention effectively and to choose the children who would most benefit from the intervention.
Number Sense Training	£975	Training for a teaching assistant to administer and Maths Lead to oversee the provision of Number Sense maths intervention to children who are well below the expected standard in maths.	The teaching assistant who received the training was able to successfully prepare resources and run the intervention. The Maths lead was able to liaise with the Senco to ensure that the teaching assistant was given the appropriate time to run the intervention effectively and to choose the children who would most benefit from the intervention.
Mathematics consultancy and staff training	£1000	Training for all teaching staff and teaching assistants in methods of using practical resources (manipulatives) and the bar model to support the maths in the new curriculum. Planning with staff to ensure that planning is developed to ensure manipulatives are used.	Staff have developed planning to ensure that manipulatives are used with all children no matter their ability. Children are becoming confident in showing their understanding and explaining their answers by using manipulatives or drawing out their ideas using the bar model. Children in year 6 have shown excellent attainment in maths, and throughout the school Pupil Premium children are showing higher attainment and progress in maths than previously. Children who are still not at the expected standard of attainment and progress are being targeted by interventions.
Teaching assistant support in class rooms Maths and English groups for 20 minutes per lesson	£6145	Support from the teaching Assistant in maths and English lessons to ensure that children are achieving to their full potential.	Pupil Progress meetings took place termly and teachers identified with subject leaders and the Senco Pupil Premium children who needed extra support to make expected progress and to meet targets. Teaching assistants then supported children within English and maths groups and teachers ensured that the teaching assistants were aware of the children's needs. This has proven effective across the year groups to ensure children are remaining on track.

Additional Teaching Assistant support in non-core lessons and resources	£10,870	Support from teaching assistants to ensure children are able to fully access the curriculum and achieve their full potential.	Pupil Premium children receiving this support benefitted from increased support to access the curriculum and to extend them where necessary. This time also enabled Teaching Assistants to reinforce the learning from English and maths lessons where necessary so that children who may have not understood were ready for the next day. It allowed for preparation time for interventions such as Wordshark, analysis of spellings and setting up the program and time to prepare resources to aid learning and to ensure children were kept on task. Teaching Assistants supported in lessons such as guided comprehension to ensure that all children were able to access texts and achieve their potential.
Tracking data for Pupil Premium Children.	£112	Assessment Lead and Senco can track progress of Pupil Premium children and identify where additional support is needed.	Tracking whole school attainment and progress data ensured that any year group trends were picked up and support given where it was needed. As an outcome from these meetings one year group specifically was identified as needing additional support to ensure progress will be met over the key stage and that was put in place in terms of support staff and additional interventions planned for the following year. These meetings also tracked the progress of individual Pupil Premium pupils, which was then followed up in the pupil progress meetings.
Residential trips, day visits and after school clubs.	£928	Enable children to attend educational day trips and clubs to ensure full coverage of National Curriculum and enjoy same experience as other classmates.	The selected children benefitted from increased subject knowledge and developing key independence and social skills, thereby gaining a broad and balanced delivery of the curriculum.
Swimming lesson subsidisation	£49	All children participate in swimming lessons.	Pupil Premium funding ensured that Pupil Premium children could develop and improve their swimming ability.

Total PPG received	£19,660
Total PPG expenditure	£27,458
PPG remaining	- £7,798