

## Pupil Premium Spending and Planned Support 2017 – 2018

### 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 includes children adopted from care and Service children,

Schools are free to spend the Pupil Premium as they see fit. However we 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 online 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 2017 -2018 Wallace Fields Junior School received £14,843 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

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	272
Number of pupils benefitting from PPG	9
<b>Total amount of PPG received for the academic year (£)</b>	14,843

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

	<b>2016 (7)</b> From Raise online validated data				<b>2017 (4)</b> From Analyse School Performance unvalidated data				<b>2018 (2)</b> 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
<b>% of PP pupils meeting the expected standard in Reading</b>	86%	91%	53%	66%	75%	96%	60%	71%	100%	97%	Not yet available	75%
<b>% of PP pupils meeting the expected standard in Writing</b>	100%	94%	64%	74%	50%	91%	66%	76%	100%	99%	Not yet available	78%
<b>% of PP pupils meeting the expected standard in Writing Grammar Spelling and Punctuation</b>	86%	96%	61%	72%	100%	97%	67%	77%	100%	100%	Not yet available	78%
<b>% of PP pupils meeting the expected standard in in Maths</b>	71%	88%	57%	70%	100%	97%	63%	75%	100%	94%	Not yet available	76%

	<b>2016 (7)</b> From Raise online validated data Scaled score			<b>2017 (4)</b> From Analyse School Performance unvalidated data scaled score			<b>2018 (2)</b> 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
<b>Pupil Premium pupils Reading</b>	103.4	109.1	99.9	102.5	110.1	101.4	104.0	110.1	Not yet available
<b>Pupil Premium pupils Writing</b>	103.0	103.8	N/A	N/A	N/A	N/A	N/A	N/A	Not yet available
<b>Pupil Premium Pupils Grammar, Spelling and punctuation</b>	105.3	109.7	101.7	108.0	111.9	107.0	107.5	106.2	Not yet available
<b>Pupil Premium pupils Maths</b>	100.3	106.5	100.8	104.3	108.9	101.7	103.5	108.7	Not yet available

## Summary of PPG Spending 2017/18

### 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.
- To support who need maths and phonics interventions.

### Summary of spending and actions taken for 2017-2018 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 all children and the gap between Pupil Premium and non-pupil premium children in our school is closing in all areas apart from maths. The pupil premium children in year 4 who accessed 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. Children receiving booster groups in year 6 benefitted from the support they were given.

### 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. Across the school Pupil Premium children make good progress from the Year 3 baseline, however progress from KS1 score is not as positive. Since last year, the school gap for progress at the end of Key Stage 2 has decreased for writing but has increased in Reading and Maths. This is being actioned through pupil progress meetings and support given to the children initiated from these meetings including group interventions and one to one support.

### Planned spending and actions for 2018-19 academic year:

- Number Sense intervention
- Project X Code Intervention
- Subsidising trips and visits, swimming lessons and clubs
- ELSA
- Teaching assistant support during English, maths, and afternoon lessons.
- Targeted and planned intervention and booster groups
- One to one intervention to support individual needs.

## Record of PPG spending by item/ project 2018/19

Item/project	Cost	Objective	Outcome
Emotional Literacy Support Assistant, training and resources.	£3150 £171	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 sessions 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. The ELSA has offered specific advice as social or emotional issues have arisen over the year to enable children to feel happier in school.
Teaching assistants to run: Speech and Language, Snap Maths/speedy maths, extra reading, Spellings/phonic support, Number Sense and Project X Code.	£1020 £2046	<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 sessions were given to year 4 and year 5 children over the academic year. The year 5 children who attended Number Sense intervention regularly all made accelerated progress and made over a year's improvement in four months. The child who did not attend did not progress as well and therefore has had further one to one intervention put in place.</p> <p>Again in year 4 most children who attended Number Sense intervention made over a year's progress. One child still made accelerated progress but not to the extent of the other children.</p> <p>These results have also had an impact on the children's overall performance in maths as all the children have also made good progress and their confidence has improved in lessons.</p> <p>The year 3 Project X Code group has shown similar good progress, with all of the children made accelerated progress in either their reading or phonics, or both. Children who attended the most regularly made the most progress with their reading ages - improving by over a year in the 6 months of the academic year. Children also became more confident and began volunteering to read out loud and give answers. These results have also had an impact on the children's overall performance in reading as all the children have also made good progress and their confidence has improved in lessons.</p> <p>The second group of Project X Code has continued into the new academic year and so progress has not yet been measured. However, overall the children have made good progress in their class lessons due to their increased confidence. SNAP maths children became more confident in lessons with their ability to join in and apply basic maths skills to what they were learning. Many of the children had already completed the Number Sense intervention so this was embedded during the sessions.</p>

			<p>Children involved in 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> <p>Pupil Premium children accessing spelling and phonics support made accelerated progress over the year decreasing the difference between their actual and spelling ages.</p>
<p>Additional Teaching Assistant support in non-core lessons including one to one intervention and cover from HLTA so that class teachers can run booster groups.</p>	£11,255	<p>Support from teaching assistants to ensure children are able to fully access the curriculum and achieve their full potential.</p> <p>One to one support to target individual needs.</p> <p>Teacher led booster group to support children with grammar.</p>	<p>One to one support was given to all Pupil Premium children by a higher level teaching assistant working on targets set by their English or maths group teacher to help them progress to the next level.</p> <p>Booster group were given to year 6 Pupil Premium children by their year 6 teachers to develop skills in reading and maths.</p> <p>Pupil Premium children receiving support from teaching assistants in class 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.</p> <p>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.</p> <p>Teaching Assistants supported in lessons such as guided comprehension to ensure that all children were able to access texts and achieve their potential.</p>
<p>Residential trips, day visits and after school clubs.</p>	£263	<p>Enable children to attend educational day trips and clubs to ensure full coverage of National Curriculum and enjoy same experience as other classmates.</p>	<p>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.</p>
<p>Swimming lesson subsidisation</p>	£0	<p>All children participate in swimming lessons.</p>	<p>None required</p>
<p>Teaching assistant support in class rooms Maths and English groups for 20 minutes per lesson</p>	In addition	<p>Support from the teaching Assistant in maths and English lessons to ensure that children are achieving to their full potential.</p>	<p>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.</p>

Total PPG received	£14843
Total PPG expenditure	£17905
PPG remaining	0