

Carterhatch Junior School

Pupil Premium Report

September 2017 – July 2018



ENFIELD
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What is Pupil Premium Grant?

The Pupil Premium Grant (PPG) is a government funded initiative that targets extra money for pupils from disadvantaged backgrounds. Over the years, research has shown that these pupils generally underachieve compared to their peers. The premium is given to schools so that they can provide additional support for these pupils and ensure they reach their full potential. The Government calculates the total amount of each PPG by looking at the number of pupils who have been registered for free school meals at any time within the last six years. They also look at the number of pupils who are in Local Authority care.

The Government do not dictate to schools how they should spend their money, however they must indicate how the funding is being used effectively and purposefully in order to raise the attainment of disadvantaged pupils. The following report indicates the actions the school plan to take over the coming period. This will be reviewed throughout the year and at the end of the term. We measure the impact of our work through regular review of teaching and learning and performance data.

Context

When making decisions about using pupil premium (PP) funding, it is important to consider the context of the school and the subsequent challenges faced by the proportion of disadvantaged pupils.

Common barriers

The main barriers to achievement faced by pupils eligible for pupil premium pupils can include: less support at home, weak language and communication skills, lack of confidence, behavioural difficulties, low starting points and attendance and punctuality issues and sometimes complex family situations which can prevent pupils from progressing more than they are capable of.

Percentage of disadvantaged pupils in each year group, September 2017

Year Group	Number of PP pupils	Percentage of PP pupils for cohort
Year 3	40	46%
Year 4	39	44%
Year 5	55	64%
Year 6	62	52%
Total	196	51%
Total amount of PPG received Sept 2017	£274,400	

Objectives and Principles

Our **key objective** in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For pupils who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations, or higher, as they move through the school. It is also the aim to ensure that we cater for all academic abilities, including challenging high attaining disadvantaged pupils.

In order to make decisions relating to PP funding, we have analysed our data comprehensively, made use of a range of research into good practice in pupil premium funding, including the Sutton trust research on 'within school variance' and the Sutton Trust toolkit. We have also nominated a member of the SLT team to lead and drive pupil premium as well as a link Governor on our Local Governing Board.

Further to this we outlined **key principles** which we then focused on in order to successfully narrow the gap and maximise the impact of our pupil premium spending.

- ✓ The **ethos** of the school is built upon the belief that **all** staff believe in **all** pupils and there are no excuses made for under-performance.
- ✓ **Analysing Data:** We ensure that:
 - All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school (e.g. pupil progress meetings);
 - We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.
- ✓ **Identification of Pupils:** We ensure that:
 - ALL teaching staff and support staff are involved in analysis of data and identification of pupils - this is done through pupil progress meetings and CPD;
 - ALL staff are aware of who pupil premium and vulnerable pupils are;
 - ALL pupil premium pupils benefit from the funding, not just those who are underperforming;
 - Underachievement at all levels is targeted (not just lower attaining pupils).
- ✓ **Improving Day to Day Teaching:** We continue to ensure that **all** pupils across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Leaders to:
 - Set high expectations;
 - Address any within-school variance;
 - Ensure consistent implementation of the non-negotiables, e.g. feedback for learning;
 - Share good practice within the school and draw on expertise within the partnership;
 - Provide high quality CPD;
 - Improve assessment through on-going marking and moderation across the partnership;
- ✓ **Increasing learning time:** We maximise the time pupils have to "catch up" through:
 - Improving attendance and punctuality;
 - Providing earlier intervention in Year 3
 - Extended learning during out of school hours;
 - After school clubs, after school booster lessons.
- ✓ **Individualising support:** We ensure that the additional support we provide is effective by:
 - Looking at the individual needs of each pupil 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;
 - Providing extensive support for parents to develop their own skills, support their pupils' learning within the curriculum and to manage in times of crisis;
 - Tailoring interventions to the needs of the pupil;
 - Recognising and building on pupils' strengths to further boost confidence (e.g use of learning mentors, after school clubs etc).

Action Plan 2017-18

Item/Project	Cost	Objective	Impact
<p>SLT - Teaching and Learning responsibility Training Coaching Cover</p> <p>Senior Lead for Pupil Premium</p>	<p>£27,000</p>	<p><i>Continue to improve the quality of teaching and learning to ensure the needs of all disadvantaged pupils are met.</i></p> <p>Deputy and Assitant Headteachers modelling outstanding teaching and learning, raising quality first teaching across the school and raising achievement.</p> <ul style="list-style-type: none"> → Implementing coaching and mentoring across the school; → Whole school interventions; → Conducting progress meetings; → Conducting learning moderations; <p><i>Continue to oversee the interventions and strategies implemented to measure impact and ensure value for money.</i></p> <p>DHT as lead PP ambassador to ensure pupil premium is high on the agenda and tracked to ensure best use of funding.</p> <p>Report analysis to measure the impact of interventions and future plans.</p> <p>Accountability within the school for the provision of PP pupils.</p>	<ul style="list-style-type: none"> • 100% Good Teaching of reading, writing and maths • Significant closing of ARE GAP between PP/NPP in RWM in each class. • PP pupils make good progress from Sept 17-July 18 in RWM across the school.
<p>Additional FT teacher for Y6</p> <p>Additional teacher two days a week</p> <p>DHT support reading every day</p>	<p>£50,800</p>	<p><i>To enable small and target-driven sets across three classes in Y6 for more focussed support for all pupils in RWM and targeted interventions</i></p> <p>Target individuals and groups in RWM sets and focused interventions</p>	<ul style="list-style-type: none"> • Significant closing of ARE GAP between PP/NPP in RWM in each class. • PP pupils make good or better progress from Sept 17-July 18 in RWM in each class.
<p>Year Group Leaders (additional responsibility points)</p>	<p>£18,000</p>	<p><i>Effectively lead and monitor the quality of teaching and learning to ensure the needs of all disadvantaged pupils are met within their team.</i></p> <p>Quality first daily teaching and sharing expertise:</p> <ul style="list-style-type: none"> → Set high expectations; → Develop teachers' practice; → Ensuring consistent implementation of school initiatives; → Facilitate sharing good practice; → Improve quality of assessment; → Plan for and delivering interventions; → Quality assurance; → Data analysis; → Monitoring and evaluation; 	<ul style="list-style-type: none"> • YGLs understand and deliver defined expectations. • PP pupil outcomes are delivered. (as above)

Item/Project	Cost	Objective	Impact
Phonics interventions	£15,000	<p><i>Improved phonic knowledge to increase attainment to close the gap in Year 3 Phonic Screening as well as increase reading results across the school.</i></p> <p>Improved phonic knowledge to Increase attainment to close the gap across the Key stage Daily targeted support through: Additional daily phonics sessions with skilled phonics TA</p>	<ul style="list-style-type: none"> Disadvantaged pupils make accelerated progress in reading
Inference training	£1000	<p><i>Improved skills in the teaching of inference and comprehension</i></p> <p>Disseminate Years 5 and 6 LA training to rest of school team through staff meetings, peer observations and peer coaching etc.</p>	<ul style="list-style-type: none"> 100% good teaching of Inference across the school. Significant closing of ARE GAP between PP/NPP in RWM in each class. PP pupils make good progress from Sept 17-July 18 in RWM in each class.
English and Mathematics revision materials	£500	<p><i>Tangible resources to support the learning of disadvantaged pupils at home.</i></p> <p>Purchase additional revision resources for KS2 PP pupils in order to support them with their learning at home. Purchase web-based revision for homework – SPAG, maths</p>	<ul style="list-style-type: none"> Significant closing of ARE GAP between PP/NPP in RWM in each class.
Teaching Assistants	£51,000	<p><i>Accelerate progress through use of targeted TA support</i></p> <p>Personalised support at all levels Additional hours of support provided for pupils who have specific SEND needs.</p>	<ul style="list-style-type: none"> Pupils who receive additional support make good progress, the vast majority reaching ARE in each class.
Pastoral and Emotional support Learning mentors Nurture Group Counsellors Parent Support Advisor	£45,500	<p><i>Improve learning behaviours, attitude and, self-esteem by supporting pupils through use of therapeutic support.</i></p> <p>One to one emotional/pastoral support for pupils with social, emotional and mental health needs. Parents feel supported by the school in the development of their children. Uniform subsidy.</p>	<ul style="list-style-type: none"> PP pupils show good attendance and punctuality. PP pupils are calm and settled, with confidence and high self esteem. PP pupils make good progress in RWM in each class. Vast majority of PP reach ARE in each class.
Attendance Officer	£14,000 EWO support - £6000	<p><i>Improve the percentage of disadvantaged pupils so that the attendance percentage gap between non-disadvantaged and disadvantaged pupils is closed.</i></p> <p>Targeted work to support families in overcoming any barriers to their pupil's attendance at school. To work with identified individuals and groups of pupils. Monitor and track attendance and follow up as necessary.</p>	<ul style="list-style-type: none"> PP pupils show good attendance and punctuality. PP pupils make good progress in RWM in each class. Vast majority of PP pupils reach ARE in each class.

Item/Project	Cost	Objective	Impact
Extended School Homework clubs My Maths After school clubs	Staff Costs £3400 Maths consultancy ASC £10,000	<i>Raise achievement and enrich quality of learning through use of specialist provisions.</i> Overcoming barriers – improving attendance and punctuality. Disadvantaged pupils targeted for homework club, My Maths and After school clubs. Targeted enrichment opportunities for disadvantaged pupils who have less access to either extra-curricular or individual paid tuition.	<ul style="list-style-type: none"> PP pupils attending extended school activities make good progress and vast majority reach ARE in RWM in each year group.
Trips Curriculum enrichment	£5000 £3000	<i>Equal opportunities for all pupils to take part in the residential school trips.</i> Subsidise funding for all pupils, to enable all pupils to have additional experiences that they would not otherwise receive such as: → Camping → Visits out.	<ul style="list-style-type: none"> Significant closing of ARE GAP between PP/NPP in RWM in each class. PP pupils make good progress from Sept 17-July 18 in RWM in each class.
After school & Breakfast Club	£2,000	<i>Support parents with childcare difficulties and/or lateness.</i> To ensure pupils have a breakfast at the start of the day to ensure they are ready to learn. Support parents with childcare difficulties and/or lateness (6 pupils full time this academic year). To provide free/subsidised places in breakfast and after school club for those in particular need.	<ul style="list-style-type: none"> Supported PP pupils show improved attendance and punctuality and good progress in RWM
Music	£1000	<i>Individual lessons for targeted pupils in order to build confidence.</i> PP pupils targeted for individual music lessons – those who have less access to either extra-curricular or paid tuition.	<ul style="list-style-type: none"> Supported PP pupils are motivated, have higher self-esteem and make good progress in RWM
ICT – equipment	£16,000	<i>Provide pupils with access to the latest technology in order to raise engagement and participation in their learning.</i> Extending resources and using ICT to support learning, engage learners and ultimately raise attainment.	<ul style="list-style-type: none"> Significant closing of ARE GAP between PP/NPP in RWM in each class. PP pupils make good progress from Sept 17-July 18 in RWM in each class.
EAL support	£2,000	<i>To provide extra support</i> Extra English language support for disadvantaged pupils at the early stages of English language acquisition	<ul style="list-style-type: none"> Supported PP pupils are make good progress in language acquisition and RWM
Educational Psychologist	£6,000	<i>To assess and provide guidance.</i> Extra Educational Psychologist time to assess, monitor and review the needs of disadvantaged pupils.	<ul style="list-style-type: none"> Supported PP pupils are make good progress in RWM with many reaching ARE at the end of the year.
Speech and Language	£4,000	Small group support to develop speech and language skills, monitored by LA consultant. (LASS)	<ul style="list-style-type: none"> Supported PP pupils are make good progress in RWM with many reaching ARE at the end of the year.
Tiger Teams	£2,000	Small group support to develop physical and motor skills, monitored by LA consultant.	<ul style="list-style-type: none"> Supported PP pupils are make good progress in RWM with many reaching ARE.

Item/Project	Cost	Objective	Impact
Pencil cases and stationary sets	£500	Pupils are provided with the correct equipment to enable them to learn effectively	<ul style="list-style-type: none"> • Significant closing of ARE GAP between PP/NPP in RWM in each class. • PP pupils make good progress from Sept 17-July 18 in RWM in each class.
Developing pupils as leaders	£500	Opportunities to build leadership skills. Including work experience, pupil leaders and School Parliament.	<ul style="list-style-type: none"> • PP pupils are represented in all pupil groups and pupil voice is strong.
Total	£274,000		

Due to be reviewed July 2018