

Hollybrook Junior School
Pupil Premium Report 2017/2018

The Government has allocated an additional amount of money known as the Pupil Premium which is additional to main school funding. They believe it is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their less disadvantaged peers by ensuring that funding intended to narrow the attainment gap reaches the pupils who need it most. Schools are obliged to report annually on how they spend this money and what impact it has on pupil progress.

Overview of the school

Number of pupils and pupil premium grant (PPG) received 2017 - 2018	
Total number of pupils on roll (For the academic year 2017/2018)	228
Total number of pupils eligible for PPG (January 18 census)	38
Number of pupils for which funding was received (funding received for April 2017 to April 2018 based on Feb 2017 census)	29
Amount of PPG received per pupil	£1,320
Total amount of PPG received 16/17	£38,280

Guiding principles for how the money is spent

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes the needs of socially disadvantaged pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Impact on learning and well-being of pupils 16/17

Attainment of Pupil Premium Children (8 children)

	School all	National all	PP ARE+	National non PP ARE+	Difference	PP GD	National non PP GD	Difference
Reading	77%	72%	50%	77%	2 children	13%	29%	1 child
Writing	77%	76%	50%	81%	2 children	13%	21%	0 children
Maths	87%	75%	63%	80%	1 child	13%	27%	1 child

Progress of Pupil Premium Children (8 children)

	Progress school all	PP progress	National non PP	Difference
Reading	-0.41 (Average)	+0.8	+0.33	+0.47
Writing	-2.38 (Below average)	-4.29	+0.18	-4.47
Maths	+0.78 (Average)	+1.52	+0.28	+1.24

Data demonstrates that targeted support and intervention work in reading and maths had a positive impact on progress made by disadvantaged children. We can see that in these areas PP pupils made more progress from the point they ended infant school than other pupils nationally who ended with the same Y2 national curriculum levels who were not disadvantaged.

However, this is not true of disadvantaged children in writing who made far less progress than children nationally who were not disadvantaged. You can see from the “school all” progress data, that writing was a whole school issue last year even though attainment was in line with national (77% against 76%).

Looking further at our data we can see this is because too few of the children who started juniors below average, even if this was just be a little, managed to make enough progress to reach the average standard (or for those considerably below average, enough progress to get closer to average by being awarded a “working towards” level). 4 out of 8 PP children were below average.

Writing is a whole school focus this year and teaching improvements are seeing a positive impact on all children’s writing, including those who are PP. (79% of PP children across school are making at least expected progress shown in Autumn data capture). However, some of our PP money this year is targeted specifically towards areas that will encourage imagination and technical writing skills for our disadvantaged children.

Support	Nature of Support	Cost	Impact
Learning support	Additional interventions in reading and maths to support Y6 children to be well prepared for secondary school. This required funding for additional adults	£1500	Pupil Premium children at the end of Year 6 made positive progress in reading and maths compared to national non PP children
	Additional catch up intervention for PP pupils in Years 3, 4 and 5 to ensure they are at least on track to attain ARE for their year group	£4500	Some PP children benefitted from this support, but not as many as predicted. This support will be continued next year but additional training for HLTAs will be secured to ensure interventions are sharply focused
	Specific training for inclusion leader to develop a clear understanding of how to monitor, target and support PP children effectively	£9,000	Leader established clear systems so that all adults in school are fully aware of PP children and their learning profiles. Tracking systems established to monitor half termly progress. (This work will now need to be embedded and rigorously monitored in the coming year)
	Support for writing as an additional intervention	£1500	This approach was not effective for enough children as 4 out of 8 PP children made negative progress in writing. Writing is now a whole school priority and we will need to consider carefully support for PP children.
Pastoral support / ELSA for children	The ELSA and Family Liaison Officer provide support for both families and children	£9000	PP children have a positive view of their learning and show very good attitudes to learning. ELSA records back this up as well as feedback from families
Family Support	The Administration Officer and Educational Welfare Officer provide support for families where attendance is an issue	£9600	Persistent absence improved from 7.2% in 2016 to 5.1% in 2017 Whole school attendance was above national – 3.1% (national 4.0%) New approaches to monitoring attendance and promoting good attendance with

	The Administration Officer has set up more robust systems for monitoring attendance		families at risk of poor attendance have been implemented. These will be embedded in order to have full impact.
Enrichment	Visits and after school clubs were funded by the school where appropriate.	£3164	All children have had the opportunity to participate in all aspects of the curriculum. 7 out of 19 children learnt to play an instrument 7 out of 19 children applied for funding to support residential All children had subsidised trips All children had free uniform

Pupil Premium Provision 2017/2018

Predicted funding for 17/18: £50,160

Number of Pupil Premium Children 17/18: 38

During the period September 2017 – September 2018 the Pupil premium funding will be used to provide support for children’s writing from all starting points (low, middle and high) through a specific focus on spelling, punctuation, age appropriate grammar, greater depth focusing on use of extended vocabulary and editing. Money will be used to employ additional leadership time to focus on embedding assessment and rigour for pupil premium pupils and continuing to raise the profile of pupil premium children with all staff. We will provide targeted intervention time to allow teachers to respond directly to individual writer’s needs led by teachers through training two HLTA’s so that they can cover classes; they will extend their hours from part time to full time. The Emotional Literacy Support Assistants (ELSAs) will continue to support the needs of pupil premium pupils who may be experiencing emotional, social and / or behavioural needs to ensure that they are ready to learn. Pupils will also continue to be supported with speech and language or specific behavioural needs. In addition, we will support individual children to build confidence and support learning by teachers conferencing with pupils during lessons. We will continue to offer families subsidies for residential, visits and music lessons to ensure that children have rich experiences to support learning.

Hollybrook Junior School Pupil Premium Action Plan 2017/2018

Target 1: To ensure all Pupil Premium children make at least good progress from their relative start points in core learning skills of reading, writing and maths		
Provision	Cost	Success Criteria
Provide support for children’s writing from all starting points (low, middle and high) through a specific focus on spelling, punctuation, age appropriate grammar, greater depth focusing on use of extended vocabulary, spelling, sentence structure and editing. 2 TAs will work afternoons, one in each phase, to support intervention work	£4,000	<ul style="list-style-type: none"> ❖ Attainment of pupil premium children in writing from their starting points will increase from 50% (2017) to 77% thus closing the gap on national non PP children ❖ Progress of Pupil premium children will improve on last year (-4.29) thus closing the gap on national non PP children
We will provide targeted intervention time to allow teachers to respond directly to individual writer’s needs led by teachers through training two HLTA’s so that they can cover classes; they will extend their hours from part time to full time. This will include greater depth intervention time for targeted children	£8,000	<ul style="list-style-type: none"> ❖ All PP children will make at least expected progress from their KS1 starting points in reading, writing and maths; 11 out of 13 children will achieve ARE+ in reading, 10 out of 13 children will achieve ARE+ in writing and 10 out of 13 in maths.

<p>Money will be used to employ additional leadership time to focus on embedding assessment and rigour for pupil premium pupils and continuing to raise the profile of pupil premium children with all staff</p> <p>During half termly pupil progress meetings, held with the Head teacher and members of the SLT, the progress of disadvantaged pupils is given priority in the discussion</p> <p>During regular inspections of work by SLT, there is always a focus on the work of disadvantaged children</p>	<p>£10,000</p>	<ul style="list-style-type: none"> ❖ Secondment of Deputy Headteacher for 3 days a week will support Hollybrook Junior Deputy Headteacher in embedding assessment so that the profile of pupil premium children is raised with all staff ❖ Staff can talk about their PP children and support all of them through quality first teaching ❖ Staff will provide daily pupil conferencing for PP children during lessons
<p>Target 2: To ensure all pupils in receipt of Pupil Premium funding are given high quality support to address their social and emotional needs in order that they are able to learn</p>		
<p>The Emotional Literacy Support Assistants (ELSAs) will continue to support the needs of pupil premium pupils who may be experiencing emotional, social and / or behavioural needs to ensure that they are ready to learn. (29% of PP children receive ELSA support)</p> <p>ELSAs to work alongside Family Support Officer to deliver bespoke parenting sessions</p>	<p>£12,000</p> <p>£1,500</p>	<ul style="list-style-type: none"> ❖ Records kept by ELSA and feedback from PP children demonstrate that they have a positive view of their learning and show very good attitudes to learning. Feedback from parents show that they value the support given to their children ❖ Confidence in learning is reflected in children making good progress from their KS1 starting points
<p>Target 3: To ensure children in receipt of Pupil Premium make maximum use of learning time by being in school</p>		
<p>The Education Welfare Officer supports the Attendance Officer liaising with families to support them to ensure that children attend regularly and are at school on time.</p> <p>Administration Officer to monitor persistent absence more closely with individual children and liaise with EWO and families in order to improve persistent absence</p>	<p>£2,460</p> <p>£3000</p>	<ul style="list-style-type: none"> ❖ Absence and persistent absence is at least in line with national other pupils
<p>Target 4: To improve behaviour of children in receipt of Pupil Premium in and out of school</p>		
<p>The Trust Family Support Manager has been working with families who are struggling to manage their child's behaviour. He also represents the school on the panel who allocate outreach support to our vulnerable children</p>	<p>£2,500</p>	<ul style="list-style-type: none"> ❖ Fewer behaviour incidents recorded for this group of pupils (tracking for those children currently receiving support) ❖ Pupils take an active part in the life of the school and are involved as part of their class community (measured through club / teamwork)

The school will continue to fund school day trips for all children currently eligible for PPG	£456	participation and ability to work harmoniously with classmates)
The school will continue to offer funds towards the cost of residential	£2,000	
The school will continue to support music lessons for PP children	£2,900	
The school will continue to fund one after school club per term for PP children	£500	
Children in receipt of PPG are entitled to claim two free school sweatshirts	£786	