

Field Junior School
Pupil Premium 2016-2017

Year	2016-17
Date of next review	September 2017
Total Number of Pupils on roll	269
Total numbers of pupils eligible for PPG	51
Amount received per PPG child	£1320
Amount received per PPG+ child	£1900
Predicted Budget	£69220
19% of our children therefore qualify for PPG funding	
Objectives of Spending 2016-17	
To reduce barriers to learning in order to improve the achievement of our disadvantaged pupils and to diminish the difference between outcomes for PPG children and other pupils in the school, and nationally, in reading, writing and mathematics.	
The main barriers to educational achievement	
Limited access to rich language experience	
Disadvantage compounded by SEN/EAL needs	
Emotional and social issues	
Financial limitations give families limited access to extra-curricular and enrichment activities	
Low aspiration and expectation	
Poor parental engagement	
Weak literacy and mathematical skills amongst family members	
Attendance for a small number of PPG children	
Intended Outcomes	
Staff training to ensure PPG pupils are learning well with targeted and relevant to curriculum activities	
Focused support enables pupils make greater progress in English and maths	
Therapeutic interventions are helping to remove social and emotional barriers to learning	
Ensure pupils have access to a range of quality enrichment experiences	
Learning resources enhance learning experiences for children.	
Opportunities for parents to develop support for learning skills in the home	
Improved attendance	

2017 SATS UNVALIDATED data: (VALIDATED DATA AVAILABLE FROM DECEMBER 2017) Percentage at ARE for ALL PUPILS:

<u>RWM</u> - National 61% School-85%	<u>Reading</u> National 71% School 86% School- higher standard 42%	<u>SPAG</u> National 77% School 88% School-higher standard 56%	<u>Maths</u> National 75% School 95% School-higher standard 49%	<u>Writing (Teacher assessment)</u> National EXS 76% school – 93% Greater depth- 39%
<u>Progress scores : where 0 is average</u> Reading: 2.2 Writing: 3.6 Maths: 4.3		Average scaled score: Reading: 107.5 National 104 Maths: 109.5 National 104.1		

- FJS disadvantaged made BETTER progress than National OTHER in all 3 subjects
- FJS disadvantaged made BETTER progress than FJS OTHER in writing and were in line with FJS OTHER in reading progress.
- Middle achieving at KS1 disadvantaged made better progress than FJS OTHER in writing (but not as good progress as FJS other in reading or maths).
- Middle achieving at KS1 disadvantaged made much better progress than National OTHER middle achieving disadvantaged children.

	<u>R/W/M combined</u>		<u>Reading</u>		<u>Reading progress</u>		<u>Writing</u>		<u>Writing progress</u>		<u>Maths</u>		<u>Maths progress</u>	
	<u>EXS</u>	<u>GDS</u>	<u>EXS</u>	<u>GDS</u>			<u>EXS</u>							
					FJS	NATIONAL OTHER (2016)			FJS	NATIONAL OTHER (2016)			FJS	NATIONAL OTHER (2016)
<u>PPG (7 Children)</u>	42.9%	14.3%	57%	14%	+2.20	0.33 difference	100%	14%	+6.55	0.12 DIFFERENCE	71%	14%	+2.55	0.24 DIFFERENCE
<u>Non PPG</u>	90.4%	34.6%	88%	46%	+2.22		92%	42%	+3.12		98%	54%	+4.6	
<u>In school GAP</u>	-47.5%	-20.3%	-31%	-32%	-0.02	+1.87	+8%	-28%	+3.43	+6.43	-27%	-40%	-2.05	+2.31

Years 3-5 2016-2017

ARE	Reading		Writing		Maths	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
Year 3 (9 children)	100%	78%	89%	80%	89%	77%
Year 4 (22 children)	86%	90%	86%	87%	77%	94%
Year 5 (9 children)	89%	94%	67%	94%	89%	96%

SEND and PPG

24% of PPG children are also on the SEND register

Year 3 PPG and SEND- **22%**

Year 4 PPG and SEND-**18%**

Year 5 PPG and SEND-**22%**

Year 6 PPG and SEND- **29%**

Pupil Premium Planned Initiatives 2016-17				
Action	Costing	Review/Impact		Next Steps
Targeted Staffing <ul style="list-style-type: none"> • INCo • EMA support • Year 6 Booster sessions • Maths Gaps sessions • English Gaps sessions • SEN related provision 	£25272	<p>Throughout the key stage PPG progress is better than non-PPG although there is some gap between attainment. The year 6 data (2016) highlights that this gap continues to decrease over the key stage with our PPG students achieved higher than the national average PPG in all subjects at ARE. SEE ABOVE FOR DATA</p> <p>INCo and SLT targeting support-data analysis, book analysis and Pupil Progress Meetings. Children identified for further support/different provision and changes made in conjunction with class teachers.</p> <p>Increased staff awareness-daily readers to target support, gaps in knowledge bridged earlier.</p>		<ul style="list-style-type: none"> • INCo to set up provision files for teachers to take further ownership of interventions. • Monitoring of provision files weekly. • Continue gaps for English and maths-record booklets changed so communication between support staff and teachers improved. • Marking of work with support staff to be developed.
Staff Training <ul style="list-style-type: none"> • Quality first teaching • Development of pupil premium strategies • INCo training 	£3,500	Afternoon maths and reading provision: Year 5	100% that attended now working ARE or above, 100% made accelerated progress.	
		Afternoon writing provision: Year 5	100% made accelerated progress.	
		Afternoon maths and reading group: Year 4	100% made accelerated progress.	
		Afternoon writing group: Year 4	100% now working ARE, 100% made accelerated progress	
		Afternoon maths group: Year 3	100% made expected or accelerated progress	

<p>Resources, training and delivery of identified interventions Including -</p> <ul style="list-style-type: none"> • Maths with manipulatives • Fresh start • Precision teaching • Lego talk • Rainbow group • Cooking (nurture) 	<p>£10,000</p>	<p>All support staff training focused on areas of support. Courses include: Freshstart, Lego talk, SpLD 1:1 support programmes, Precision Training, Updates to safeguarding document, Grammar subject knowledge (Yrs 1-4), calculation policy and manipulatives, supporting learners with SpLD, swimming instructor course, SALT training, completing assessments for Freshstart, English grammar with county advisor, 2 part maths in the classroom course, English Grammar for TAs, SpLD 1:1 reading revival, first aid, barrier games, effective support for English (SEE TRAINING FILE FOR INDIVIDUAL STAFF NAMES)</p> <p>Maths manipulatives: Children accessing learning concepts with relevant support (evidence in planning, lesson observations and book scrutiny), independent learning supported with reduced adult intervention for some.</p> <p>Freshstart: Data indicates significant improvement in phonics knowledge. Data indicates word reading and spelling ages increased. For many comprehension and accuracy ages increased.</p> <p>Precision Teaching:</p> <ul style="list-style-type: none"> • Significant increase in spelling of HFW. • Identified that it is less effective with maths. • Training completed by group of TAs and teachers with EP service. <p>Lego Talk:</p> <ul style="list-style-type: none"> • Increased confidence in communicating in group. • Resources purchased used regularly. 	<p>Precision teaching/Lego talk:</p> <ul style="list-style-type: none"> • All TAs and year 3-5 teachers to now be trained by INCo. • PT will focus on reading/spelling. • Introduction of provision time for class teachers to have greater ownership of support and encourage fluidity where needed. • More formal recording in provision files for class teachers to monitor. • LT-purchasing of small lego sets to use as children are beginning to widen scope of how they can use. <p>Further training to be completed on: Autumn term: Phonics, encouraging independent learning with children not at ARE, maths games, Write Away Together, marking strategies,</p> <p>Freshstart:</p> <ul style="list-style-type: none"> • Phonics resources to be used with year 3 as a phonics support programme for ½ term. • Fresh start will not run during 2017-2018 due to programme running last year with year 3. • Suitability of programme for children with SpLD questioned. Discussion with SpLD base teachers to identify other resources and strategies, particularly for reading comprehension.
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		<p>Rainbow/Cooking groups:</p> <ul style="list-style-type: none"> • Parental feedback has been positive-increased confidence from children. • Year 7 children visiting school commented that they were better at Food Tech than peers due to skills learnt! 	<p>Rainbow/Cooking groups:</p> <ul style="list-style-type: none"> • Changes to be made for more detailed evidence-emotion monitoring beg/end of sessions, LAWSEQ questionnaire for self-esteem, themes programme set up, communication of activities/comments for both groups, pupil voice for bi-monthly in group, photo log book, fluidity of Rainbow group based on children's needs, further resources purchased to use, parent questionnaires. • Further Lego group to be set up focusing on pastoral support using similar themes.
<p>Emotional Well being</p> <ul style="list-style-type: none"> • Play therapy • CBT-through EP service 	£6240	<ul style="list-style-type: none"> • Reduced personal hygiene issues • Parents report opportunity for emotional outlet impacted positively on home life. • School identified fewer minor incidents on playground. • CBT reports highlight therapy positive. 	Investigate use of MALS and LAWSEQ to monitor impact on self-esteem more formally.
<p>Enrichment activities Including -</p> <ul style="list-style-type: none"> • First Access violin • Royal Opera House events • Shakespeare company visit • Science event • Living Chicks 	£5,000	<ul style="list-style-type: none"> • Children given opportunities not available to them outside of the school setting. • Children performed in assembly and at school concert. • Children's access at school enriched, plus fosters a sense of school community and working together. • This has provided a platform to identify an aptitude for individual provision and acts as a cost effective approach. (10% of PPG children are now learning an instrument.) • Of all children in the school no children learnt an instrument during the autumn or spring term of year 3 and only 2% picked it up in the summer term. • 10% of the whole school now learn an instrument in school. 	Investigation of further events that will enrich the children's social, emotional and mental wellbeing.

Targeted achievement <ul style="list-style-type: none"> • Before and after school tuition 	£6,800	After school maths tuition: Year 5	80% that attended now working ARE or above, 100% made accelerated progress.	Continue to target children for the tuition groups outside of the school hours. Ensure alternative arrangements can be made for those unable to attend.
		Before school reading groups: Year 5	80% that attended now working ARE or above, 100% made accelerated progress.	
		Before school reading groups: Year 4	100% that attended now working ARE or above, 100% made expected or accelerated progress.	
		After school reading groups: Year 6	100% that attended now working ARE or above, 100% made accelerated progress.	
		After school maths groups: Year 6	67% (4 children) that attended now working ARE or above, 100% made accelerated progress.	
Personalised provision <ul style="list-style-type: none"> • Clubs • Residential activities • music 	£5,000	<ul style="list-style-type: none"> • Children’s confidence to perform enabled them to share skills with whole school and then further with parents at a concert. • Subsidised residential and non-residential trips-opportunities beyond curriculum. • Children developing a sense of belonging to community and peer equality. • Children given equal access to school life. 	Continue with personalised provision; look for any further opportunities that arise for the school to engage with to support learners with personalised provision requirements.	

<p>Parent Partnership resources Interpreters</p>	<p>£2000</p>	<p>“Some great games-can’t wait to play them with my child.” (Year 3 parent) “Helped to understand the expectations on children and how to integrate practice into our daily life.” (Year 3 parent)</p> <ul style="list-style-type: none"> • Workshops completed on maths games (year 3), reading at home (year 3), 4 maths workshops. • Parent booklets produced to support home learning. • Games and resource packs provided for home learning. • Parents have been able to access meetings with teachers, discuss concerns and pastoral support ensuring strong home/school links. 	<p>Further parent partnership sessions to be held 2017-2018 including:</p> <ul style="list-style-type: none"> • Year group introduction meetings. • Maths games (Year 3) • Reading comprehension (Year 3) • Times tables, telling the time • Maths calculation policy <p>Parent voice from training sessions to filter into the training and workshops provided. Parent voice work to be completed at parents evening.</p>
<p>Family Worker support</p>	<p>£1,139</p>	<p>Issues in attendance, temporary housing, homelessness, complex family issues, engaging hard to reach families have all been supported through the SWHP Family Worker. They have also supported a family who were temporarily housed outside of the area with siblings placed in their local school whilst oldest sibling here (mother unable to access this school due to distance); appeals letters supported due to poor literacy and access to the relevant agencies to gain access to local schooling.</p>	<p>Continued support will focus on our complex family issues, homelessness, temporary/multiple occupancy housing, attendance.</p>
<p>Summer term Booster support</p>	<p>£2700</p>	<p>Additional TA time in the day to support learners in the classroom lead to increased learning opportunities for all. After school maths and reading comprehension work with a teacher in year 6. Reading and maths sessions with a teacher after school for year 5 during summer term.</p> <p>Impact: Year 5 learning ready for year 6 and moving on to secondary school. Year 6-data (see top)</p>	<p>Selection of children to be through PPM and analysis of data. Continue to put the support in during summer term for preparation going into year 6.</p>

Developing Reading <ul style="list-style-type: none"> • Reading resources • Extra-curricular reading activities 	£2000	Non-fiction library resources purchased and children now accessing. Reading book club has promoted reading and fostering reading for pleasure. See reading data for whole school.	Update reading resources for reading scheme. Reading attainment for middle achievers to focus on RAP.
Revised Total + £69,651			

Progress of all pupils is tracked and monitored regularly at termly pupil progress meetings. Pupil Progress Meetings hold teachers and management accountable for attainment and progress. The discussions that take place at these meetings and with parents inform our decision about planning appropriate provision. This provision is recorded on termly provision maps and monitoring of the interventions is undertaken termly.