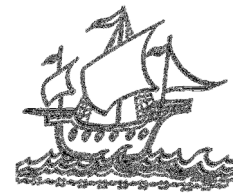


**Upton Junior School
Pupil Premium Report 2015-16**



Pupil Premium Report 2015-16

DfE Guidance:

*Schools, headteachers and teachers will decide how to use the **Pupil Premium** allocation, as they are best placed to assess what additional provision should be made for individual pupils.*

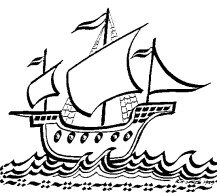
*It is for schools to decide how the **Pupil Premium**, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

*'We know a good education is the key to improving young people's life chances, to enable them to progress into adulthood with the skills and confidence for success. The **Pupil Premium** will provide schools with the resources with which to address inequalities in the system and raise the attainment of those pupils from low income families'.*

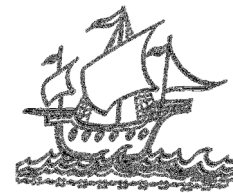
Source DfE website

Section 1: Overview of Upton Junior School

Number of pupils and pupil premium grant (PPG) received:	
Total number of pupils on roll	524
Total number of pupils eligible for PPG	105
FSM 105 @ £1320 = £138,600	105
Military - 1 & £300 = £300	1
Post LAC - 2 @ £1900 = £3800	2
Adjustments = £2347.00	
<i>*Pupil Premium Award = £50,000.00 (Cash award South East Pupil Premium Winner South East 2015)</i>	
Total amount of funding (excluding PP Award prize)	£145,047.00
Total amount of PPG received (including prize)	*£195,047.00

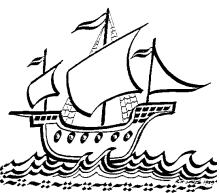


Upton Junior School
Pupil Premium Report 2015-16

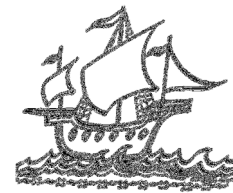


Section 2: Allocation of funding as of April 2015 (Terms 5 & 6 2015 & Terms 1, 2 3 & 4 2015-16)

- Additional teachers for Maths and English in every year group to enable smaller sized learning groups to provide focused teaching. 16 classes split in to 23 classes for 60% of timetable
- Costs towards AEN manager to teach in mornings and lead AEN in afternoon
- Contribution towards support staff hours: To ensure Maths and English Learning Groups 3, 4, 5 & 6 in all four year groups have the additional adult support required to support learning.
- Intervention Groups in R, W & M for identified PP children. These are led by support staff & teachers. Including precision teaching on 1:1 basis
- Speech & Language specialist TA hours. Specific pupils.
- Early Bird Maths Intervention Groups: Year 4 PP pupils invited in first instance
- 2 x full time Learning Mentors to support vulnerable pupils, both during the day and to provide After School Learning Support Club (x 2 week). PP children invited in first instance.
- Summer School: KS1 - 2 transition programme. Additional social, emotional support for vulnerable pupils plus academic 'Booster' sessions during summer holiday to enable smooth transition. PP children priority.
- 1:1 teacher booster sessions for Year 6 pupils prior to KS2 SATs including Level 6 booster sessions for more able pupils.
- Additional Year 6 'Booster' R,W & M' sessions led by support staff
- 'Beanstalk Reading Support' for LAC pupils
- Breakfast Club: No fee or reduction of cost for PP children
- Contribution of costs of educational visits: reduction of cost for all pupils.
- Sports enrichment opportunities supplemented for PP children: entry fees, travel expenses etc
- Creative Curriculum: Music & the 'Arts': Specialist music teacher for all pupils. No fees for tuition if school based music support. No cost for instrument loan. Access for all.



Upton Junior School
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Section 3 (A): Impact of Pupil Premium until end of term 2 2015

Measuring the impact of PPG spending

Overarching impact of pupil premium resources across the school:

- % improvements in attendance: specifically our 'vulnerable' groups
- No exclusions
- % reduction in behaviour related incidents: Data kept by DHT Pastoral
- % reduction in the numbers of PP pupils making less than expected progress
- % increase in the number of PP pupils exceeding expectations
- Pupil perception information about engagement and progress: Results of pupil questionnaires & issues raised at Pupil Council & 'Meet the Governors'
- Parent satisfaction: Ofsted Parent View results, Parent Y3 Transition Questionnaires, Parent (Whole school) questionnaires, Praise forms, Feedback following 'Governor Clinics' with parents

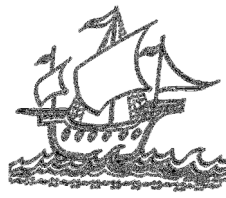
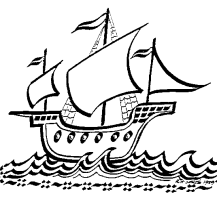
Learning Mentors have been able to work with pupils across the school on a variety of issues that may impact upon pupil well-being. They are responsible for leading peer mediators and restorative approaches in schools. Pupil Q feedback & wellbeing evaluations.

The creation of an additional Learning Group in each year group has enabled smaller classes for pupils working at and below age appropriate. Teaching is personalised to the narrow band of levels in each learning group. Pupil progress measured at regular intervals across the year. Year 3, 4 & 5 have 6 Learning Groups, Year 6 has 5 Learning Groups.

Speech & Language specialist staff member has allowed for in-house support for specific pupils

Intervention Groups / 1:1 support through precision teaching: improved self-confidence and pupil participation in lesson with pre-teaching and/or reinforcement focusing on areas of support for individual pupils

'TEAM Upton' ethos shown through attendance at extra-curricular activities; positive behaviour for learning, pupil conferencing feedback.



Section 3 (B): Impact of Pupil Premium

Data

1) Raiseonline 2015: Analysis

Key Stage 2 Attainment (RoL p17)

Threshold levels

- 100% of the school's disadvantaged pupils achieved level 4+ in reading and EGPS, 97% in writing and 86% in maths. This group's results are statistically significantly above the national disadvantaged group in EGPS and writing and well above the national other group in reading. Their level 4+ results are below both school and national non disadvantaged pupils in maths

Level 5 and above

- The proportions of disadvantaged pupils achieving level 5 or above are higher than the figures for national other pupils in reading, writing and EGPS and for the combined level 5+ indicator. Their attainment is statistically significantly above the national disadvantaged group in reading, writing and EGPS.

KS2 Point scores (p24)

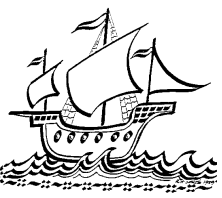
The 2015 APS for reading and writing are the highest for 5 years and the EGPS score is the highest for the 3 years recorded. The average KS2 and individual subject point scores are all statistically significantly higher than the national averages.

Groups (p25)

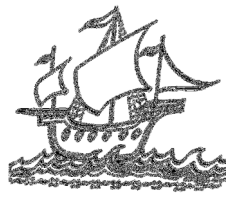
- Every group's average point score in every subject is comparatively higher than the national group's figure
- The disadvantaged pupils have attained well above the non-disadvantaged national group in reading, writing and EGPS. Their APS for maths is below both school and national other group figures.

KS1 to KS2 Value Added (p27)

The 2015 Value Added scores for reading and overall KS2, show that progress for this cohort is statistically significantly higher than expectation, based on the pupils' KS1 prior attainment. Value Added progress in writing is above expected but in maths it is slightly below. The Value Added progress has improved in 2015 in reading and the



Upton Junior School Pupil Premium Report 2015-16



school is now in the top 2% nationally for this indicator. The school's national percentile rank in other subjects is lower than in 2014.

Groups (p29)

- All pupil groups, made above expected progress overall from KS1 with Value Added scores above 100.
- The value added scores for the disadvantaged pupils are statistically significantly the national peer group in reading, above expected in writing but below expected in maths. The school disadvantaged group have slightly better VA scores in reading and writing indicating better progress than for the school's other pupils

Expected Progress (2 levels) from KS1 to KS2 (p32-37)

Overall 98% of the school cohort achieved at least 2 levels of progress in reading, 100% in writing and 93% in maths. The expected progress figures for the cohort and for each starting point in reading and writing are well above the national benchmarks. The expected progress figure for maths is slightly above the national figure and a lower percentage of school pupils converted 2c to level 4.

56% made 3 or more levels of progress in reading, 41% in writing and 30% in maths. These percentages for reading and writing are also high compared to the national figures for the cohort as a whole but the figure for maths is lower. Lower proportions of pupils who were level 2b and level 3 at KS1 made above expected progress

The expected and above expected progress figures for disadvantaged pupils are in line with the school's very high figures in reading and writing but below the percentages for national other pupils for above expected progress in maths

Groups (p38)

- All pupils in all groups made at least expected progress in writing and in these subjects all group figures that have been tested are statistically significantly above the national benchmarks
- All disadvantaged pupils made expected progress in reading and writing. Their expected progress in maths is in line with the school and national non-disadvantaged groups.