



PUPIL PREMIUM Planned Targeted Support for the Financial Year 2018-2019

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 eligible for PPG	91
FSM 87 @ £1320 = £114,840	87
Military - 0 & £300 = £300	0
Post LAC - 4 @ £1320 = £5280	4

1. Summary information

School	Upton Junior School				
Academic Year	2018/2019	Total PP budget	£121,120	Date of most recent PP Review	Nov 2018
Total number of pupils	506	Number of pupils eligible for PP	87+ 4	Date for next internal review of this strategy	July 2019
Pupil premium numbers last three years/allocation of money	2014-2015	102 + 4	£139,392		
	2015 -2016	104 +1	£145,047		
	2016-2017	100 + 1	£132,816		
	2017-2018	92 + 4	£126,720		

2. Current attainment

KEY STAGE 2 SATS 2018	<i>% Reaching Expected Standard</i>	<i>National Average</i>	<i>% Above National Averages</i>
% achieving in reading, writing and maths	72	66	6
% making progress in reading	80	75	5

% making progress in writing	92	78	14
% making progress in maths	81	76	5

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** Oracy -oral language skills for most PP children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of complex maths problems
- B.** Focus group lowest 20%(not SEND) in ks2 classes who are making less progress than other PP pupils in KS2. Diminishing the difference in attainment in reading, writing and maths
- C.** Fewer PP Children achieve greater depth across both key stages

External barriers (issues which also require action outside school, such as low attendance rates)

- D.** Attendance rates of eligible pupils is lower than other pupils.
- E.** Poor home learning environments and attitude of parents affects progress and attainment for some eligible pupils.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	All pupil to achieve national averages and above in reading writing and maths	PP children to achieve in line with non PP in RWM
B.	Improved oral and written language skills for PP pupils	PP children to achieve in line with non PP in RWM
C.	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95%
D.	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from more affluent areas	Pupil feedback case studies and parental feedback.

E.	Pupils to be happy at school and be able to socialise with one another respectfully	Pupils to be socialising with peers during structured and unstructured times.
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5. Planned expenditure

Target Group	Item	Objective	Action	Outcome	Cost
Children who have previously not made expected progress.	Contribution towards support staff hours: To ensure Maths and English classes have the adult support required to improve learning.	To ensure all children make at least expected progress.	Focussed teaching assistant support in Reading, Writing and Maths for pupils identified	All children will make expected progress in Reading Writing and Maths. Monitored regularly as detailed in School Monitoring Overview. A	Total= £36,069.60
Children who have previously not made expected progress.	Intervention groups in R, W & M for identified PP children. These are led by support staff & teachers. Including precision teaching on	To ensure all children make at least expected progress.	Focussed intervention groups to support Reading, Writing and Maths for pupils identified.	All children will make expected progress in Reading Writing and Maths. Intervention groups monitored by TAs daily and SENCo	Total= £14,277.55
	1:1 basis and early bird clubs			every 6 weeks. A	

Identified Year 6 Children	Booster sessions for Year 6 pupils prior to KS2 SATs by support staff, teachers and AHT.	To increase the percentage of children making expected standard.	Work to be carried out in the afternoons.	Increase in percentage of children reaching expecting standard. A	Total= £10,660.90
Identified Looked After Children	1:1 reading supported by Beanstalk.	To increase the confidence of the children when reading. 1:1 support and attention given. Increase in social skills.	Work to be carried out in the afternoons.	Increase in confidence when reading. The love of reading to improve. Children to have 1:1 time with a trusted adult. B	Total= £856
Children who have previously not been able to reach expected standards	Additional Learning Groups for English and Maths.	To increase the percentage of children making expected standard.	16 classes to be split in to 22 classes for 60% of timetable.	Increase in percentage of children reaching expecting standard. A	Total= £112,253.55
Identified children	Pastoral Support Team. 10 Hours per week.	To support children who can sometimes find socialising positively with their peers difficult during unstructured times: Lunch time.	Identified children to take part in social skills activities to support with this.	Children are able to socialise with other children and play happily and have a good lunchtime so they feel ready to learn. E	Total= £3,005.80
Identified children	Pastoral team x3 15 hours per week	To support children who find unstructured social situations difficult	One member of the pastoral support team to encourage pupil's overall well-being in the playground and	Children feel more positive about joining in with their peers and have a good lunchtime	Total= £5,363.70

		due to low self-esteem.	support them with friendship issues. Two members of the pastoral team to support the children when they need to take themselves away from situations during this time and talk about friendships, worries, self-esteem and also to encourage them to join in with an activity. Offers a lunchtime board game club.	so they feel ready to learn. E	
Identified Children	Financial help towards the cost of breakfast club	To ensure children are provided with a nutritious breakfast and are ready for learning.	Contribution towards breakfast club for those families who struggle financially and need wrap around care due to work commitments.	Children ready to learn in the morning and their concentration is better, having eaten a good quality breakfast. D	Contribution towards= £2,500

Identified Children	Financial help for school dinners	To ensure children are provided with a nutritious meal and are ready for their afternoon learning.	Free school dinners for those families who struggle financially.	Children ready to learn in the afternoon and concentration is better, having eaten a good quality meal. D	Total= £15,200
Identified children	Lego Social Skills group	To improve social interaction and	Lego Social Skills Groups led by	To sustain friendships and reach	Total= £1,158.24

		communication skills	Family Liaison officer. Collaborative projects will take place weekly. To prompt interaction among the children and help them come up with their own solutions. This collaboration requires close interaction and communication among group members naturally reinforcing social contact and good behaviour.	learning potential. E	
Families of children supported by Pupil Premium	Money for school trips.	To reduce any burden on parents and carers with non-participation in school activities due to finance.	To offer financial help to families- this may be help with payment for trips.	Parents and carers feel they can ask for support and very good home-school links are continued. D	Total= £1000

Families of children supported by Pupil Premium	Sports enrichment opportunities supplemented for PP children: entry fees, travel expenses etc.	To reduce any burden on parents and carers with non-participation in sport events due to finance.	To offer financial help to families- this may be help with payment for entry fees, PE kit, Equipment and swimming.	Parents and carers feel they can ask for support and very good home-school links are continued. D	Total= £500
Families of children supported by Pupil Premium	Creative Curriculum: Music and 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.	To reduce any burden on parents and carers with non-participation in creative curriculum events due to finance.	To offer financial help to families in regards to music lessons.	Parents and carers feel they can ask for support and very good home-school links are continued. D	Total= £21,556.20
Families of children supported by Pupil Premium	Learning Mentors x 2	To reduce any burden on parents and carers of barriers to children's learning such as attendance.	Wellbeing (Child and Adult) - this may be in the form of advice and support from our Learning Mentors or other professional agencies supporting your child with learning at home.	Parents and carers feel they can ask for support and very good home-school links are continued. D	Total= £39,216

Identified children where attendance is below 95%	Mini Bus collection before school and free breakfast club on arrival.	To overcome barriers - improving attendance and punctuality. Children have a good start to the school day. Parents and carers are able to begin their working day on time and smoothly.	Additional places provided in Breakfast Club and site manager and learning mentor to carry out the collection.	Children's attendance percentages increase. C	Wages= £5,822.55 Diesel= £400 Breakfast club= £4465 Total= £10,687.55
Identified Children	Homework Club	Barriers are removed so that children can be given support with homework.	Places given in homework club for these children.	Children completing their homework to ensure they have a better understanding of key concepts ready for further learning. A	Total= £1,544.32
Identified Children	Resources to support and enhance learning experiences of PP pupils as identified by SENCO and TA	To remove barriers and enhance every opportunity for PP children to learn effectively.	SENCO and Learning Mentors to identify and purchase identified resources throughout the year.	Improved learning conditions and experiences. D	Total= £2000
Identified Children	Speech & Language specialist TA hours.	Small group work or 1:1 support with Speech and Language activities to improve these two areas.	Sessions to take place in afternoons.	Children to have closed the gaps as indicated by Language Link and Speech link. B	£1,158.24

PREDICTED PUPIL PREMIUM INCOME	£121,120.00
PROPOSED EXPENDITURE AS DETAILED ABOVE	£279,007.95

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 to monitor.
- % 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 feedback & wellbeing evaluations.

Additional Learning Groups in each year group enable 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.

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.

Impact of Pupil Premium

Attendance

3rd Sept 2017 to 14th Nov 2017 - PP Attendance = 93.89

4th Sept 2018 to 14th Nov 2018 - PP Attendance = 95.56

An increase of 1.67%

No Exclusions

Behaviour

75 points a cycle. 225 over 3 cycles. 514 children in school. 115650 points.

75 points a cycle. 225 over 3 cycles. 97 children in school. 21825 points.

Sept - Nov 2017 - 47 points lost for Pupil Premium Children (0.002% lost)

Sept - Nov 2018 - 31 points lost for Pupil Premium Children (0.0014% lost)

Data from: Analysing School Performance 2018

Key Stage 1 to Key Stage 2 Progress

Reading Progress

- The 2018 progress score for reading shows that progress for the whole cohort is in line with the national average based on the pupils' KS1 prior attainment.
- Progress in reading for the disadvantaged pupils in the cohort is slightly below average. It is lower than for the other pupils in the school cohort
- High and Middle Prior Attainment Groups (based on overall KS1) have made average progress in reading.

Writing Progress

- The 2018 progress score for writing shows that progress for the whole cohort is average based on the pupils' KS1 prior attainment.

- Progress in writing for the disadvantaged pupils is above average and higher than the figure for the school cohort.

Maths Progress

- The 2018 progress score for maths shows that progress for the whole cohort is average based on the pupils' KS1 prior attainment.
- Progress in maths for the disadvantaged pupils is slightly below average
- All prior attainment groups have made slightly better than average progress in maths.

Key Stage 2 Attainment

Reading Standards

- 80% of pupils achieved the expected standard in reading and 35% achieved a high scaled score. Both percentages are above the national cohort figures
- The percentages for disadvantaged pupils in the cohort achieving the expected standard and achieving a high scaled score are below the figures for national other pupils
- Attainment for high and Middle Prior Attainment Groups is in line with the national group at expected standard and for high scaled scores. Low Prior Attainment Group are below the national group at expected standard.

Writing Standards

- 92% of pupils were assessed as working at the expected standard in writing and 25% were working at greater depth, which are both higher than the national cohort figures
- The percentage for disadvantaged pupils in the cohort achieving the expected standard is slightly lower the national other pupil figure. A slightly lower proportion were working at greater depth

Maths Standards

- 81% of pupils achieved the expected standard in reading which is well above the national figure. 32% achieved a high scaled score which is higher than the national cohort
- The percentage for disadvantaged pupils in the cohort achieving the expected standard is below the national benchmark for other pupils.

Reading + Writing + Maths Standards

69.5% of pupils in the school cohort achieved the expected standard for the three subjects, which is well above the national figure, and 12% achieved the combined high standard.

Over the last 3 years.

Reading Progress gap (Cohort to Disadvantaged) has reduced by 1

Reading Attainment Gap for Expected (Cohort to Disadvantaged) has slightly reduced

Reading Attainment Gap for Higher (Cohort to Disadvantaged) has slightly reduced.

Writing Progress gap (Cohort to Disadvantaged) has reduced by 1 (0.96)

Writing Attainment Gap for Expected (Cohort to Disadvantaged) has slightly increased

Writing Attainment Gap for Higher (Cohort to Disadvantaged) has slightly reduced.

Maths Progress gap (Cohort to Disadvantaged) has increased by 0.5

Maths Attainment Gap for Expected (Cohort to Disadvantaged) has significantly reduced

Maths Attainment Gap for Higher (Cohort to Disadvantaged) has stayed the same.